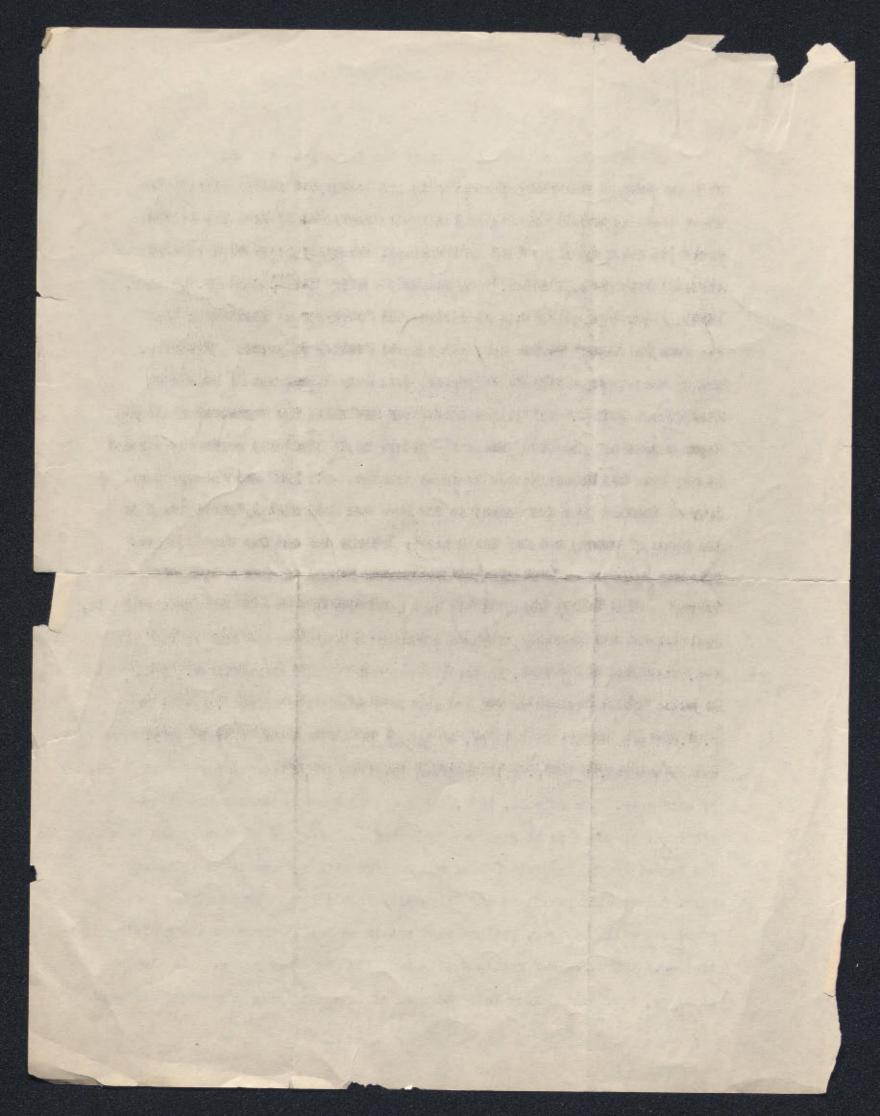
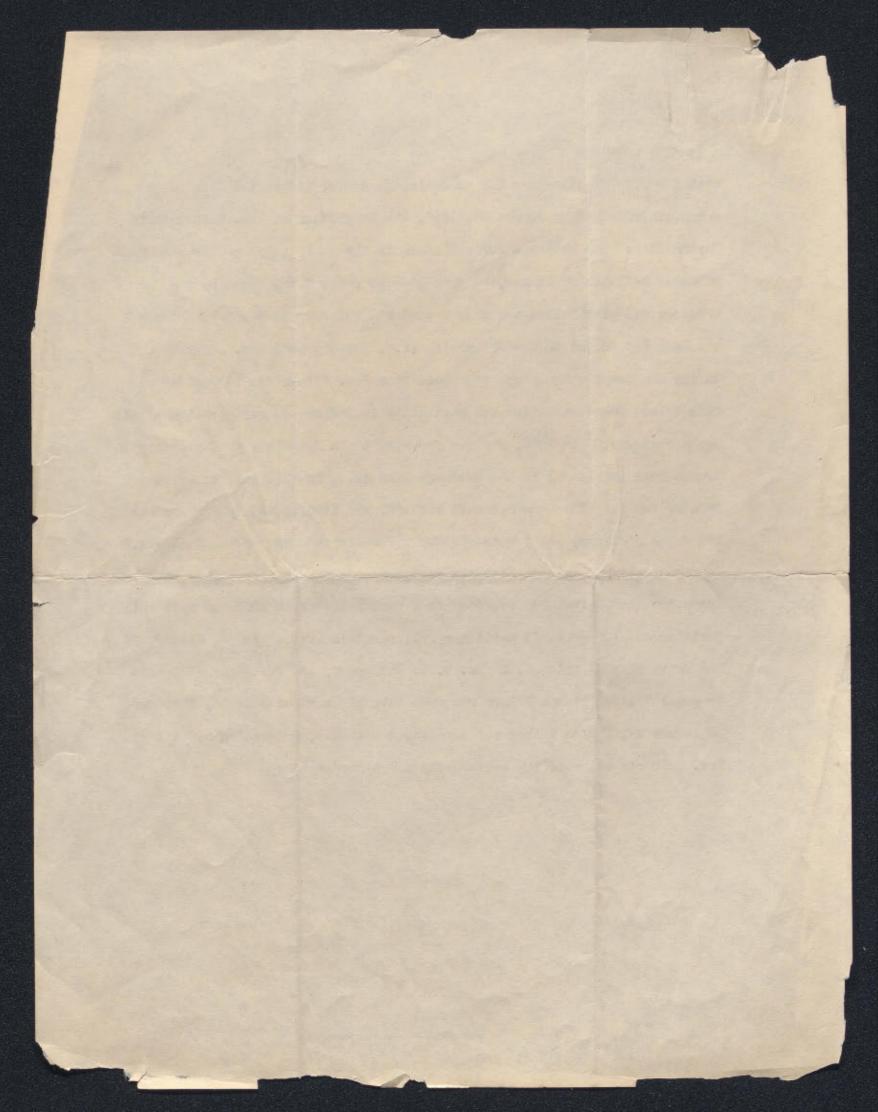
Printed w reinty Return to Marion Talbal 1720 Kenward are. Cerean

The selection and organization of the faculty of the University of Chicago forms an interesting chapter in its history. An important phase was the selection of women to assist in the administration. The action which was taken soon resulted in the establishment for the first time of the office of dean of women. On February 25, 1892, Mrs. Julia E. Bulkley, superintendent of schools in Plainfield, New Jersey, was elected by the trustees, associate professors, and Academic (later Junior) College Dean. She went almost immediately to Zurich, Switserland to pursue a course of study for a degree. In 1895 she received the degree of doctor of philosophy and took up her residence at the University. In the interim her name had appeared in the published lists of the faculty as Associate Professor of Pedagogy and Dean (of Women) in the Academic Colleges. She remained in this position until 1899 when she became Dean in the College for Teachers. The following year she retired. In his search for an experienced administrator who would give especial aid in organising the life of the women students, President Harper realised that the outstanding women in the country was Mrs. Alice Freeman Palmer, formerly President of Wellesley College. President Harper's efforts to secure her aid and to persuade her husband, Professor G. H. Palmer of Harvard College, to become head professor of philosophy, were not successful, but Mrs. Palmer agreed to give her assistance for a part of each year. On July 25, 1892, she received her app intment and thereafter for three years he name was published as Professor of History and Dean (of Women) in the Graduate School and Gollege with a footnote as follows: "Mrs. Palmer will reside at the University in all twelve weeks during the years she will, however, while absent retain an active share in the administration." Mrs. Palmer retained this position for three years. In the meantime, President Harper felt the need of having a woman permanently charged

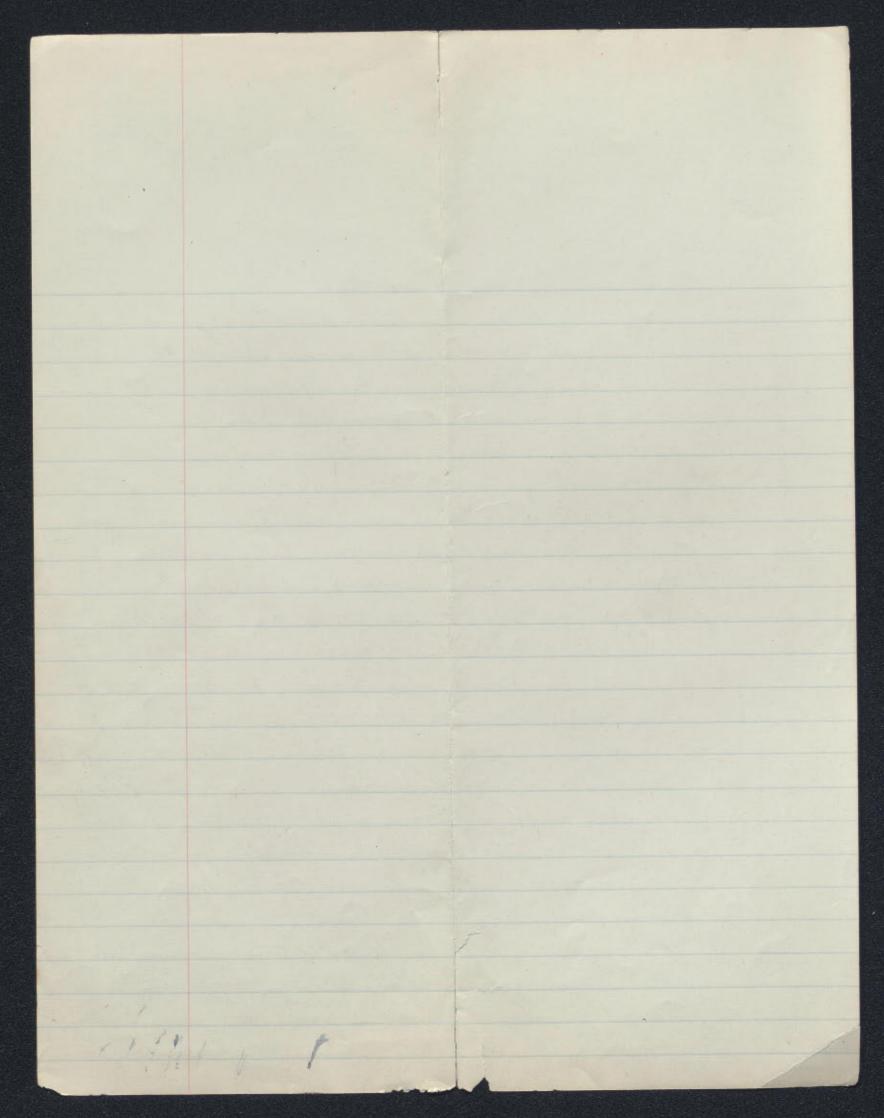


with the duty of directing the academic, domestic, and social life of the women students and on August 51, 1892, the suggestion of Mrs. Palmer that Marion Talbot who had been her colleague in the early years of the Association of Collegiate Alumnae, be appointed to serve was adopted by the Erustees and Miss Talbot was made Assistant Professor of Sanitary Science and Dean (of Women) in the University (i.e. Senior) Colleges. during the comparatively short periods when Mrs. Palmer was in residence Miss Talbot took the entire responsibility including the registration of all women students. In 1895, she was propoted to an associate professorship and became Dean (of Woman) in the Graduate Schools. In 1899 she was appointed Dean of Women. The announcements for 1897 and 1898 stated, "there are also two deans of women, one for the Graduate Schools and one for the Colleges." This was followed in 1899 with the statement, "there is also a Dean of Miss Talbot was promoted to a professorship in 1905 and held this position and the deanship until her retirement in 1925. In the History of the University of Chicago, by Dr. T. W. Goodspeed, the following statement is made: "Alice Freeman Palmer was made Dean of Women on July 25, 1892 and on August 51, Marion Talbot was associated with her, succeeding her after Mrs. Palmer's valuable but necessarily temporary service." Structly spealing as has been noted mrs. Palmer was not Dean of Warmen. That torm methout qualification, was used for the first lune macadonie holong in 1899 when the appointment of manon Talbet was maele



Marion Talbab

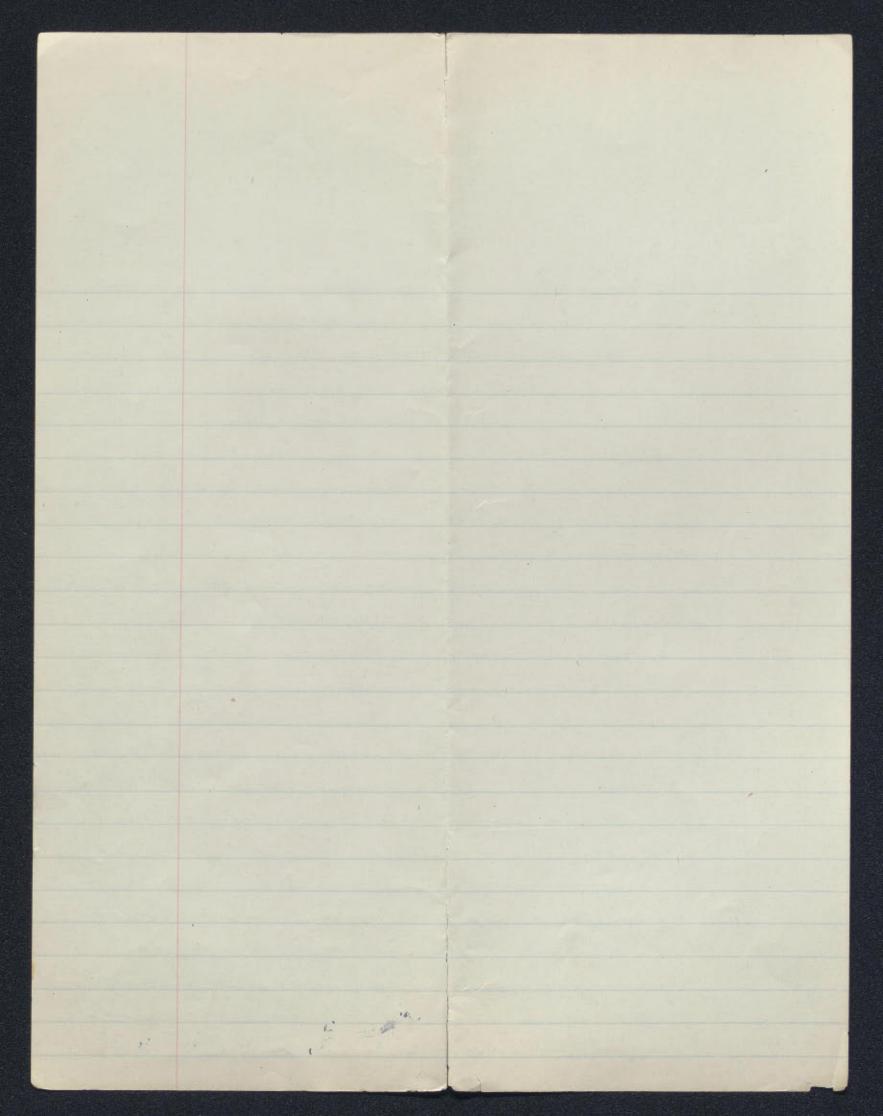
Miss Marion Talkot, dean of women in the luniversity of Chicago, was born in Boston in 1858. I he rederied a ruch intellectual heritage from both father and mother. Her father, as dean of the faculty of the department of medicine at Bootog howeverty from the opening in 1873 until his death was an able teacher and tastfell administrator. He was a form believer in coeducation. Had be been less responsements high deals, Boston huweruty would have missed the hours she would enjoy to of having been the first of American institutions to provide and maintain a four year's course prelimenary to a doctorate in medience and surgery. Her mother, July Emily Talbot, was a counter of great untiature whose rishest fruits were seen in oher influence over gaving feafle-opening new father to they had giving they courage and hope in forming and realizing high ideals of shoracter was achieverent. The founded the Boston Later School for guil, the Association of Callegiate Alumae and the Rowad Table



of Roston. As secretary of the Educational defartment of the American Louis Louise Association she consulted with charles Darning, and gone the first real impeters to child study in America. This Falkot, thus, as the doughts of two leading educators, received a rich intellectual heritage.

refetition !

