work of the several sections. He should conduct such instructorial conferences as are now in vogue in several departments. He should set the final examinations for all sections in the course.

H. Other means recommended to the consideration of the several departments are the practice of informal mutual visitation; the giving of a special preliminary training course for Instructors, and the provision of an instructors' manual. Physical proximity of Instructors to each other and to older members of the department in office space is conducive to helpful comparison of notes and mutual stimulation.

J. The Dean of the Colleges will supply the several departments with copies of a rating scale for Instructors, based upon the list of qualities desirable in Instructors in elementary courses heretofore attached, with the recommendation that the departments request their Instructors to use these scales for self-rating, and with the suggestion that the departments make such other use of the scales as may seem to them appropriate—particularly in connection with the engagement, retention, and promotion of Instructors.

K. Occasional inter-departmental conferences of departmental representatives engaged in supervision should be valuable. Short series of inter-departmental conferences for Instructors in various fields have been found useful elsewhere, and might well be held occasionally here.
Extract for Discussion:

If...
MOTIONS

In order that the foregoing recommendations may be duly carried out in so far as it lies with this faculty to act, the following motions are proposed:

1. It is the opinion of this faculty that the instruction given in large Junior College courses should be given by teachers with whom the giving of the instruction in which they are engaged is a major interest.

2. In the appointment of Junior College teachers the Dean of Faculties is requested to follow in general and to have the departments follow in general a plan substantially of this nature:
   (a) All appointments to be made or recommended by the Dean of Faculties, upon nomination of the department concerned.
   (b) Every nomination to be accompanied by a statement of the qualifications of the appointee.
   (c) First appointment to be as Instructor for one year.
   (d) Second appointment to be as Instructor for three years.
   (e) Instructor's contract to require full time teaching.
   (f) Third appointment to be as Assistant Professor.

3. It is the opinion of this faculty that the training of young teachers should be recognized as a regular function of each department.

4. Each Department in which the sectioned Junior College courses constitute a large problem is requested to submit to the Dean of Faculties a plan of departmental training framed after departmental study of the present document.

1. This applies to all persons who are to have charge of sections. It does not apply to laboratory assistants.

2. I.e., the Departments of Psychology, Political Economy, Political Science, History, Sociology, Romance, Germanics, English, Mathematics, and Physics.
QUALITIES DESIRABLE IN INSTRUCTORS IN ELEMENTARY COURSES CONDUCTED BY THE LECTURE-DISCUSSION METHOD

I. Knowledge and Organization of Subject Matter

a. Possessing an broad and accurate knowledge of the subject

b. Selecting the material of the course effectively

c. Organizing the course so that the sequence of topics is natural and clear

d. Preserving proper balance in the emphasis on important topics

e. Pointing out the relationships between the materials of the course and other subjects; between these materials and current affairs

II. Skill in Instruction

a. Giving evidence by the readiness and orderliness of lectures and discussions that the daily work is carefully planned.

b. Getting the point of view of the students and adjusting to their power of comprehension.

c. Making clear explanations

d. Stimulating intellectual curiosity

e. Conducting discussions with skill. That is--

   Sticking to the point
   Avoiding the introduction of too many details
   Possessing skill in questioning
   Securing the participation of the students
   Exhibiting fertility in suggestions

f. Making satisfactory assignments. That is--

   Making assignments that are definite
   Distributing assignments as evenly through the course as the conditions of the instruction permit
   Making assignments that indicate careful estimation of the time required to prepare them

g. Helping students in the formation of desirable study habits. That is--

   Giving specific directions, when needed, in regard to methods of study
   Continuing this directive criticism as needed throughout the course
CURRICULUM DESIGN FOR INSTRUCTORS TO MEDICAL
CAREERS: CONSIDERATIONS AT THE INTRICATE
DISCUSSION METHOD

1. Knowledge and organization of subject matter
2. Preparation and delivery of a coherent outline of the subject
3. Selection of the material of the course effectively
4. Organization of the course as a whole to enhance the coherence of topics
5. Presentation of the topic in the context of the disciplines

II. SKILLS IN INSTRUCTION

- Exercise initiative in the selection and organization of topics
- Use of literature and other resources to enhance the student's understanding
- Development of a comprehensive understanding of the subject
- Critique of the student's progress
- Preparation of assignments in support of the course