Her own reholacter life is one of bulliout achievement. In 1880 she received the degree of lackelor of arts from Roston huverity; two years later the degree of marter of arte from the same university, and in 1888 the degree of bashelor of service from the wassechusetts intitute of technology states leaving college upe did not intitute of technology states in psychology metaphysics and restricted in Jamester service at wellestey allege. phelosophy interested her for more than the classies. Her farents were extremely anxious that whe apply ther education to some cause. The year after callege, however, was spent in travel. frencepally in new York, Baltimore and washington, D.C. As she had influential friends at washington, she was at the white would prequently, standing in the receiving line with Freudent and THE Hayer an one oceasion. On her return to Frontas, she was made recretary, and later freudent of the marsachusett fociety for the limberedy & ducation of Comen the was loter an instructor al Losell Lemenary and later an



wateretor in domestic service at sollerly callege, From walkeley who came in 1892 to the lunversity of Chicago to be come assistant and they associate professor of senitary service, and finally professor of lauxehold administration. In 1894 she received from Cornell College the Laurary degree of Life D.

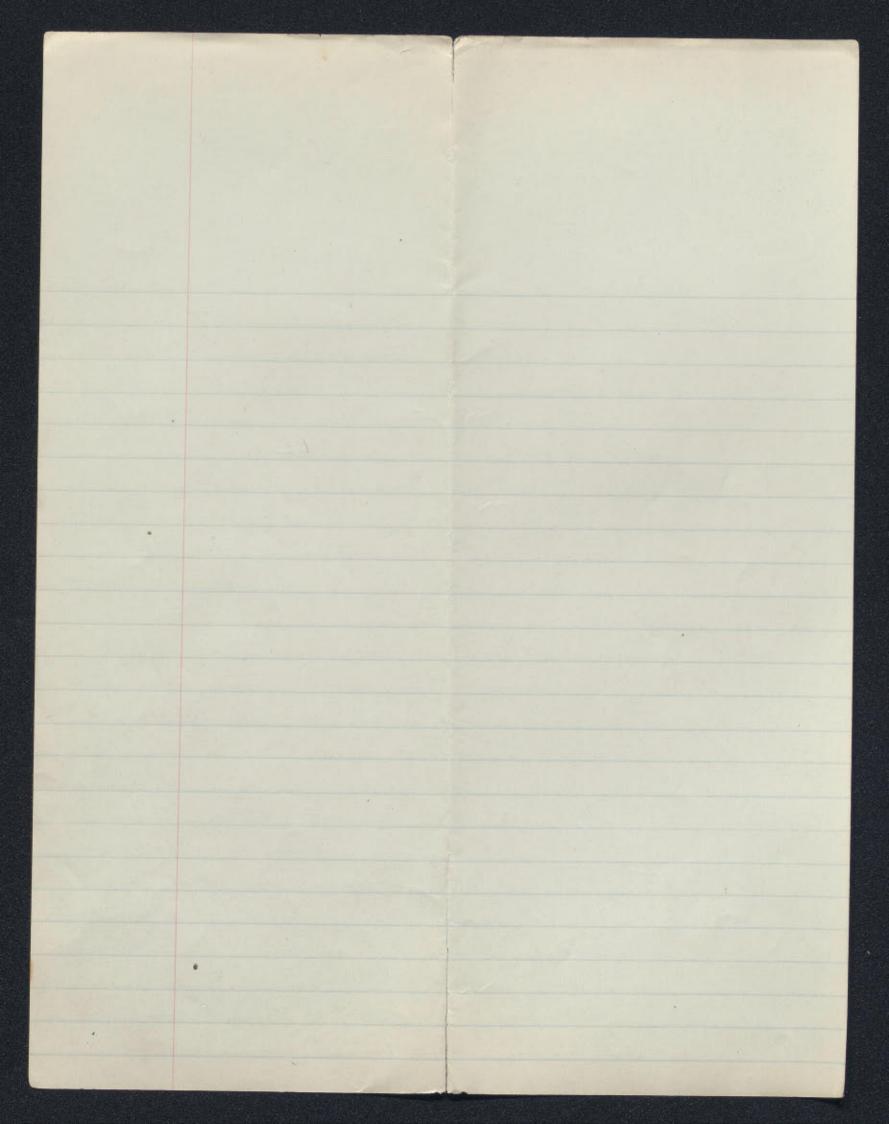
women in the humanity of chieago, however, was not hunted to her exhalactic achievements. For thirteen years as the secretary of the Collegeate Alumnae Association, and later as its frendent, mis talked had an exceptional offartunity to know women of many different colleges, and to learn the different altitudes which these colleges took on the subject of women students.

Therefore, was feculiarly fetter to organize the lefe of the women at the new linewirity. Although she whared the title of dear of women with mrs. Also Freeman.

Folimer for the first three years, the hurden of the organization of the lefe of the would fell an was Fallal as mrs. Palmeri feriods of residence at the leavenity were what.

Talbot based on three primaples, warnely: that there

In fact?



I

should be absolute academic equality of ruly and women; that the women should have complete social freedom; and that while away from home women should enjoy a wholesome family life.

There talkot en conventered little apparation from the luniversity authorities regarding the oreadenies equality of men and manners the luniversity of thereof was the first untiluted to admit men and women on terms of absolute equality.

Larcour, who edited a paper in Lowell, speak. This Larcour, who edited a paper in Lowell, speak. This I have and that wowen could never be greet lyrice foots unless free from convention and intellectual restrictions. These theorem wade a proported infression of This talbot and greatly influenced her attitude

on the intellectual freedom of would mis talked was among ed in the extreme by the many fetty round regulations hundering the less of women at Roston hundering,

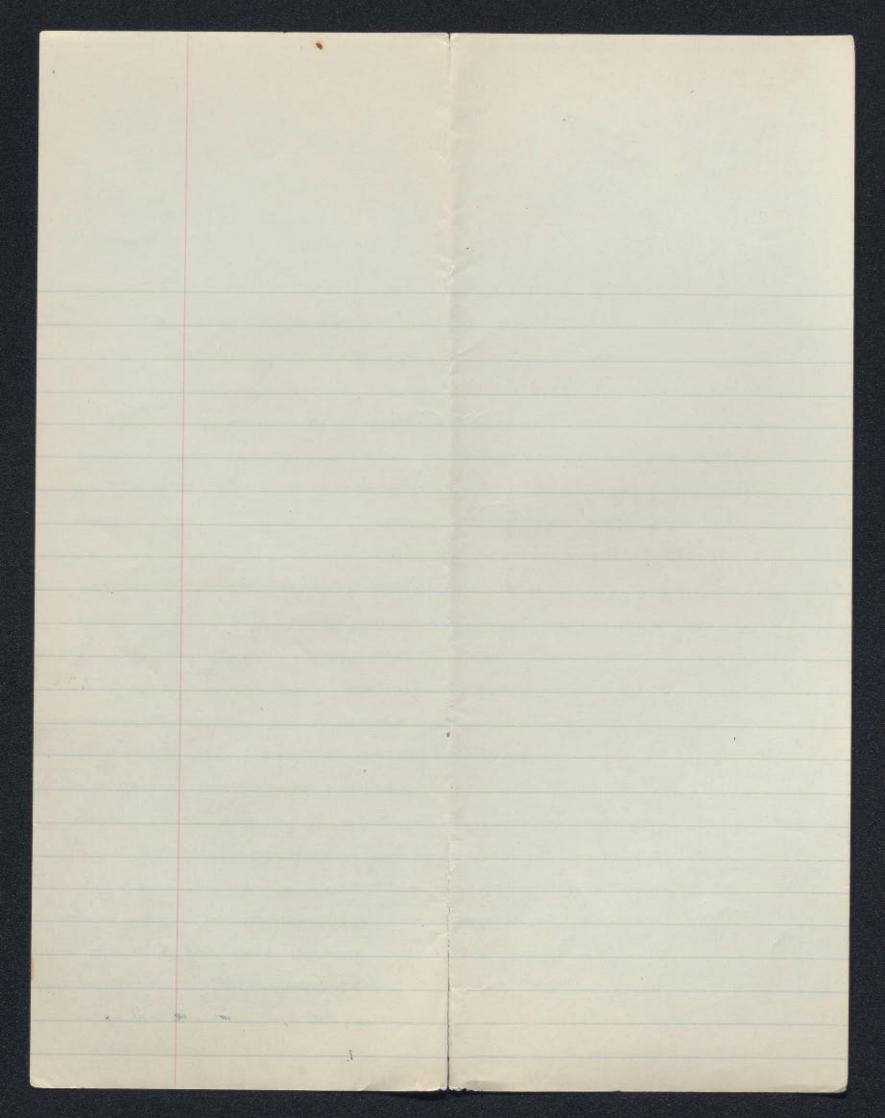
and in formulating the organization of the less of the women at the lenineristy determined in her own would,

free to work out they culettedual gifts: " so a result

of her theory the social life of the women as the

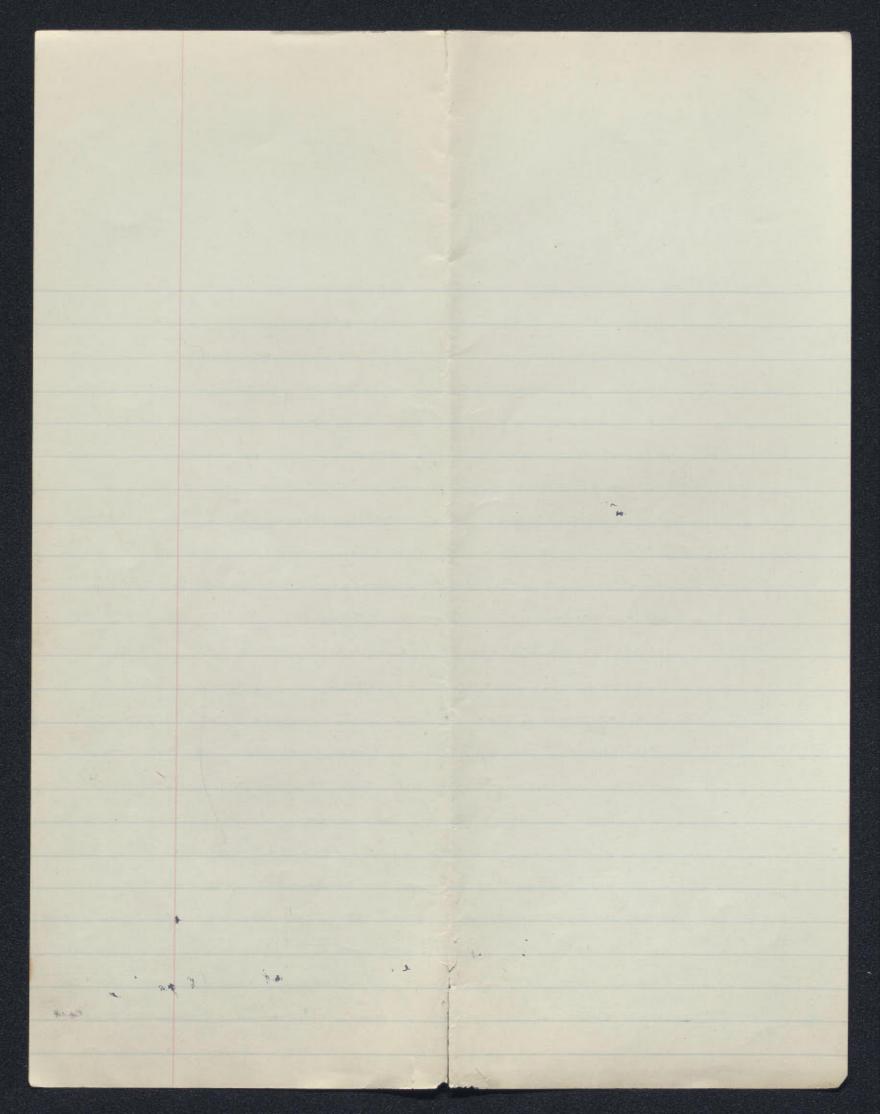
lineverity has been alread entirely unrestreeted.

Why Listenda



there are, of course, a few rules, but there are surprisingly flew; the principal are being that organized social few strong to which would are invited rured be registered with the dean of women, that the place of entertainment be specified, that the chaperous . I well be mamed, and that such would affaire rund be confined to the end of the week. Sively this rule is a very revanable one. Thus talkot assumes that the type of woway and come to the liveveracty of Chesago in I strong wongen intellectually, and as ruch is capable of regulating her awa like roually. The is more than froud of the fact that this unralrate is the valy institution in which the S. H. V. e. were boudled uncedefully, as far as the would were concerned. This talkot is perfectly grayle, however, in cases where whe counters that a girl is any the wrong track. Formattuce, in cases where she sees a man around comper with a girl continually, she door not heretate to tell the gurl that if she cares anything about the was, her regard should first be for her work, that she should not tempt here to play with her when he should be working. Wire talkat believes thoroughly in marriage, and a always pleased copies of the sugarement of a girl in green fell, over which she fresiden

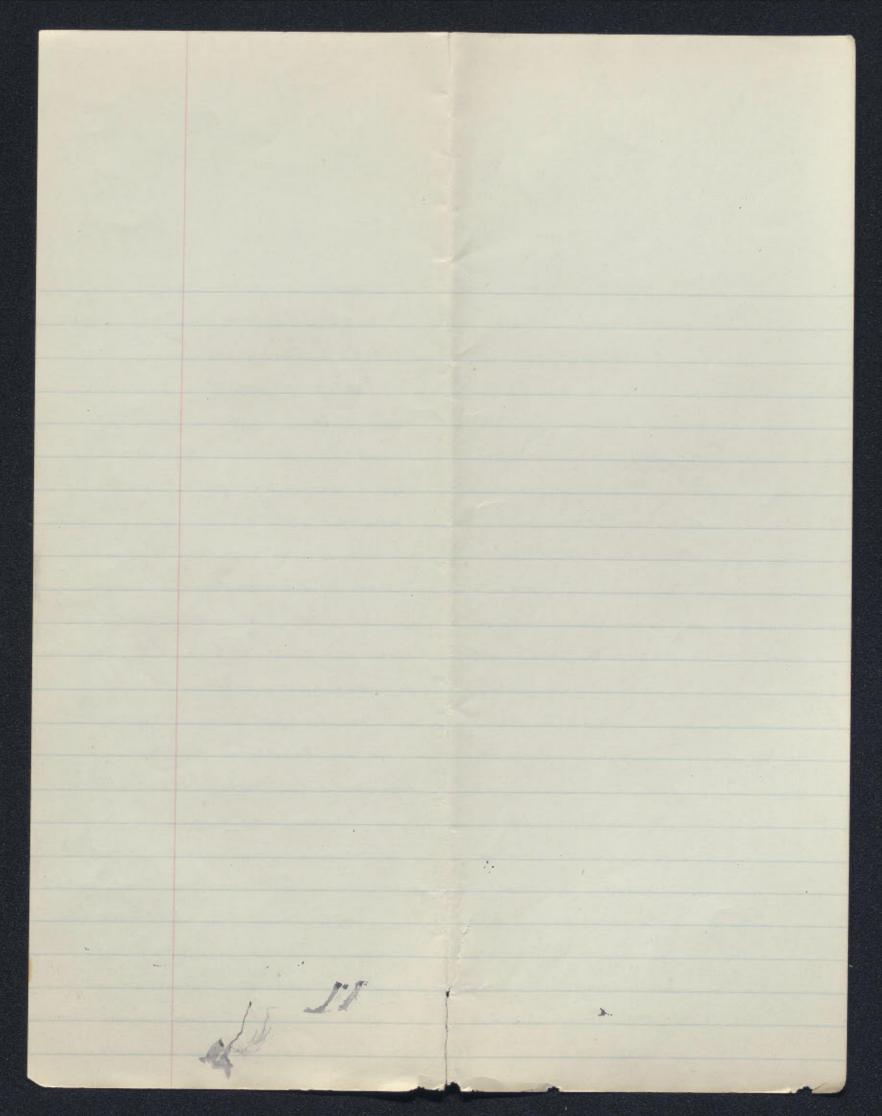
Note:



A certain young lady who is now a rephomore of the hundredy, and whose father forwarded the maron, and whose farents were in the rame class at the hundredy feels rather in debted to mix talkat, who wand is her father, after seeing him call evening after evening on be mother at green Hall Young way, what are your intention?"

And her father, says the changeter, proposed at the earliest opportunity.