III. TEACHING METHODS WITH EXIT

- In-service training and professional development
- Consultation with other professionals

For example, when introducing a new topic:

1. Explain the significance of the topic
2. Present the material in a logical sequence
3. Reinforce the material through practical exercises

IV. INTEGRATION INTO THE CURRICULUM

- Integration of the new topic with existing courses
- Assessment of student understanding
- Continuous evaluation of the course effectiveness

For example, when introducing a new topic:

1. Explain the significance of the topic
2. Present the material in a logical sequence
3. Reinforce the material through practical exercises

V. CONCLUSION

- Summary of the key points
- Encouragement for continued learning
h. Returning written work with constructive criticisms

i. Measuring adequately the results of instruction by the use of written tests. That is--

Testing with sufficient frequency
Testing ability to understand and apply principles as well as ability to retain information
Employing some of the newer types of examination such as the true-false, sentence-completion and best-answer
Taking tests reasonably brief

j. Giving due attention to the marking of students. That is--

Familiarizing himself with the principles in accordance with which the marking system of the college is constructed
Applying this system properly in the assignment of marks
Assigning marks, so far as possible, upon objective measures of achievement

k. Managing routine matters efficiently. That is--

Giving due attention to seating of students, recording attendance, and regulating the physical conditions of the classroom
Leaving and dismissing classes, returning papers, and attending conferences promptly

III. Personal Qualities

a. Interest in subject

b. Interest in teaching

c. Sympathetic attitude toward students, including freedom from sarcasm

d. Tact in dealing with students

e. Accessibility to students

f. Self-reliance and confidence

g. Open-mindedness

h. Attractiveness of manner

i. Sense of proportion, including a sense of humor

j. Freedom from personal idiosyncrasies that interfere with effectiveness
If returning written work with constructive criticism
I expect an adequate response of instruction on the
use of written work.

Testing with Multiple-Choice
Testing ability to remember can often
be used as a method to assess
information. Depending upon the nature of the examination
such as the true-false, sentence-completion, and
short-answer, tests are appropriate.

Initial false-assessment paper
To avoid the necessity to test reading of advertisements,
texts can

be translated into a multiple-choice test.

In the translated version, the students
are given the opportunity to test their understanding of
the text, and the examiner
can determine comprehension effectively.

III. Teaching Methods

6. Instruct in subject
7. Instruct in teaching

8. Elementary subject, junior, senior, and advanced
9. Text to content with subjective
10. Not sufficient to stimulate
11. Not sufficient to continue
12. Provide recommendations

In some instances, the student
is asked to write a paper, an essay, or a report.
IV. Professional Development

a. Keeping up to date in the literature of his subject

b. Devoting systematically a reasonable portion of time to research or other creative work

c. Keeping informed in regard to the more recent developments in teaching

d. Endeavoring by experiment to improve the methods of conducting his course

e. Attending the meetings of associations organized for the advancement of his line of work

V. University Cooperation

a. Showing loyalty to his department and to his colleagues

b. Cooperating with members of the faculty and with the administrative staff in service on committees and in other helpful ways

c. Manifesting an interest in the more general problems of university policy and organization, and a readiness to assist in the solution of these problems
IV. Professional Development

...
III. SPECIAL TREATMENT FOR LEADING STUDENTS

Report of a Committee of Deans

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 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 of latent in choicer spirits among the student body cannot be fully achieved by any mechanism. Because the materials to be dealt with are intangible and complex, 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.

We are concerned with the development of leaders for society. We are therefore particularly concerned with the development of those students who give high promise of becoming leaders for society. The term "leading students" is in our intention a short form of the phrase "students giving high promise of leadership for society." It is because of this general and particular concern that we prefer the term "leading student" to the terms "superior student" and "gifted student" (terms widely used in the literature of this subject). It is to be noted that leadership, while based on intellectual qualities, implies the possession and development of other qualities as well.

Recognition

By what signs shall we recognize the "leading student"? In general, a student who is an efficient searcher for truth for the sake of its human
III. RESEARCH AND DEVELOPMENT

The current state of the art in the field of oceanography and the oceanological sciences is characterized by a growing recognition of the importance of research and development. The Oceanographic Commission is the primary body responsible for the formulation of research and development policies. The commission is composed of experts from the various fields of oceanography and the oceanological sciences, and it is tasked with the development of research and development programs that are intended to advance the state of the art in oceanography and the oceanological sciences.