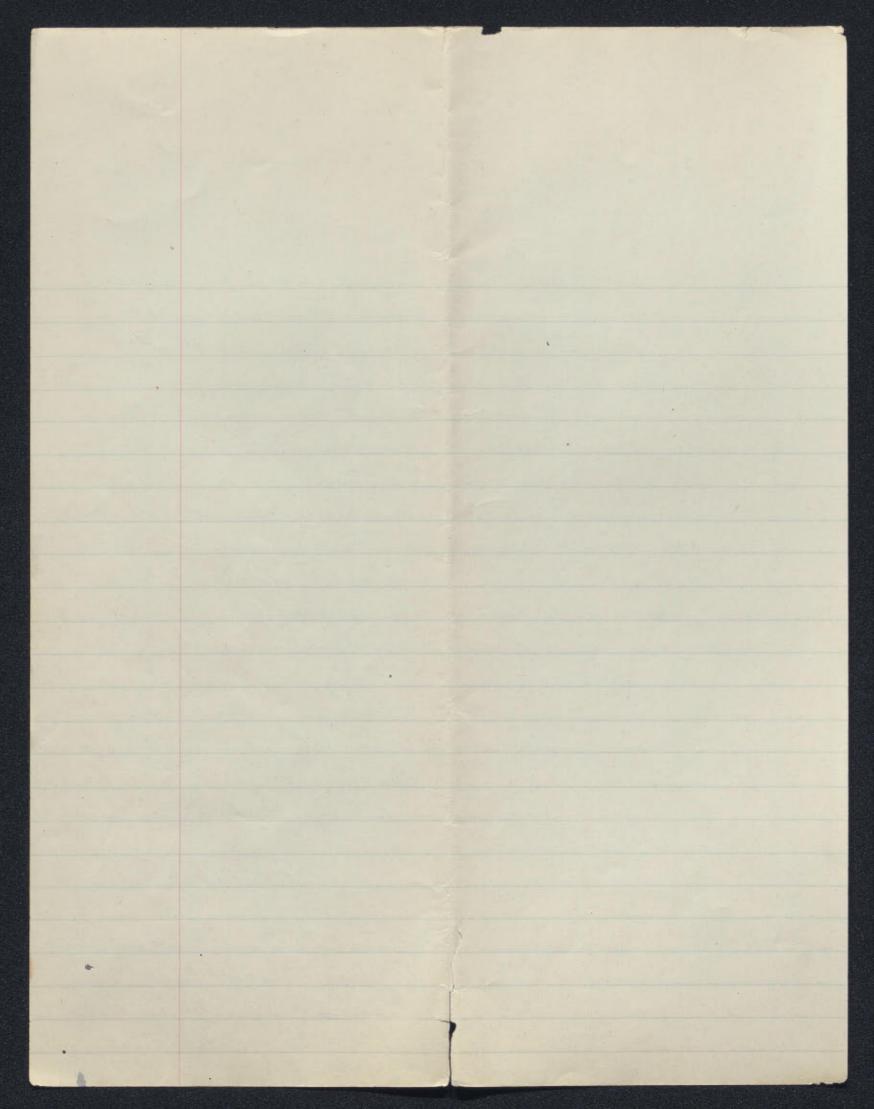
he regards the social life of the women at the huminerety more Talbax has, furthermore the deal of perfect democracy. She feels that womens clube prevent the complete realization of this ideal.



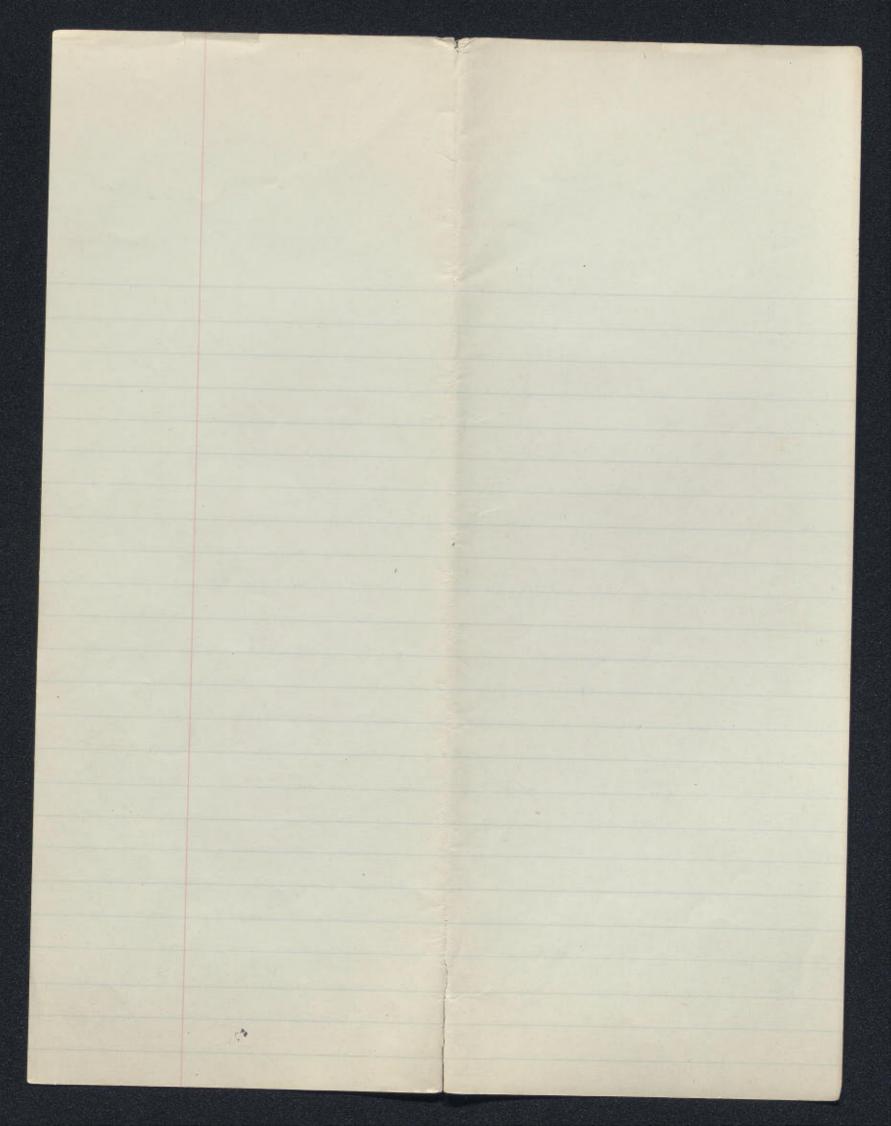
in each new quarter she always runnious the freed girls in the half to her room to eat peanuts and get requested with herself and each other, the big round events of the year is green well is the annual faculty party and later the children's party for children of faculty members Type I albot keefs there two events on round all the time and frequently oak the gurl for my gestion. I well remember the party lead afring.

the quests and hosterses had just cleared the dening room, would the peans and started & clauce But 11:30, the hour for all faturday night howeverity functions to adjoint had come and must Talkot slopped her land, and announced that the party was ones, and the quests much go home at once. I cite the medent because it is typical of wine talbate firm courted of adhering strictly to the letter of the law in the case of the very few rules that she hax

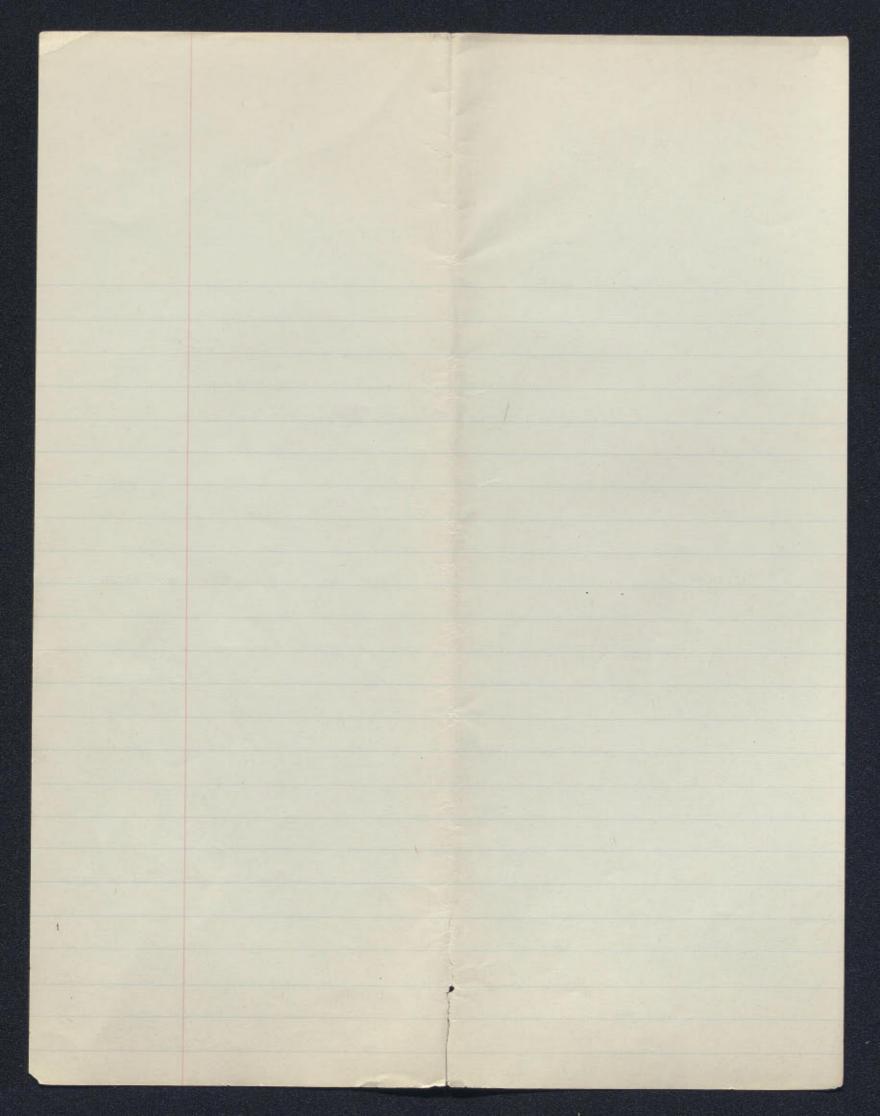
the growien of green half counder I a libered education to nit at the fall table, for most albert water a special effort not only to contribute generously to the conversation herself, but the questioning the crowing of at these to table



Wowen in green Half all du coues, roomes or later, that runs talked has a remarkable rund for details, In fact, they counder that the is one of ly work unusual qualches. I might eite an prospele from my and experience. The women in fire except rooms at the time of the bleggard last weitter were not only terribly surveyed by the snow sitting three the Lowers soones talked of interviewing in woulds. They did not believe that they want to pay were real than other would whose rooms well warm and eaufertable. I interviewed weres talled on the subject. The replied in her characteristic furlion that she had nathing & do certh that, that I would have to see rur moulds. I ded not see your woulds, but an hair of two



lates a carpenter appeared & nort weather streps on my door, after which my room was ferbeetly comfertable. I knew that mix Telbat would I help us the never gives you any apparent tales to the pettered details of any matter conserving the welfare of the women in the ball the sexumed cadefherence is muly be unotentations way of doing Luce 1913, Mus Talkal hour owned a cottage an Agream Laho, Halderness, 4.4. where when spends the entere recover and completely relaxed She has always had two lewineraty quels with the procession the successfully who fappens a he has proporte nevelay valled is a wonderfeel cook, and house to cook. The can take anything; and make it laste good, sayd my friend. You'd think I was going to be an My! awful weer but I would be wonderful." Her cottage a like a doll's house", continued my frikud . The calcale cattage is planned to save iteli. It is sur ply another exemple of mus Talbati espicioney. The love efficiency, and telps it in the



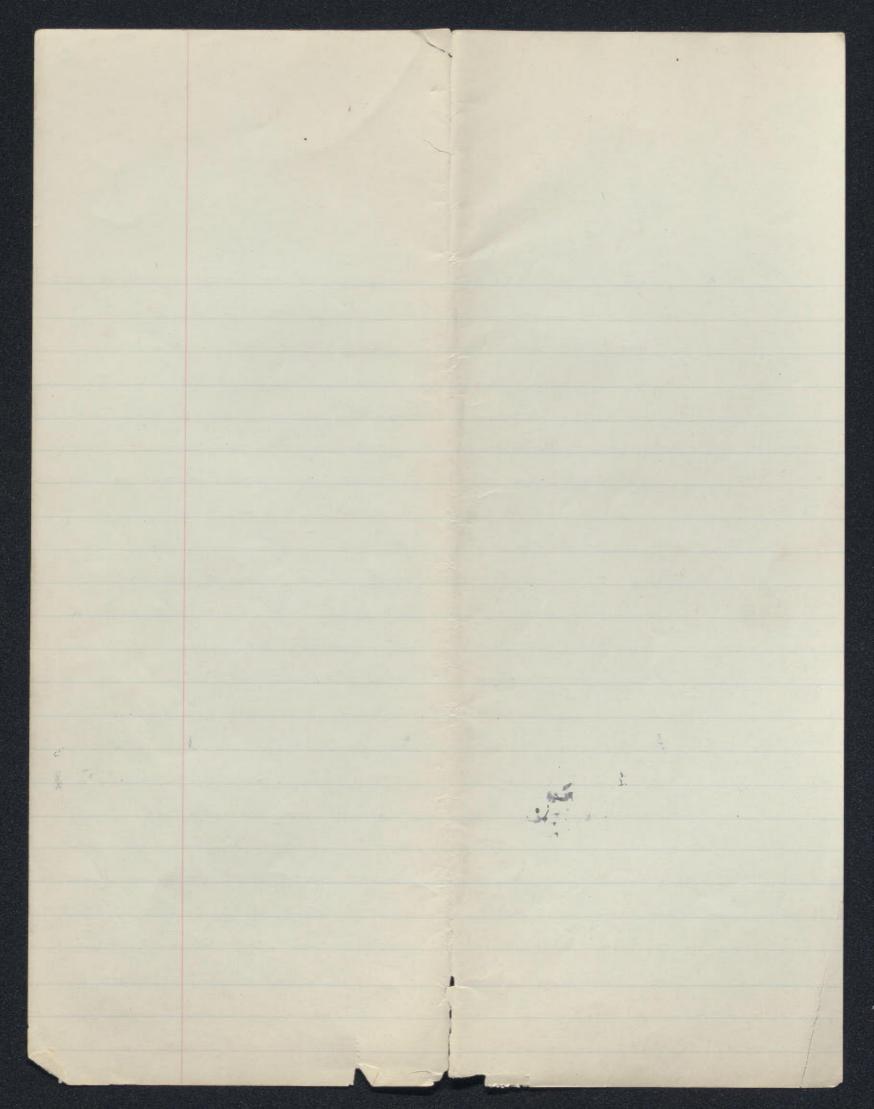
lack of her head all the time. Ele is particularly food of mechanical carpante joles, the is wextremely actue, and never stays still long the hovins, and rows, and plays the prairs a great deal in her cottage on from take. The plays heautifully always pretty plates, like Eyendelrookis' Unimuet: Although she prefers to be quiet she keeps ay good terms with her neighbors at Egruan Pake.

My friend roys that there is a ride of win Talbot that made people do not know; that whe grown extremely for a of people. Her friendship with ruis preckings, the assistant dean of would in the Innversely, is truly beautiful.

In her capacity on secretary to this Talbat my friend has become couried, as all have who knows her, that min talbat her remarkable executive ability, a marvelous mind for detacts, efficiency developed to the uto degree has above all believes in fairness. The helieves that I so not stoles ance in an acquired, rather than a natural traited him talbats. In order to be fair which she believe in above all things she year inclined, when typical days, to see only one note of a queeting but time has

broadened her author. You might call her

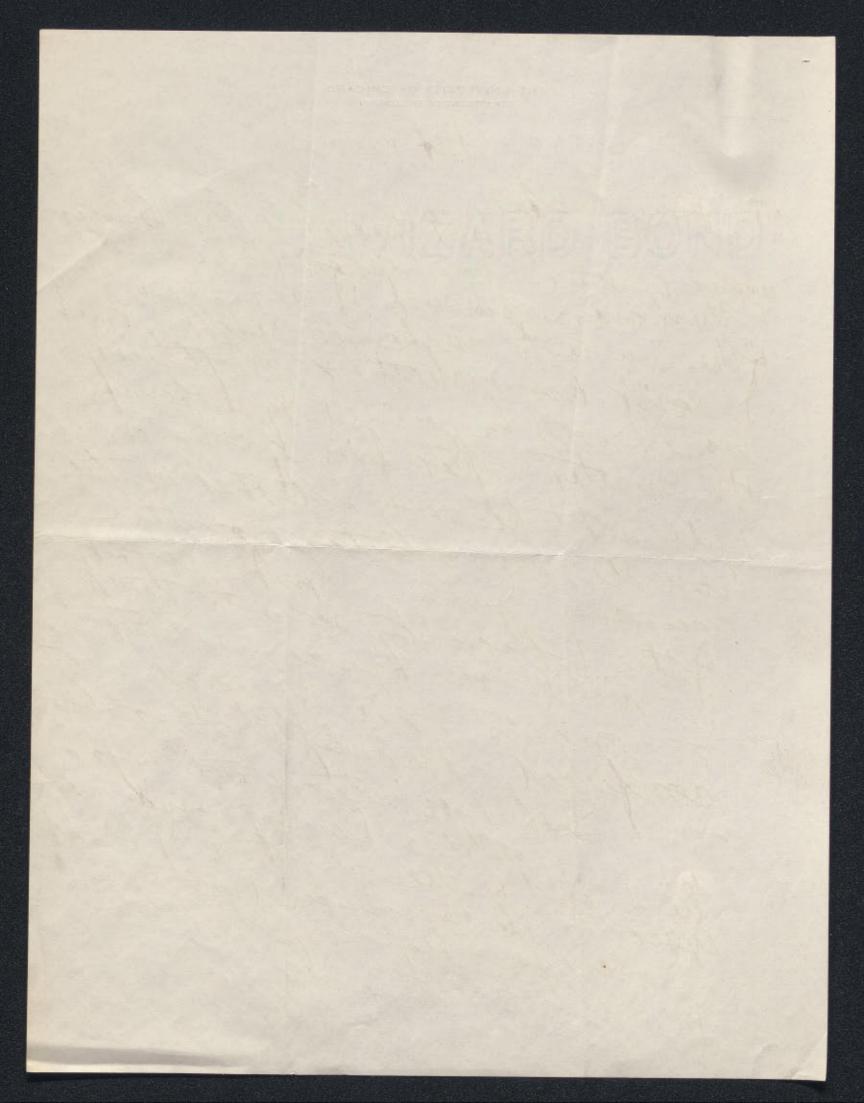
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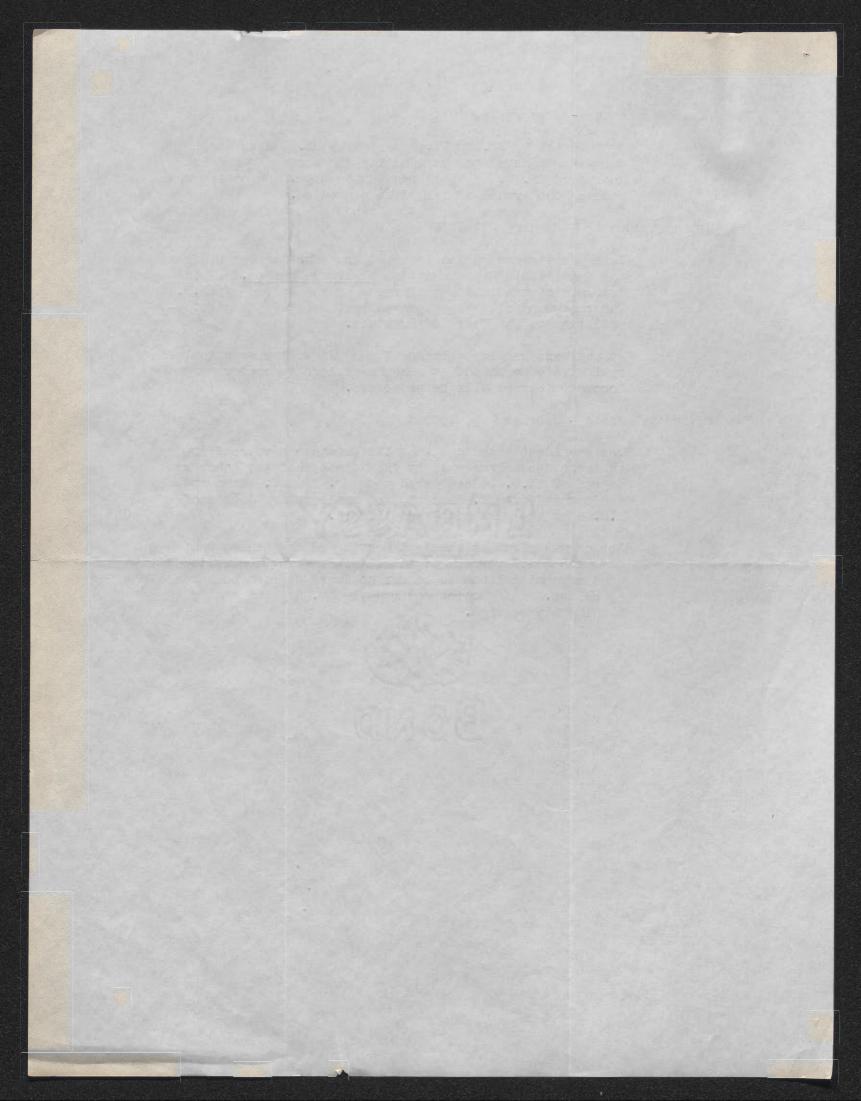
Peyeviere. Blanchard Eng. 4 B. Jan. 28, 1919. Wellert but not cone vie Querebe, will free fim The Tore Best.

THE UNIVERSITY OF CHICAGO JAMES H. TUFTS tit 17 [1911] Dear him Tallot. under Existing organization had a right.

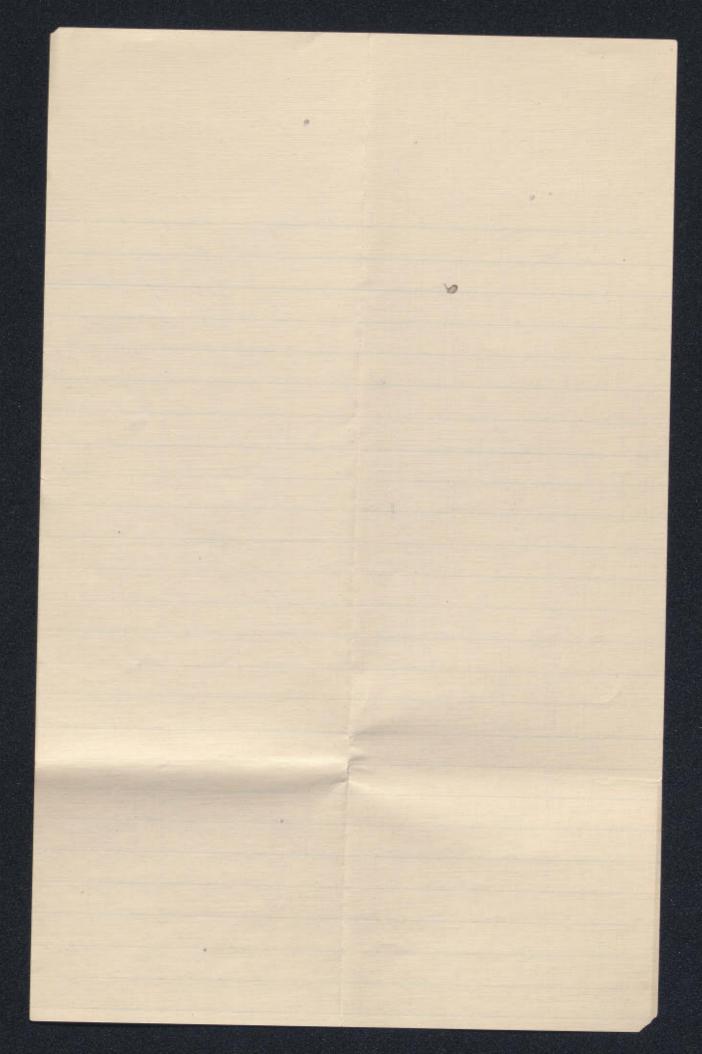
Their own opinion it was discourted Sout know whether amything would now ba gained by re opening the matter after five freds. I do not take any interest in the hon de grez motter for the comming faculty seem to think Atte faculty seem to the mesto the only Philosopher Athal Ishd, to juster sted in for he is and of the mesterice don't Expect to parsible me of surfih Dis Jor an Sc. D. Smerry



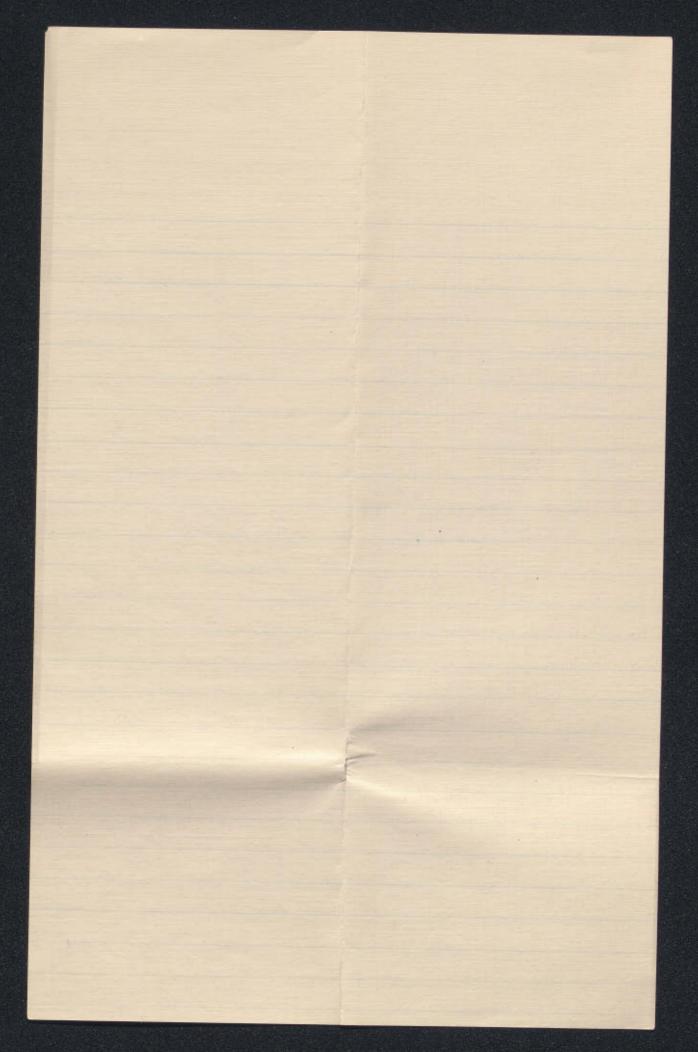
The University Senate - January I4, I9II "Upon motion by Mr. Small, seconded by Mr. Tufts, unanimous consent was asked to consider the conferring of a third degree of LL. D. at the March Convocation. Objection was made on the ground of irregular procedure." The University Senate - January 21, 1911 "This meeting was called to consider a further report from the Committee of the Senate on Honarary Degrees. This report recommended the conferring of the degree of LL.D. The recommendation was approved by the Senate as a recommendation to the Board of Trustees. "At the next regular meeting of the Senate the question of taking vote by ballot on recommendations to confer honarary degrees will be presented." The University Senate - February 25, 1911 "The President announced that the Trustees have confirmed the recommendations made by the Senate that the honorary degree of LL.D. be conferred upon Mr. Fred T. Gates and Professor George E. Vincent, and the honorary degree of D.D. upon the Reverend John Clifford." "Notice was given at the last meeting of the Senate that a motion would be introduced at this meeting that votes upon recommendations to confer honorary degrees be taken by ballot. This motion was made by Mr. Mathews and unanimously carried."



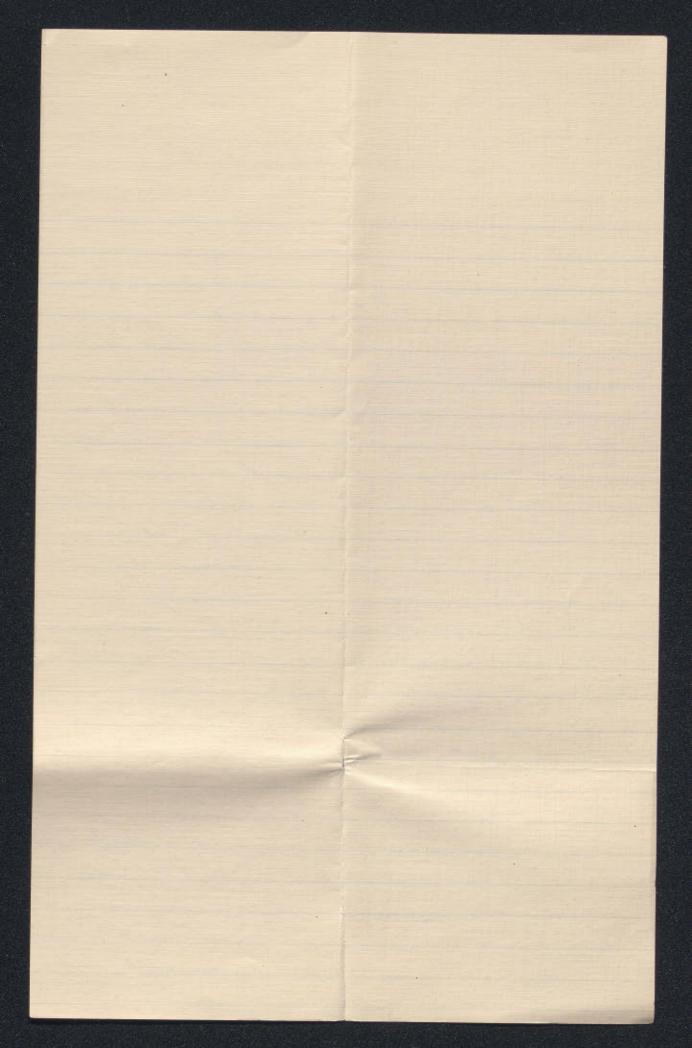
Preatonica Il April 18th Marion Talbot Dean of Women (Undersity of Chicago). Dear Madam. Your Cast letter bearing date Nov 25th 1910, had these words at its Conclusion, again" Etc. So I will make no apology for writing you again on the Subject The University, Ruow , she returned to Franwood Hall Some two works since to resume the work to abruptly broken of a year ago, and we still consider her Prospects as a Student ax the It of and the Frusfits to be arrived from a four Years Course, as among the most important undertakings that we, as a Jamily. have assumed . We am Hill underided as to what she Should Study, the Prople of This great mississippi Valley it serus to are, and Entring their Efforts on a single object which you may have observed is the occumulation of wealth, the Pession for farter "d Exchange bids fain to



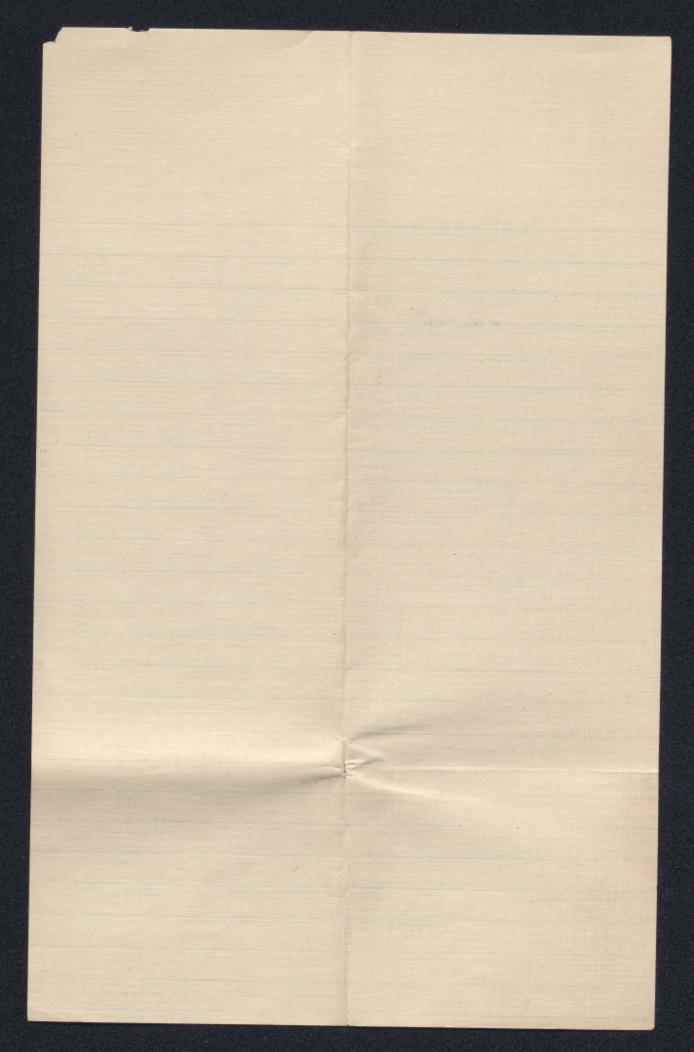
selipse all Else and of wi Continue he present day Jusiness withouts, is there not great danger that he work of us will fail, after a little while, to appreciate Eustein, Mental imbellishment, or training of any sort that Can not be made use of in the Countries room, I am in inthusiast of try to good worth the while to engage in, I long for Sommone to write a truly great form in these Latter days, Parhaps you May Know of orce and Certainly do not, you do I know very many prople who would appricate one if it should appear I listen almost in vain for a flow Eloquence from the Pulpex or the Lactura platform, and I wonder at times, of busses of sufament and enthusiasm over the subline and the brantiful in life will not be frowned upon by the laverage man, or woman who Shell follow in our foots/eps. I Trope I may never become entirely Presumistic, I want to remain us of now au, a plain unasseming man. for to indulge in doraces which Perhaps, I may never be able to



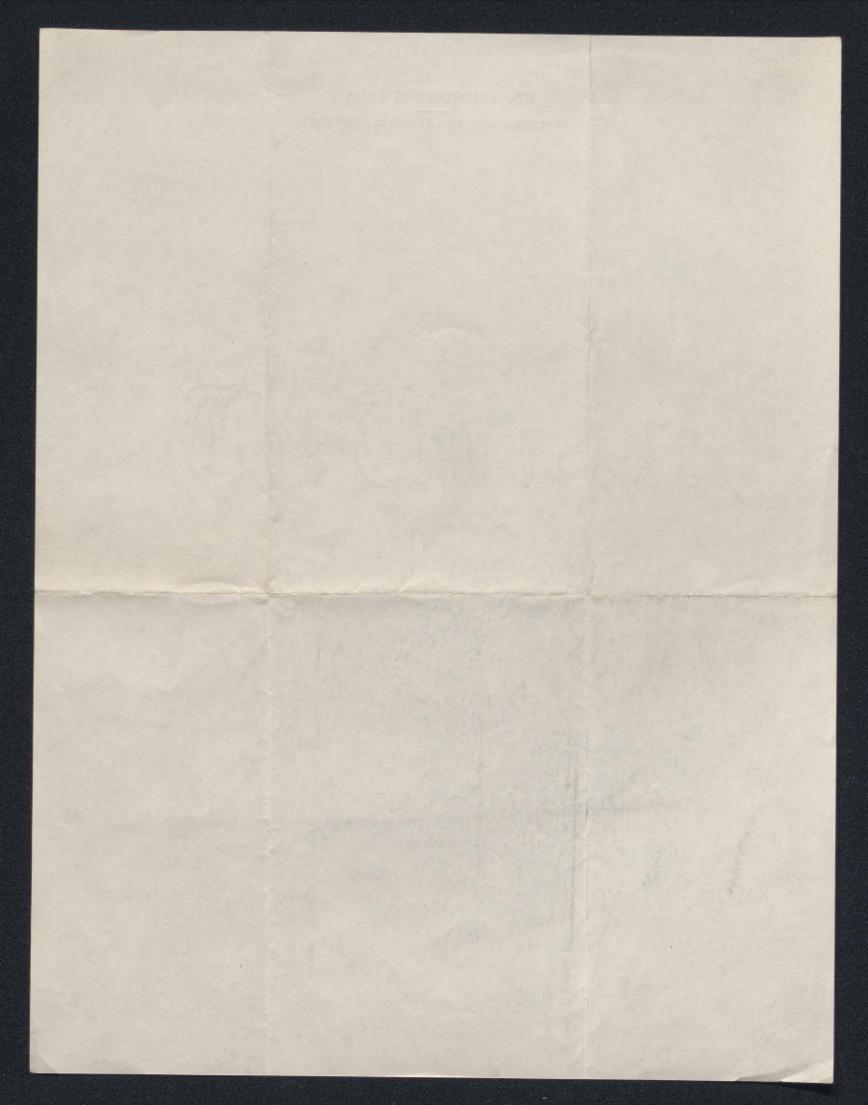
shape into realities, but which String then my hope weam while, I am gutte Sura you will appland The districtly util the Thelehave become Educated well beyond the point when The average girl abandous the task, You will not wonder when I Expores myself, as being inclined to want my Daughter to leave the U of 6 - with Enough Practical Training to mable her to make her grogous in The World unaided in a Pecuniary Way, assuming of course, that the had e fair than of Common Druce to Start with, to wonder why I made write all this to for substantielly as I wrote you before, Low asked for Go-operation on the part of parents, in a Circular Letter Seux Ito us when Mabel began at your institution, and I have tried to thow you the importance from a hour Standpoint, of the move the has made, we sincerely hope you will become will acquainted with her my that the will feel from to Confer with you forguitly on the



all important question of what to Study "in why she should study it, Occasionally, I have Shown a Lack of appreciation for Frank, Latin, Franch Etc, and I fear ix Will always to impossible for we to Der where in Mose Studies Will de Brusficial for girls of moderale means except it fe to make them teachers of other girls who way follow after Them more or less blindly, Planer do not Consider that I Experd you to auswer this Cheeney effort in behalf of they Doughter, you Whave already assured me of more than an ordinary interest not only in her but all other girls who are trying to build for thunselves, that which can Place them on the higher Place of Ekisfance, I veriain try respectfully DE (a mater



The University of Chicago The Faculties of Arts, Literature, and Science OFFICE OF THE DEAN February 28th, 1913. My dear Miss Talbot: I am a good deal disturbed by your letter of February 27th. I trust that you can make it convenient to drop into my office and let us discuss some of the issues presented, some time in the near future. Yours very truly, Jam R. Augere Dean JRA/n



2618 Patiz Vens Quemer Jennary 00.1916-M lug dem lliers Tallot-Thank you for Suding the Social Clusus Scholules Smill exture them presently. Since my talk with you the other Evening I have thought arisidenably about au alumae "Ridz" opanyation, and have bourbred if it would not a special effort to how the Richs of the polit twenty fire years, wark for The dadwation of Tola weeks Half, and for them to have some share init, in Cap and Gown; and perhaps of that time to form some permanent or ament of clubs of furl strongly, that there should be some lambered at the same times some

Construction Plans -May I take the matter up with Im Field as trad houseaf, or with The President or with you - I will do no more until I hear from you. It would probably be quite case to form a Committee of Rich Cluman of the different years, to act on any chain thought suitable by you -Show the matter by much at heart and hope it will met with your approval - This hew Woman's Building hours When so unch in the huises and lunes of the post generatives that althout they I should be officially represented in possible - Sam down at the University about Three a week and would anaugs to when in to see you if annement for you -Sinculy yours 1 Lilia Ty #2

The University of Chicago

Department of Hygiene and Bacteriology

December 19,1916.

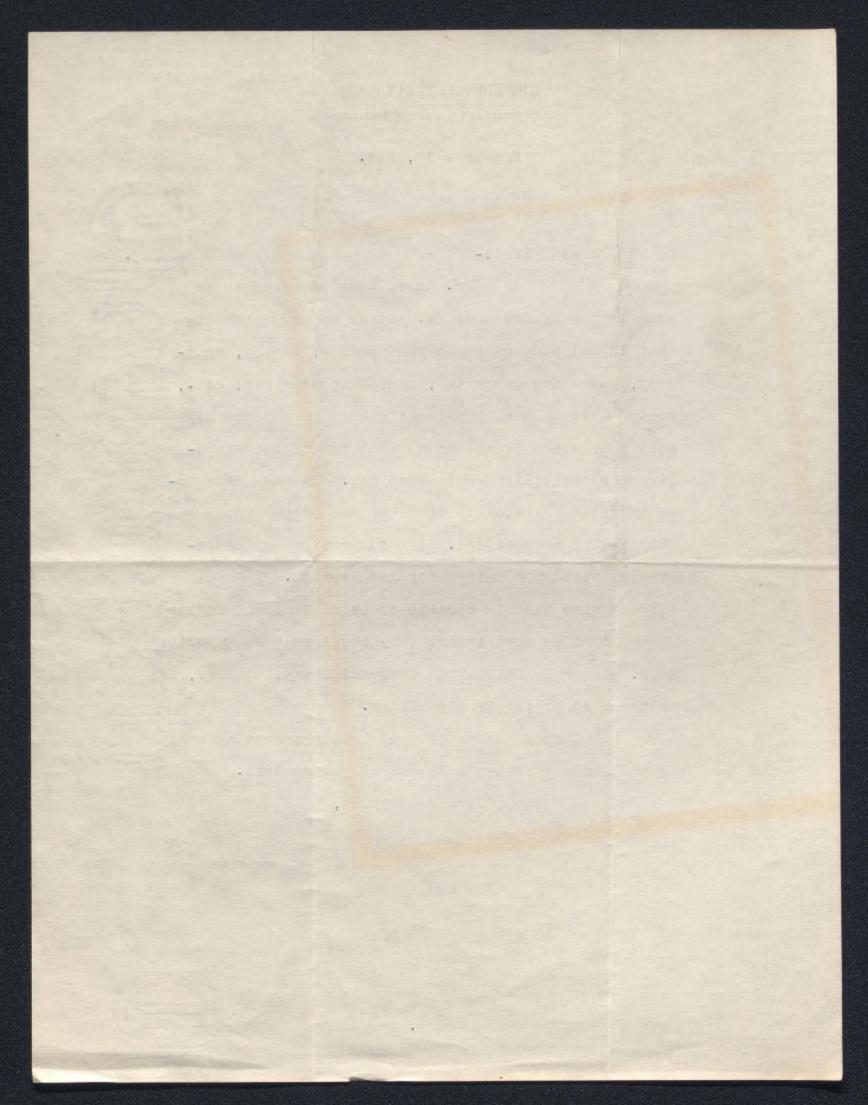
My dear Miss Talbot:-

Mr. Angell has referred to me your letter of December 14. It is my understanding that in all such cases as you mention, namely, accident, suspected contagion, mental derangement, etc., Doctor Reed as Health Officer should be immediately notified, since I understand that the direct executive responsibility rests with him. In many instances it will be obviously fitting that Doctor Young should also be notified. The supervision of contagion is plainly a matter for cooperation. I should suppose also that in certain cases of accident Doctor Young might be more immediately accessible than Doctor Reed. General control and responsibility, however, are centered in Doctor Reed's office.

Carbon copies of this letter are being sent to the Heads of Women's Houses as you request.

Sincerely yours,

Edmin Q. Jordan



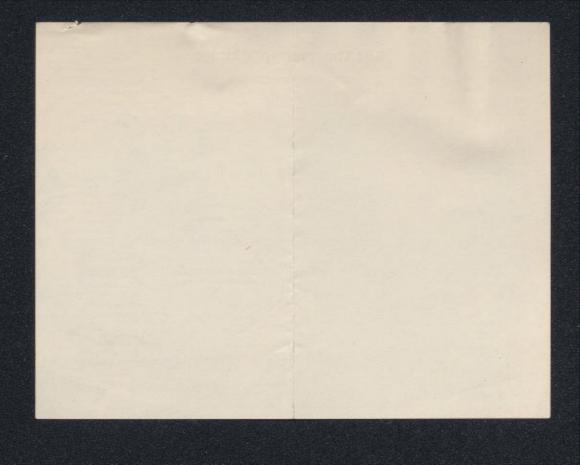
The University of Chicago The Faculties of Arts, Literature, and Science OFFICE OF THE DEAN February 2, 1917. My dear Miss Talbot: You raised with me recently a question about our requirements of students in the matter of swimming. I had the point looked up, and there is no record of any Faculty regulation about the matter. Nor does there appear to be any specific Faculty legislation regarding physical examinations. The statement made in the Register apparently emanates from the Department of Physical Culture, and so far as concerns swimming is entirely of their devising. Our requirement for regular exercise, for which students are obliged by the Deans' Offices to report, of course carries with it by implication the demand for a preliminary physical examination. Summons for these physical examinations are issued on special blanks, that for women carrying the seal of the Office of the Medical Adviser for Women, Lexington Gymnasium. Yours very truly, --- De A Jee JRA/C Dean.

· Internal of the said of the said of the said of the and the first surface and resident and the surface and the same OF STREET STREET to the safe of the same of the same to be a same of the same of th - grant the state of the state . tomobreus you have been been allered to proceed the contract of the contract o -17 15 ME 11 WILL BUILD OF A NO. PRINCE LA COLUMN · Park and being the control of the property of The second secon . wishing to the . well at the last the last · THE STATE OF LITTER . .

may 12, 1917 The University of Chicago

Office of the Dean of Women

The Com was apparented to consider the cases of candidates for the Musters degree who find it desnable to cross the Bounds of present departmental organizations for the perspose of making up combinations of corner provided by the S 12.



The University of Chicago

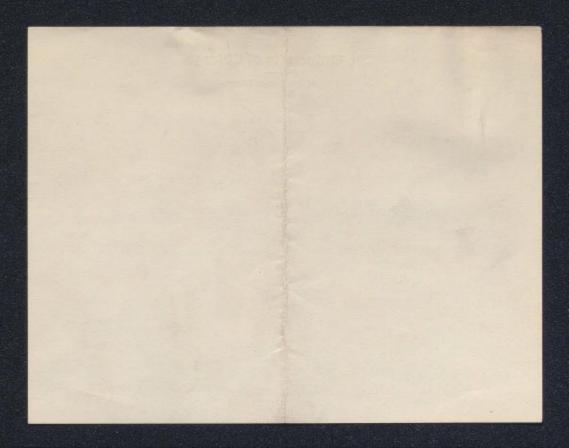
Office of the Dean of Women

It is accordingly recommended that the Com. of the had Faculties on the Mosters degree be enlarged by the addition of a representative of the Sof E. and Clear their Com. be authorized to approve groups of courses the type described this Com shall also bealthouse trapprove the Experreion by members gly tautes of theres prepared by students forming such Combination groups and to designate The subject in which the degree shall be awarded, provided that the Com shall in no case allow a degree to be designated by the name of a deploy to Min withing the consent of that defe



The University of Chicago

May 12, 1917 Office of the Bean of Whomen It was voted that it is the progress of the Faculties that representatives of the Der. School and the S go, a should be added tothe com in Marlers deprees



The University of Chicago
Office of the Recorder

February 15, 1917.

To the Heads of Departments:

At the meeting of the Faculties of
the Graduate Schools held Saturday, February 10,
Dean Small presented the report of his committee
on the relation of courses in Education to courses
in other departments for the master's degree.
After discussion, it was voted that action on the
report be postponed until the next meeting of the
Faculties, and that meanwhile a copy of it be
sent to the head of each department.

In accordance with the action indicated, I enclose herewith a copy of the report for your consideration. The next meeting of the Faculties will be held Saturday, March 10, at 11:00 A. M., in Room E41 of Harper Memorial Library.

Yours very truly,

Walter A. Payne,

University Recorder.

Imal action taken May 12.1917.

At its meeting in December the Graduate Faculties appointed a committee to consider the cases of candidates for the Master's degree who find it desirable to cross the bounds of present departmental organizations for the purpose of making up combinations of courses which shall include Education or other graduate courses provided by the School of Education.

Typical cases of this kind are the following.

A candidate for an advanced degree in Latin finds that it is necessary, if he is to teach in a certain class of high schools, to take courses in the methods of teaching Latin and also courses in the organization of secondary education.

A teacher in science who wishes to become a supervisor in elementary schools finds that he requires advanced courses in nature study which draws its materials from more than one field of science; and at the same time he requires courses in the organization of the curriculum.

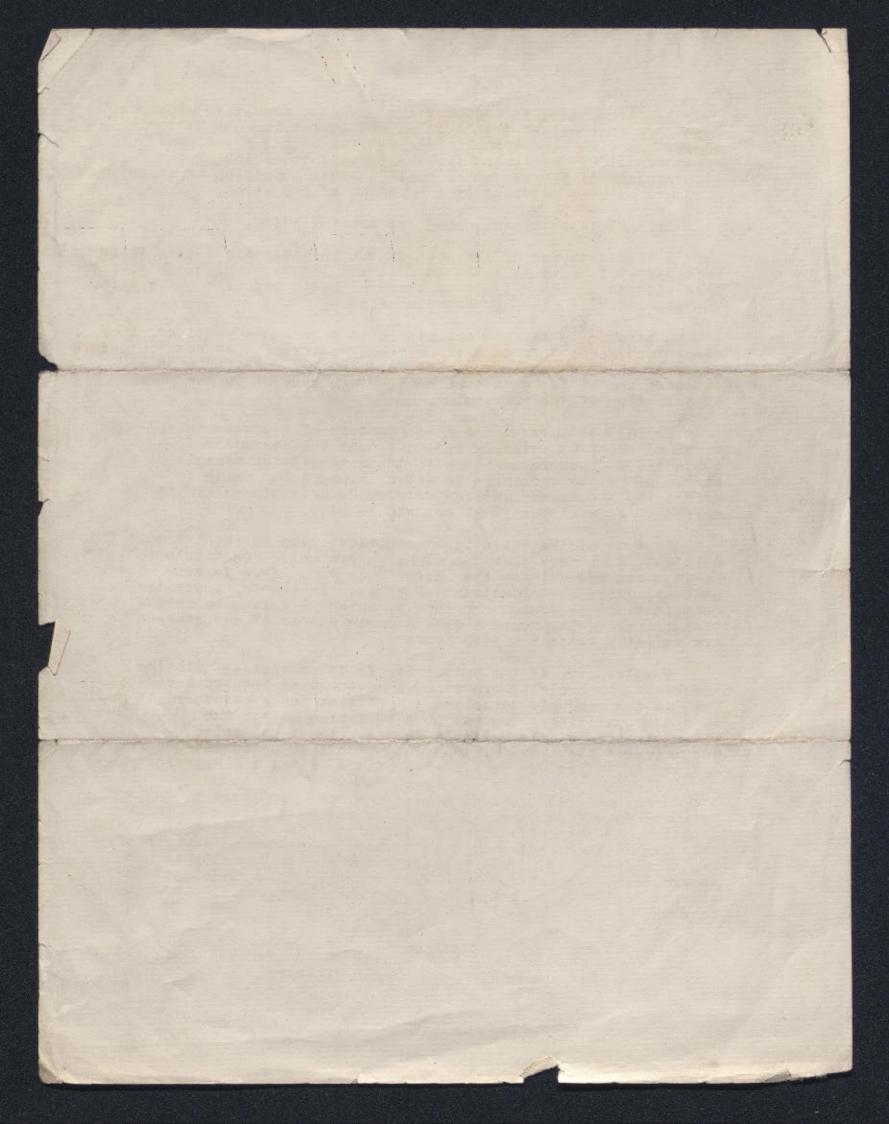
In each of these cases a combination of courses can be arranged which is entirely rational, but the candidate is subjected at the present time to the necessity of consulting a number of people and there is often discouraging delay in exchanging the communications between departments which are necessary to make the final program regular.

In some of the cases it is doubtless wise to require that the candidate take more than the eight majors which constitute the minimum requirement for the Master's degree. Even in such cases, however, where the adjustment of courses is simple, there are complications regarding the thesis, which may often be in the pedagogical field, while a considerable number of the courses are strictly subject matter courses.

Furthermore, if the University is to co-operate with the better high schools in promoting a movement to require advanced work in the graduate school as a condition for appointment to good secondary positions, the way must be left open for the administration of the Master's degree without excessive requirements above the minimum and without undue insistence on conformity to present departmental lines within the University.

It is accordingly recommended that the Committee of the Graduate Faculties on the Master's Degree be enlarged by the addition of a representative of the School of Education and that this Committee be authorized to approve sequences of courses of the type described. This Committee shall also be authorized to designate members of the Faculties to whom will be assigned the supervision of thesesprepared by students pursuing such combination sequences.

Signed Albion W. Small, Chairman Rollin D. Salisbury James R. Angell James H. Tufts Charles H. Judd



At its meeting in December the Graduate Faculties ap ointed a committee to consider the cases of candidates for the Master's degree who find it desirable to cross the bounds of present departmental organizations for the purpose of making up combinations of courses which shall include Education or other graduate courses provided by the School of Education.

Typical cases of this kind are the following.

A candidate for an advanced degree in Latin finds that it is necessary, if he is to teach in a certain class of high schools, to take courses in the methods of teaching Latin and also courses in the organization of secondary education.

A teacher in science who wishes to become a supervisor in elementary schools finds that he requires advanced courses in nature study which draws its materials from more than one field of science; and at the same time he requires courses in the organization of the curriculum.

In each of these cases a combination of courses can be arranged which is entirely rational, but the candidate is subjected at the present time to the necessity of consulting a number of people and there is often discouraging delay in exchanging the communications between departments which are necessary to make the final program regular.

In some of the cases it is doubtless wise to require that the candidate take more than the eight majors which constitute the minimum requirement for the Master's degree. Even in such cases, however, where the adjustment of courses is simple, there are complications regarding the thesis, which may often be in the pedagogical field, while a considerable number of the courses are strictly subject matter courses.

Further more, if the University is to co-operate with the better high schools in promoting a movement to require advanced work in the graduate school as a condition for appointment to good secondary positions, the way must be left open for the administration of the Master's degree without excessive requirements above the minimum and without undue insistence on conformity to present departmental lines within the University.

It is accordingly recommended that the Committee of the Graduate Faculties on the Master's Degree be enlarged by the addition of a representative of the School of Education and that this Committee be authorized to approve sequences of courses of the type described. This Committee shall also be authorized to designate members of the Faculties to whom will be assigned the supervision of theses prepared by studens pursuing such combination sequences.

Signed Albion W. Small, Chairman Rollin D. Salisbury James R. Angell James H. Tufts Charles H. Judd

Newnham College Cambridge

Sapai.10.19

Dearthadana

Jam renleving bowels toga on behalf of a Committee of aromen from Gorton Neumbau Cottleges to ask if you will be so very good as loque us some information as to the position of women on the Uneversely of Chicago. The quadris asto he admission of women who membershejo of the linewersely of Cambridge & consequently wato degrees has been vacaed lately by some members of the linewership

I will shortly be brough before the Senale. The opponents of the proposal have put forward among i certain other of the American Unwersches The women students and horadoruttad on the same torus as men but that separate arrangements are made forthere , their tes has been found the most satisfactory maked. In particular it has been stated that " at Chicago which starles as a musced lineversily there is now a Separate organization for women Studento.

Gyon women to extremely grateful to you for this statement correctly reportably mi facts owhet is the posterny women students. The lenwersday, Chicago.

In Eugland Woman Students are advantation or expect terms with many wate the linewerships except Ordered I Cambridge, but as in only at these two that Students are required to reside deurn their course i alleges forming part of the linewership the Conditions are not Comps and to. We are therefore auscessis to leave the experience of other lenwers hes Where both men I comen students resido - collegeo belonganto he limbordo or under the linewersely closely to be hear whether theo orkas non-been found to work solugacturely for the man Two new students love on precents the Same fooling in the leneversely I trust you evilé forçiso me for troublings with These questions as saule bag The greatest Source to as i our effort to secure fuller opportunités for women Itudals to obtain authordo leve reformation on Kess mallers B.A. Clongs Mess Talbor Deangleoner Vice Prince Color Charcieroly of Chicago.

May 16, 1918. President Harry Pratt Judson, The University of Chicago. Dear Sir: In accordance with your instructions we ber leave to submit the following report: There are three general lines along which modifications of our procedure in regard to the education of women may be made. (I). Through an exhaustive study of the educational needs of women as developed by the recent rapid changes in their interests, obligations, and forms of activity, such studies undoubtedly leading to profound alterations in our educational procedure for men as well as women. (2). Through the recognition of various kinds of sorvices rendered by women in war time and their evaluation in terms of academic credit, as is the case with military training and service. (3). Through the immediate adoption of a curriculum which would be required of all women students who show no interests serving as a basis for choice of sequences or for the formulation of coherent and rational programs of study. Such a surriculum should include courses dealing with (a) knowledge of the physical world, the home of mankind, presumubly 4 to 6 majors in physiography or geology, physics and chemistry, and 2 or 3 majors in the biological sciences; (b) knowledge about the course of events through which men have passed, including history and literature, 5 to 10 majors; (c) knowledge concerning the operations of the more important divisions of human institutions, including courses in economics, political science, household administration, hygiene, social amelioration, education, art, religion, 5 to 10 majors; (d) knowledge of the agencies men must employ in carrying on the activities of life, including psychology, logic, and language, 5 to 10 majors; (e) a knowledge of general views centering a about the ideals of life, including philosophy, ethics, and sociology, 3 to 6 majors. Such a surriculum should not necessarily interfere with present freshman work and could be interrupted at any time that a student presented evidence of a rational desire to specialize along any given line. Respectfully submitted (Signed) Marion Taibot Edith Foster Flint

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Way 16, 1918.

President Harry Pratt Judson,
The University of Chicago.
Dear Sir:

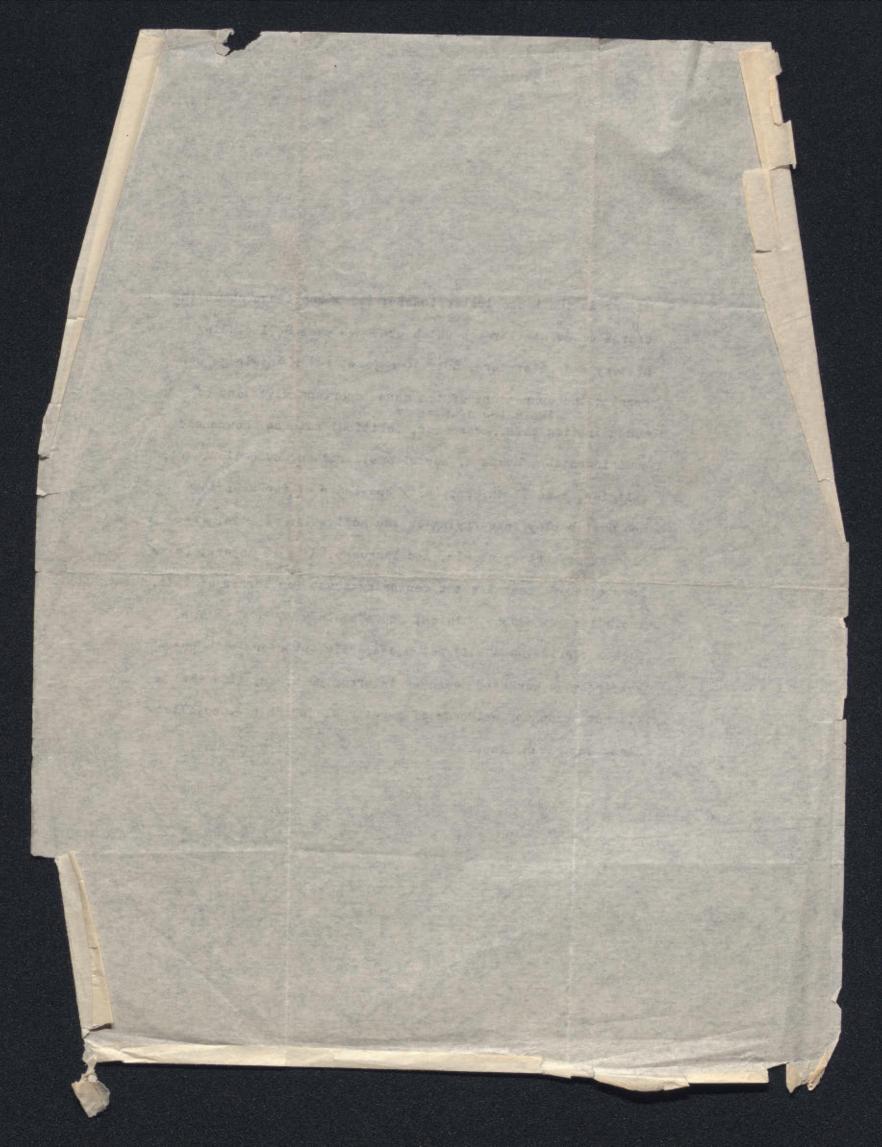
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December 18, 1919

Dear Miss Glough:

I wonder if the statement which I enclose explains in any way my delay in responding to your request. I have had to make quite a little search among our archives in order to secure the material, and the pressure of work day by day has made it difficult for me to prepare the statement. I have tried to present the facts in an entirely objective way, although the memory of the struggle, a bitter, heated and prolonged one, is still very vivid. There are a few impressions which may interest you.

The men of the University have for the most part been trained in schools where many teachers are women and a large proportion of the students are girls, and it seems to them entirely natural to have the same conditions in the University. I have noticed that when the different deans, men and women, are engaged in registering students, the men students go quite simply and naturally to the women deans if they wish information or help. Testimony comes in continually, and from many sources, that far from lowering the standard of scholarship, the influence of women students has been such as to raise it. This is shown more directly from two angles. The proportion of women students reported for unsatisfactory work is distinctly lower than that of men, and at the other end, the proportion of women winning honors is higher. I may add that this is perhaps a source of embarrassment to some of the men who emphasize sex lines.

Miss Clough. 2.

The administration of students' academic work is divided among the deans in such a way that three women and one man direct the work of women students only, while the other deans, all of them men, direct the work of both men and women. I could go on and give you many more details of our form of organization but I doubt if they would be of value to you.

If, however, you care for any further information I will most gladly furnish it and I am quite sure that you will receive a more prompt reply.

Very truly,

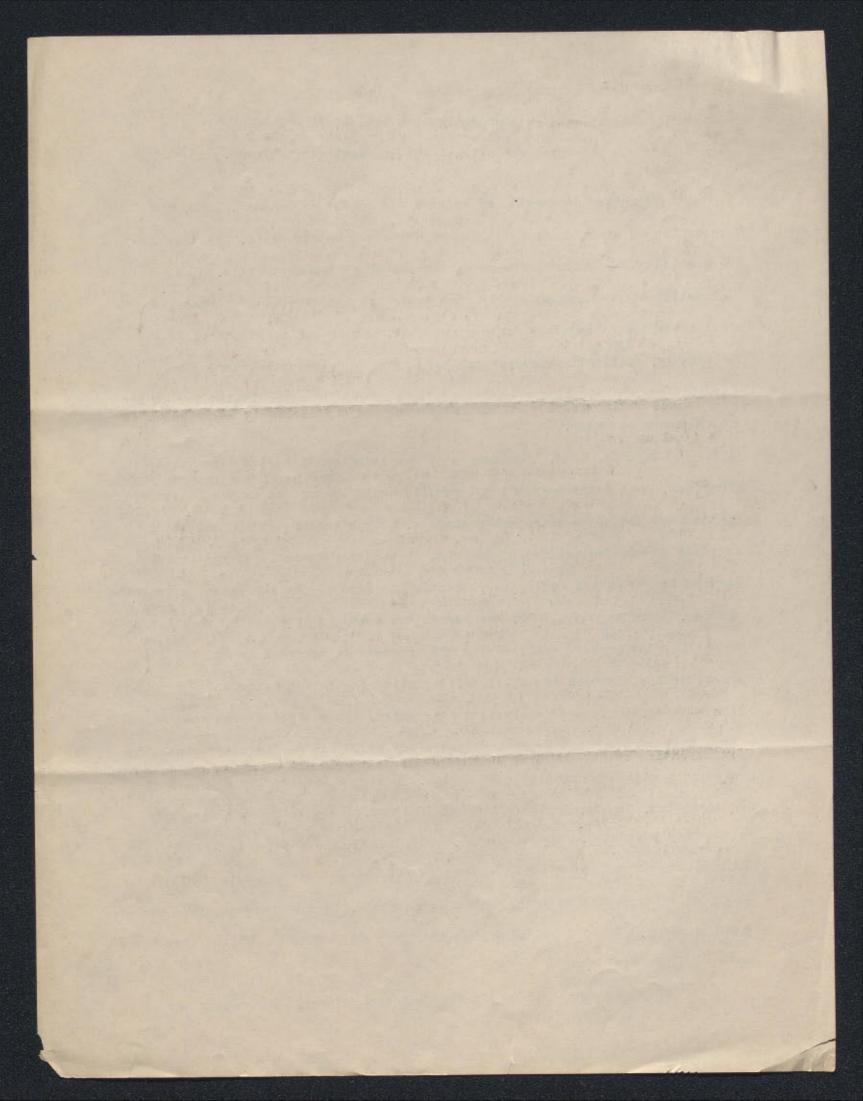
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Statement Concerning the Subject of Providing Separate Instruction for the Sexes in the Junior College Subjects of the University of Chicago.

When the University of Phicago was opened in October, 1892, the proportion of women students to men students was rather small. Various causes led to the rapid increase in the number of women students. The University offered exceptionally fine opportunities to women, whereas the facilities and attractions for men were not, during the early years of the University, distinctly superior to those offered by several other institutions. The number of women students gradually approximated the number of men undergraduates.

In July, 1900, the University Congregation discussed the question: "Resolved, that better educational results would be secured in the University by teaching the sexes in separate classes." This recommendation was later modified to read as follows: "Resolved, that better educational results would be secured in the Junior Colleges by teaching persons of the two sexes in separate classes." In February, 1902, the Senate was asked to vote on the question as to whether the members would advise the Trustees to accept a large gift of money for the erection of buildings, including recitation halls and laboratories, to be used exclusively for women. It was not appreciated at first that an important educational question could not be discussed wisely in connection with the acceptance of a gift. During a long series of meetings of faculties, Senate, Congregation and Trustees, the question was seriously and actively debated. On October 22, 1902, the Trustees voted (ayes 13, nays 3, absent and not voting, 5) that in the development of Junior College instruction provision be made, as far as possible, for separate sections for men and women. It will be noted that this form is somewhat medified from the original proposition.

The new method was immediately put into effect. The matter has



never been brought before the faculty for further discussion but there seems to be a tacit agreement that any possible advantages inherent in the system are more than offset by its disadvantages, and as the system was not compulsory it has gradually disappeared. During the present quarter, of the 62 Junior College courses offered, not one is entirely segregated, and only two are partially segregated. One course in English has 10 mixed sections, 9 men's sections and 7 women's sections. Another course in English has 5 mixed sections, 4 men's sections and 3 women's sections. This is all that remains of segregation, except physical training and chapel exercises. In the latter case some division is necessary on account of the inadequacy of the space to accommodate all the students, and a division by sexes seems as rational as any.

It is interesting to note that the proportion of men has steadily increased. It would be absurd to attribute this to the gradual disappearance of segregation, just as in the opinion of some the decrease in proportion of men was never due, in any considerable wasure, to co-education. The University has gradually developed its resources in ways which seem to meet the needs of men more effectively. A distinct increase has taken place in such courses as lead to medicine, la and business of various types. A well appointed club house has been established and opportunities for physical exercise have been greatly enlarged. During the present quarter the registration of men students in the Junior College is 888, of women students, 608. Nen thus constitute 60% of the total number of Junior College students. In the quadrangles as a whole there are 2696 men and 1712 women, the proportion of men being about 61%, and of women, 39%.

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The University of Chicago The Faculties of Arts, Literature, and Science OFFICE OF THE DEAN February 11, 1919 My dear Miss Talbot: I have sent forward to President Judson your suggestions just received regarding the procedure in the selection of the heads of Women's Halls. I think your proposals are well considered and would be found practicable. I am not wholly clear in my own mind that the President entertains the view of the function of the Dean of Women in this matter which is implied in your plan. However, I have requested him to inform you as to his view of the entire matter. Yours very truly, JRA/C

The University of Chicano ROMANCE LANGUAGES AND LITERATURES August 13, 1920. Dear Miss Talbot: I am glad to state that our A.A.U.P. Committee after much thought, the examination of a number of books and articles bearing on the subject, a general session of the 'ommittee, and some subsequent correspondence, has drawn up a report, of which I enclose a copy herewith. It is my intention to present the report in its present form to a meeting of the branch of the A.A.U.P. to be held during the Autumn Quarter. Very sincerely yours, EHW-FW Ernest H. Wilkins

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Nancy Freund 5730 Woodlawn Ave.

Damon Fuller 5643 Dorchester Ave.

Margaret Goettsch 6015 Kimbark Ave.

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Margaret and Frederick Hardy 6116 Woodlawn Ave.

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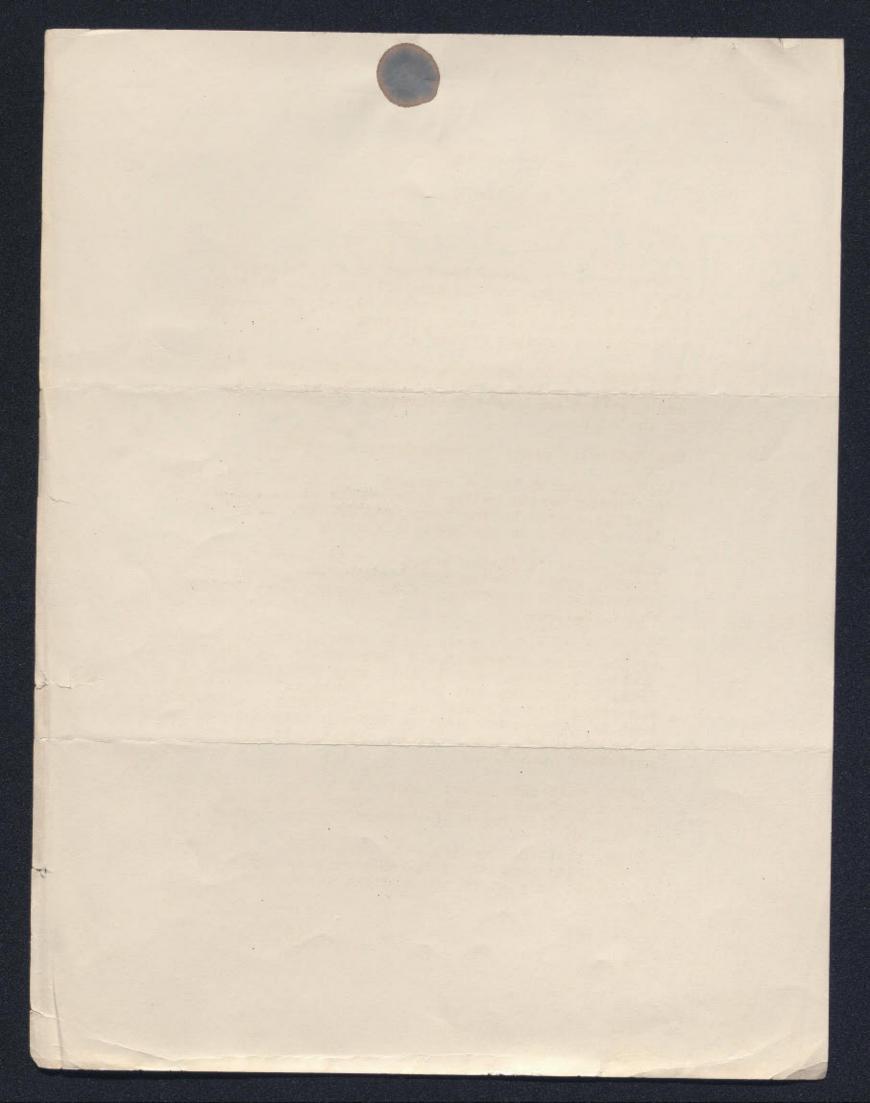
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OFFICE OF THE RECORDER November 21, 1924 A meeting of the Executive Board of the Colleges of Arts, Literature, and Science will be held in Room 116, Cobb Hall, Monday, November 24, at 2:00 P.M., to consider pending recommendations on "A Plan for a Simplified Grading System". On suggestion of the Vice-president and Dean of Faculties, the accompanying mimeographed sheets are enclosed for the consideration of the members of the Board. The following order of procedure is proposed: MOVED, that is is the sense of this Board that either a grading system having four grades above passing or a grading system having three grades above passing is preferable to the present system. MOVED, that it is the sense of this Board that a grading system having three grades above passing is preferable to a grading system having four grades above passing. MOVED, that this Board, while recognizing the concern of the other undergraduate colleges in the grading system, believes that in this case the Colleges of Arts, Literature, and Science should act independently according to its statutory right, with the expectation that if differences develop between this college and other colleges, they will be adjusted by the regular statutory method. MOVED, that this Board recommend to the Faculty the adoption of the system set forther in the document called "A Plan for a Simplified Grading System". MOVED, that the Committee be empowered to make such changes in the form of the document as may seem desirable in view of the present discussion. Walter A. Payne UNIVERSITY RECORDER



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THE UNIVERSITY OF CHICAGO

OFFICE OF THE DEAN OF THE FACULTIES

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len rally of course i fried control of the Situation. Hostif lut - yh James R. Augus

SEX EDUCATION IN THE COLLEGES

Two conferences to consider the question of sex education in the colleges met on January 10th and 24th at the National Board of the Young Womens Christian Associations. The emphasis was put on the colleges in these special conferences because the Y.W.C.A. desired further immediate light on the work it was doing there, not because it did not recognize the importance of sex education for younger boys and girls.

Those who were present at the first Conference made up a somewhat different group from those who were present at the second. The subject matter was, therefore, taken up in a different way on the two occasions, but both Conferences supplemented each other very satisfactority.

Most of the Eastern Celleges, both men's and women's, were represented at one or both of these Conferences, although the topic was considered with especial reference to women.

The experience of the Young Womens Christian Associations has led them more and more in their lectures in the colleges to decrease the emphasis put upon Prostitution and Venereal Disease, feeling that a discussion of these subjects, would not seriously make for their abolishing and did not in the least affect the comprehension on the part of the girl of her own emotional problems.

The emphasis more and more was put on a consideration of those conscious problems that were seriously affecting the college girl, in an effort to lead her to increasing understanding of and responsibility for her own sexual life. The Conference took up the discussion therefore, from this angle mainly.

The following statement aims to set forth briefly those points en which concensus of opinion was developed in course of the discussion:

I. There is great need in the majority of the colleges at the present time for more satisfactory sex education.

This is shown chiefly by the inner conflicts from which many students suffer during their college years and which are often times expressed freely to a physician visiting the college for only a short time and lecturing on sex.

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Cally SEX EDUCATION IN THE COLLEGES The National Board of the Young Women's Christian Associations during the period of the war, sent out into the colleges 19 women physicians to lecture to the women students on the subject of sex. These lecturers entered 247 colleges, gave some 1000 lentures to a total attendance of some 225,000 girls. Following the war the National Board desired to withdraw its lecturers, but not until it had formulated in condensed form, the results of its extensive experience, in the hope that these findings might be of some use to the colleges in shaping their future policies. It was with a desire to bring Educators nearer together in their thinking on the subject and to crystallize its own thoughts that the Bureau of Social Educational called together the four Conferences, a brief report of which is appended. These Conferences served to confirm and elaborate the point of view of the National Board which might be most briefly expressed as follows: (1) If girls are not taught the scientific facts of reproduction. during chilchood or school years, they should be given opportunity to learn them at college. Yet, as the lecturing physician testified, many sirls enter college uninformed or misinformed and may leave college knowing little more. (2) Many girls are reaching out for the type of instruction that will give them some knowledge that will help them to attain control of their emotions. Much of the sickness in any college group is due to psychical, rather than physical causes; to emotional conflicts, rather than "overwork". In short the students feel a need which is not only consciously felt by many, but is practically demonstrated by some of the symptons of illness from which they suffer. (3) The psychology department cannot meet the problems among the students, because it had not developed the definite knowledge to present to classes. To deal with girls who are ill, as individuals, would seem at present not the function of a psychology department.

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AT THE UNIVERSITY OF CALIFORNIA - SOUTHERN DIVISION

March 13, 1920

The fourth and last Conference to consider the subject of ser Acutation in the Colleges, held under the auspices of the National Board of the Young Women's Christian Association, met at Los Angeles on March 13, 1920.

This Conference brought up for consideration the same general points discussed in the previous Conferences, with however, different emphasis.

More stress was put upon the need of a change in the curriculum, which would give to the individual student greater opportunity to adjust his course to the line of his interest. We need a type of academic work which will make more of an appeal to the imagination of the average student and will stir his enthusiasm. Physical Education, of the Recreational variety, and enough of it would help solve sexual problems.

A possible course in psychology was suggested rather as a pre-medical course, which might however, be later opened to upperclassmen. Its aim would be to give to medical students the knowledge of psychology they will later find of use in their actual practice. This course will be given probably next year at one of the California Universities and will take up many of the problems concerned with the adjustment of the individual to life.

The actual way in which the subject of sex might be presented was brought out at this Conference in a way that had not been done at the other Conferences. This was because the Normal Schools of California were represented as they had not been in the East and Middle Vest. A course was briefly outlined which brought out a method of approach in introducing the subject of sex to:-

- (1) Very little children in the training school, where the emphasis was on the processes of reproduction in plant and animal life.
- (2) Adolescent girls and boys in the training school, where the emphasis would be more on home-making and eugenics.
- (3) Prospective teachers where the practically successful method of presentation was studied.

The consensus of opinion at this Conference was that, while more investigation into the real needs of the college student was important, the education in sex should not be delayed. As actually tried out in many of the high-schools and colleges it was felt to have been of far more use than harm.

PRESENT TO STREET ADDRESS OF STREET THE REAL REPORT OF THE PARTY OF The material of the contract of the proof of the contract of t matthetree and attempt of the property of any appoint a writer out to steam the property to a Such inner conflict not only handicaps the student in her work, but, if unsolved, starts her out with a false attitude toward life which makes all future rational adjustment difficult or impossible. Yet under right direction, clarification may occur during these susceptible college years, in individual cases and the student prepared for meeting life at the completion of her course with far greater success. The existence of these inner disturbances are frequently denied or ignored by a college faculty; nor is there any specially qualified person connected with the college whom a student may consult.

Some real questions causing uncertainty and conflict in the minds of college girls:

Masturbation: How harmful is it? If it has been indulged in, in the past, does it render a person unworthy of marriage or interfere with her bearing healthy children?

Homosexuality: is it wrong in itself? If a girl finds herself falling in love with another woman, should she restrict all expression of that love?

Relation to parents: The mother (or father) wishes the girl to give up college that she may stay at home, as her parents are lonely.

Or her father does not wish her to become self-supporting. Yet she is planning her college course with this end in view.

Repression: with its accompanying neurotic symptoms. A girl may not know what is the matter with her, but she finds herself too frightened to recite in class. Or a girl may show no physical defect, but faints when put under any strain.

Dislike of boys: In the co-educational college in particular, there will always be the girl who wonders why she is unpopular with men. She may be good looking and brilliant but finds men uninteresting -- does not like to dress up, etc. -- yet regrets that she feels this way.

Sexual desires constantly recurring and interfering with work.

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-3-Uncertainty in regard to knowledge -- an eagerness on the part of students to know from a person who is not shocked at questions and who has a real scientific foundation -- in chief from a person who understands. This ignorance is frequently associated with fear and superstition, causing needless suffering to the student, and inhibiting normal emotional out-going. These struggles are conscious on the part of the student and perhaps less serious than the false point of view toward life held by many girls which is unconscious, but can be corrected during college years more easily than later on. Such is the sentimental attitude toward love obtained from movie shows and the trivial fiction of the day. The girl conceives of the success of her marriage as depending entirely on the selection of the "right" partner and then trusts her "feelings", intuitions, which she does not recognize as sexual, in making the selection. There is also among any group of modern girls the sophisticated type. They have heard of Greenwich Village and feel they really "know life" because in their minds they have discarded "moral codes". This group is often without any ideal attitude toward the whole subject of sex and may be, without counteracting influences, an unhealthy element in a college community. Suggested ways of remedying this need in the colleges. 1. Course of lectures. The chief use of a course of 2,3 or 4 sex lectures is in eliminating superstitions in regard to sex. Advantage It might be impossible for a girl to discuss masturbation in relation to herself, but her mind may be relieved by general discussion in a lecture. Lectures can also give to the girl a sense of right proportion -- bringing out the importance of general good health to normal sexual experience; the care of the body during menstruation, so that this function does not become an undue handicap in the life of the

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actual harm by arousing curiosity without possibility of satisfaction, and stimulating sexually by directing thought along sexual lines — this one subject being the great point of emphasis in the course.

2. The Establishment of a Hygiene Department.

This would be so obviously desirable that there was only favorable comment on such a move. The one question that was raised was: "Could such a department supervise adequately sex education?" "Did the average M.D. know enough about this highly technical subject to find out what the students needed and how to supply it?"

The concensus of opinion here was:

- 1. A hygiene department is a most desirable department to have in a college to supervise the general health of the students.
- 2. The problem of sex education could, however, not be trusted to such a department, because:
 - a. It is a highly technical subject. Only a specially trained person can handle it.
 - b. Too little is known about it to hand the instruction over to the average M.D.
 - c. It is a subject involving in its right handling, individual interviews and research which the

through her writing and dramatic courses offers a poor place for the inculcation of sex ideals. In other words, there should be on the part of those making the curriculum recognition of the

their individual responsibilities more and more successfully?

emotional as well as the intellectual needs of the average student.

Sex education or education in mental hygiene is not only a question of the imparting of knowledge, but the teaching to the students

Is not the purpose of education to fit students to meet

-6through actual experience in the college the technique of adaptation to life. 1V. Constructive suggestions evolved: 1. That the Hygiene Department while a most desirable department in the college, could not, except under very unusual conditions meet the lack of sex education in the colleges. 2. That the lectures did some good but were inadequate. Here there was difference of opinion as to amount of actual good accomplished, those who had given these lectures feeling that they had had a definite value. others feeling that in view of the dangers, they better be given up entirely unless the college was sure of its lecturer. There was general agreement that we needed to know more of the emotional experiences of normal people before we could make any extensive or positive advance in the problem of sex education. 3. Plan. of investigation: To place in some one co-educational college (preferably in a college which has a hygiene department) two specialists, a man and a woman, to meet with individual students and ehlp them in the solution of their special problems. These persons would have to be accepted by the faculty, who would refer individuals to them. The object of such an experiment would be to secure actual data on which plans for a rational presentation of sex might be given. Until these results can be obtained other efforts to meet the problem should be continued as heretofore; but we are in danger at present of trying to educate faster than we are justified by the data in hand. Data on the emotional problems of college students would throw a flood of light on the shaping of a curriculum the converted over the section of the converted with code of to figure 22 we are required to constant to during the rest of the cold. Parks were one waste and consider one being starting the rest of and market the their temperature and their world in treasurement consequent a constant we continue and observed

-7adapted to the emotional needs of the students. V. Some of the questions requiring elucidation before we are V. justified in proceeding further in sex education. These can be solved by a frank study into the intimate actual experiences of normal individuals. How far is actual physical sex expression a desirable element in the experience of the average person under 25 years of age? Is there evidence to show need of this? If not in the case of all types, is it desirable in the case Facts not of some well understood. How far can sublimation be successfully achieved? If we desire all students to sublimate during their college course, should not the curriculum be adapted to this end. May not the attempt to force students to sublimate by teaching rigid moral codes of the "thou shalt not" variety, do more harm than good, by driving the individual who cannot sublimate into more perverse manifestations of sex than would occur under more lenient codes? Must not training in control of the sex impulse be begun in infancy; and if so, can we do more with adults than suggest the way to bring up their children? Does the average girl sublimate more successfully than the average boy, and if so, is this ability due to temperament or training. Method of How far can these problems be presented in classes of presentaboys or girls? In classes of boys and girls together? tion tof sex to Is the chief difficulty of the student due to lack of students. scientific knowledge or faulty point of view, or absence of high ideals? How shall we meet the problems of masturbation and homosexuality?

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THIRD CONFERENCE ON SEX EDUCATION CHICAGO UNIVERSITY

On February 14th a third conference was held at Chicago University to consider the general plan worked out at the two Conferences in New York. The Universities represented were:

Chicago University
University of Illinois
University of Ohio
Cincinnati University
University of Missouri
University of Indiana

At this Conference the question was taken up almost entirely from the practical point of view as to how a psychiatrist or trained consultant could best be introduced into the University.

Two possibilities were suggested:

- 1. That such an individual could be a part of the Hygiene Department ment where such a department existed. The Hygiene Department at the present time in most Universities deals not only with cases of illness, but has complete supervision of the health of normal students. A consultant in such a department could be easily made accessible to "normal" young men and women and need not be called a "psychiatrist". Yet if highly trained he could give material assistance to the department, since many students are suffering from emotional disturbances rather than physical disability.
- 2. It was suggested also that such a consultant might be made an assistant dean, since in one college at least the dean is also the director of the Hygiene Department. It was felt by some that the dean of a college was in peculiarly close touch with the women students and that this approach would seem more natural and less from the illness side.

The actual introduction of a psychiatrist into the University seemed to all present eminently practical and if financed from outside, could probably be arranged for in any of the Middle Western Universities.

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(4) For the present, therefore, considering the great need on the part of many students for a solution of their mental disturbances (always handicapping to work) would it not be well to introduce into the college a psychiatrist or specialist who could be consulted freely by individual girls just as the doctor is at present? This would be of practical value to many students and would have research value in oringing to light a knowledge of the emotional conflicts of so-called normal young men and women of college age.

(5) Would not, finally, a greater knowledge of the nature of student difficulties also help much in the development of the curriculum? Have we enough subjects which arouse the interest, and appeal to the enthusiasm and imagination of the students? Has not the curriculum been planned without reference to the physical and emotional needs of the girls? This justions would be answered to an extent by a greater knowledge of the unsatisfied desires of the bulk of college students. These points were brought out more fully in the Conference, a resume of which is appended.

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We find in the Middle Western Universities a recognition of the same need for sex education felt in the East. We also find the same conviction that unless the subject can be rightly presented, no instruction at all should be given. The danger is two-fold:

- 1. Stimulation of sex feelings by over-emphasis upon its physical manifestations.
- 2. Inculcating rigid standards of behavior oftentimes grounded on utterly false conceptions of the whole subject.

There was general agreement with the point of view taken by the Eastern Conferences that what we need is further research into the emotional needs of men and women before we could extend much further our instruction on sex morality.

MATTERS FOR FACULTY DISCUSSION AND ACTION, 1924-1925

- 1. Raising the probation level
- 2. Grading system
- 3. Special treatment for leading students
- 4. Quality of instruction in elementary courses
- 5. General college policy

1. RAISING THE PROBATION LEVEL

Moved, that the regulations adopted by the Faculty of the Colleges of Art, Literature, and Science on February 8, 1913, to the effect that a student be placed on probation

"when at the close of (his third or) any subsequent Quarter, his entire record, exclusive of credit in Physical Culture, is more than four gradepoints below the normal minimum of two per major taken"

be amended by the omission of the words

"more than four gradepoints".

Moved, that the regulation as amended be first applied at the end of the Winter Quarter, 1925.

2. GRADING SYSTEM

Resolved, that this faculty approves in principle the plan of the simpler grading system as set forth in the "Plan for a Simplified Grading System" of which copies have been distributed to the faculty.

Moved, that the Dean of the Colleges be requested to confer with the Deans of the other Undergraduate faculties with a view to securing unanimity of action in this matter.

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-- A PLAN FOR A SIMPLIFIED GRADING SYSTEM--

The present system is unsatisfactory.

- A. It contains so many grades that instructors tend to grade over only a part of the scale, generally the higher part. This has been shown by statistics collected by the School of Education
- B. A very important object of grading is to point out to the Deans cases which require special administration. The administrative officers feel that the present system serves rather to obscure than to distinguish such cases.
- C. The system disposes the student to think of his college course in terms of grades and grade points. The official insistence upon gradation tends to make him think more of the measurements than of the thing measured. The system constitutes a considerable and distracting factor in the student's thought, and a large element in his conversation with fellow student's. It leads in large extent to the election of courses with reference rather to the securing of grade points than to the inherent value of the courses. It results often in the belief that the instructor has been unjust; and this belief in turn creates an attitude of hostility which prevents work of the right sort. Most grades moreover fall within the range indicated by the letters C, B-, and B, and it is therefore upon divisions within this range that thought, words, and feeling are most freely spent; yet this is precisely the range in which subdivisions are of the least real importance; for it is the general field which intervenes between danger and distinction.

From the foregoing statements it will appear that the present system is unsatisfactory from the standpoint of the instructor, from that of the administrative officer, and from that of the student.

The following plan is now proposed:

Grade	Meaning
H M L F	Passed High Passed Medium Passed Low Not Passed

This system answers all the questions that are in point of fact needed for the differential treatment of the students. For those questions are, first, "Did the student pass or not?"; second.
"If he passed, did he pass

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Page 2 with such distinction as to merit differential treatment on that score?", and third, "If he passed, did he pass with so narrow a margin as to require differential treatment on that score?" The adoption of this system would involve the following corolleries: 1. The disuse of gradepoints; 2. The statement of graduation requirements in the following terms: 136 majors passed; plus one extra major passed high or medium for each three majors passed low". The experience of the enlarged staff of Deans, and the opportunities for more individual study of individual cases made possible by the enlargement of that staff, lead also to the following corollery: 5. That questions of dismissal, probation, and eligibility be left to the Board of the Colleges and the Deans, with the understanding that the levels will be essentially as at present. On the average, twenty percent of those who passed would receive the grade "passed high"; sixty percent would receive the grade "passed medium", and twenty percent would receive the grade "passed low". Former grades are to be translated into the new terms on the following plan: A, A- = H B, B-, C= M C-, D= L

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3. SPECIAL TREATMENT FOR LEADING STUDENTS

Resolved, that this faculty approves the principle of special treatment for leading students; and that it approves in general the suggestions made in the report of the Committee on Leading Students, of which copies have been distributed to the faculty.

Moved, that the President appoint a standing committee of five on "Special Treatment for Leading Students", which committee shall gather and disseminate to the members of the faculty suggestions relating to this matter; and shall propose systematic action if at any time such action shall seem desirable.

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COMMITTEE ON LEADING STUDENTS REPORT The general experience of the members of the committee and the special reading done by them in connection with this investigation have bred in them certain convictions. They believe that classes of heterogeneous membership and the lack of differential treatment for individual students result in failure to develop the abilities of students of unusual promise; and that this failure is in large part responsible for the widely lamented lack of leadership in American life. They are also convinced that the liberation of the dynamic power latent in choicer spirits among the student body cannot be fully achieved by any mechanism. Because the materials to be dealt with are complex and intangible, the means for handling them must be largely personal and highly flexible. But it is thought that the plans here suggested may be so worked out by departments, by individual teachers, and by administrative officers as to lead to very valuable results. The choice of the term "leading student", in place of Definition "superior" or "gifted student" (terms widely used in the literature of the subject), stresses the possession of qualities other than the purely intellectual and the aim of contributing those qualities to the public good. In general, the leading student is one who is an efficient searcher for truth for the sake of its human values. Specifically he is one who possesses in notable degree a considerable number of the qualities which imply leadership, such as: 1. Health of body 2. Appearance 3. Manner (bearing)
4. Attractiveness (charm) 5. Technical ability (workmanship, dexterity) 6. Power of expression 7. Accuracy of observation 8. Perseverance 9. Power of concentration 10. Sense of proportion (including a sense of 11. Intellectual curiosity humor humor, 12. Power of initiative 13. Ability to reason, comprising a. Possession of facts b. Analysis of facts c. Synthesis of facts d. Interpretation of facts 14. Ability to co-operate 15. Moral cleanness 16. Honesty 17. Faith in knowledge

Fage 2 18. Purposefulness 19. Vision 20. Love of one's fellows Social rundedness The committee believes that the search for and the Discovery recognition of such qualities as these in the students under his care is a chief duty, as it is the high privilege, of the teacher and the adminstrative officer. The teacher has opportunities for such search and recognition in the contacts afforded by the classroom, and in the mental contacts afforded by the reading of various written material. The deans have other opportunities. In the case of new registrants they may and do now-consult the data afforded by the Selective Admission blanks. These data might be supplemented by asking High School principals, early in October, for special lists of such of their students matriculated with us as they deem leaders in the terms of our definition. In all cases, the dean has the opportunities of discovery afforded by the regular quarterly consultations with students involving examination of each student's record. In many cases special consultations add to these opportunities. In the case of the entering class, exemption from English 1 constitutes a prima facie indication of general excellence. The deans should communicate their findings to the instructors, normally by means of the Personnel Summary sheets introduced in the Autumn Quarter, 1924; and the instructors should report their findings to the deans, by means of notations on those sheets, or by special message. A card list of students regarded as leading students should be kept in the dean's office, and special care should be taken in the collection of significant personnel material for these students. learning ante Sectioning Sectioning on the basis of ability is recommended for courses having two or more sections meeting at the same on the Basis of hour. In the opinion of the committee is should be used Ability in those Junior College courses in which material is standardized and in which content is given greater emphasis than skill. The underlying principle of the scheme is that each student should be kept at his highest level of achievement. It can be cogently argued that the practice of sectioning is of great value to the average or poor student. But since the concern of this committee is with the student of special promise, it is sufficient to point out here the development through legitimate competition and through concentrated mental activity which comes to one liberated from the requirement of sitting day after day under instruction devised for thinner minds.

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He may be stimulated through special assignments and special (not necessarily longer) reading-lists. He may be given personal conferences or small-group conferences with his instructor. Whenever possible he should be given opportunity to make excursions into the field in which the course which he is taking lies. Special library and laboratory facilities should be granted to him. An opportunity to do more than the required work in the laboratory, admission to the library stacks, the use of special loan collections of books without fee are recommended.

Invitation courses may be established-either interdepartmental courses for students of general excellence,
such as the special invitation Freshman course offered in the
Autumn and Winter of 1924-1925 or special departmental courses.
(The allied question of a special "Honors" curriculum is not
raised in this Report.)

A practical and prized privilege, already twice successfully tried out, is that of priority registration. Another recommended is that of registration for more than the normal amount of work for credit, on written recommendation of the department and approval of the medical office. (The present so-called "honor courses" are unproductive and should be abolished.)

Some of the most valuable encourgements are those which are still more personal. Such encourgement cannot be given without the sacrifice of time on the part of the instructors oftentimes engaged in matters of great import. But it is the earnest conviction of the committee that not only acts of thoughtfulness and confidence, like the lending of books, or the exhibition of personal experiments in research, but also the offering of individual hospitality and fellowship are among the legitimate rewards of promise.

The opportunity for individual encourgement presents itself, of course, to deans as well as to instructors.

Groups and Oftentimes studious undergraduates with much in common Honor do not know each other at all, and they rarely have that personal Societies al social contact with their instructors which we of the older, smaller, more leisurely days remember as among the bountiful influences of our education. We have in Arts, Literature, and Science nearly three thousand undergraduates living widely scattered. The bringing together of like spirits under conditions which foster the quickening of ideas is a benificent office which instructors and deans are in a position to perform.

merce of officers on the troop a reducer of a market one of the seater to do done the reconstruct once in the lacor tory, version of comments of a line at easier of an area to a light

Page 5 Such small groups have been broughttogether to mutual profit and delight in faculty homes, and the practice should be extended. If a fairly small group of outstanding students could meet once a year with the President of the University, in an informal way, about an open fire, the occasion could be made one to justify the expenditure of time and energy on the part of even so important and weightily occupied a University officer. It is possible for such groups to do for a student informally during all his college life what Phi Beta Kappa seeks to do formally in the last year. The development of Phi Beta Kappa as an undergraduate organization is clearly a move in the right direction, and its influence should be extended. The committee is in heary agreement with the comparatively new plan whereby persons to the number of not more than five may be elected annually on the basis of a standing of four grade points per major taken plus a record of leadership. (The "regular" basis is four and a half grade points for thirty-three

majors, or five for twenty-seven.)

Students holding honor scholarships as a result of excellence in the work of the first year or in the work of individual departments may well be organized or met informally in special groups, and may appropriately be invited to be present at meetings of Phi Beta Kappa, or at special dinners.

In the case of the students granted honor scholarships for excellence in the work of the first year, the Committee suggests that elements other than high grades be considered in the selection of the candidates; that the appointees be given a special name, as "Collegiate Scholars," and that they be encourged to form a local honor society, with adequate and attractive provision for meetings granted by the University.

The attainment of honorable undergraduates distinction Publicity should have more publicity than is at present given to any students other than athletes. This should not be given so much for reward to him who achieves as for incentive to his fellows. The greatest value of publicity of honors lies in its stimulus to the ambition of students with dormant powers.

> Entering Freshmen should be given full information concerning honor societies and the conditions governing the award of honors. A booklet concerning Phi Beta Kappa, Sigma Xi, and other societies, giving an account of their history, character, ideals, and membership, should be freely distributed among them. It should include the roll of honor for the preceding year. And lists of students awarded honors should be announced not only in Convocation programs, as now, but in the Marcon and in the University Record.

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There are also to be considered the recognition and rewards involving money. The committee believes that poverty has been relatively too much considered, promise relatively too little, in the granting of the scholarships and loans.

For those leading students who must have more than their tuition has if they are to remain in the University and do their best work, there should be awards comparable financially to our present fellowships. These distinguished students should not be lost to us nor their work impaired by necessity of outside labor. The committee agrees that "instead of fearing that money cannot be found to finance opportunities for students of unusual ability, we might rather have an expectation that financial aid can be secured for this cause very easily. . more readily than for general endowment. (1)

There remain loans. At present several funds provide loans, without interest, repayable at any time. Efforts should be made to enlarge these, and the leading student should have a prior lien.

Educational Guidance

Nor should our attention cease with the graduation of such students. They should receive the best possible and Vocational advice with reference to continued education, or assistance in obtaining positions suitable to their talents, training and aims.

Standing Committee.

The faculty should have a standing committee on the special treatment of leading students. It should be the duty of this committee to gather information as to methods in use here and elsewhere, to disseminate such information to members of the faculty, through a special annual faculty meeting or otherwise, and in general to further the development of such plans as those suggested in this Report.

It is no part of the desire of the Committee to plan a college exclusively for superior students. It is entirely possible to give rich natures the nutrition they need without starving the "multitudinous medicore". Indeed, the great mass of students will in the long run indubitably profit, for a trained mind is a fecundating influence. Sent out into the world, the possessor of such a mind will as teacher, as parent, as doer and thinker in whatever field he enters, be a force of light and leader, sending back in his turn to the colleges those who can take with power the next stride forward.

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