In recent years, the commission has focused on several key areas, including the development of new technologies and methodologies for oceanographic research, the enhancement of existing research capabilities, and the support of emerging areas of research. These efforts are aimed at improving our understanding of the ocean environment, enhancing our ability to forecast and manage ocean-related challenges, and contributing to the sustainable use of ocean resources.

One of the key initiatives of the commission is the Oceanographic Research Program, which is designed to support a wide range of research activities. The program includes funding for the development of new research projects, the support of ongoing research efforts, and the provision of resources for the training and development of future oceanographers and oceanological scientists.

In addition to the Oceanographic Research Program, the commission has also established a number of other initiatives aimed at advancing the state of the art in oceanography and the oceanological sciences. These initiatives include the establishment of new research partnerships, the development of new educational programs, and the provision of resources for the support of emerging areas of research.

Overall, the commission is committed to advancing the state of the art in oceanography and the oceanological sciences through a combination of research and development initiatives. These efforts are intended to contribute to our understanding of the ocean environment, enhance our ability to forecast and manage ocean-related challenges, and support the sustainable use of ocean resources.
values is to be recognized as a leading student. In particular, a student who possesses in notable degree any considerable number of the qualities which imply leadership is to be recognized as a leading student. Such qualities are:

1. Technical ability (workmanship, dexterity)
2. Power of expression
3. Accuracy of observation
4. Perseverance
5. Power of concentration
6. Sense of proportion (including a sense of humor)
7. Intellectual curiosity
8. Power of initiative
9. Ability to reason, comprising
   a) Possession of facts
   b) Analysis of facts
   c) Synthesis of facts
   d) Interpretation of facts
10. Health of body
11. Appearance
12. Manner (bearing)
13. Attractiveness (charm)
14. Ability to co-operate
15. Moral cleanliness
16. Honesty
17. Faith in knowledge
18. Purposefulness
19. Vision
20. Social-mindedness

The first nine of these qualities, it will be noted, are intellectual in origin or result, and are thus the qualities with which the college as such is primarily concerned. But some measure of the next four (10 to 13), which, be it noted, are not gifts, but are within the power of intelligence, will, and right feeling to attain and cultivate, is necessary to leadership. And without some measure of the next seven (14 to 20) the preceding qualities might remain wholly un-social or even be used for anti-social ends.

The committee believes that the search for and the 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 administrative 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 sorts of 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. The intelligence tests afford an additional source of evidence. Exemption from English constitutes a prima facie indication of general excellence.

The deans may at their discretion communicate their estimates to the instructors, normally by means of the Personnel Summary sheets introduced in the Autumn Quarter, 1924; and the instructors should report their estimates 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.

Types of Treatment

The several types of treatment proposed below all apply to those students who give evidence of leadership in the intellectual qualities listed above. Leadership in other qualities should be recognized and encouraged in so far as possible, particularly in the less formal and more personal types of treatment.

Singling Out

The individual leading student may be encouraged to attain and maintain his best pace in various ways. He may be released from certain requirements, as from drill, from daily class attendance, or from attendance upon certain days specified to him by the instructor. He may be given
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departmental permission to drop a course and pass into a more advanced one. Certain substitutions should be permitted him. At his option he may, instead of taking the final examination, make a review of the course, the completion of the review to be reported to the instructor. Through co-operation between the departments and the deans he may be allowed to substitute special work for required courses, as in sequences.

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 have 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 inter-departmental courses for students of general excellence, such as the special invitation course offered in the Autumn and Winter of 1924-1925, Zoology 0, 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 encouragements are those which are still more personal. Such encouragement cannot be given without sacrifice of time on the part of 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 and fruitful rewards of promise.

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

Sectioning on the Basis of Ability

Sectioning on the basis of ability (more exactly, "sectioning in accordance with the rate of learning") is recommended for courses having two or more sections meeting at the same hour. In the opinion of the committee it should be used 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.

Assignment to a section may be made on various grounds. A student may be assigned on his entrance record in the subject. He may be subjected to preliminary tests as is now done in English 1. He may be placed after a period of regular class work. His previous record in the department may be consulted. In any case, the result should be that he is with his approximate equals and doing work designed to meet the needs of a homogenous group of a particular capacity.
The assignment to a section should be always clearly announced at
the outset as tentative. This tends to allay resentment, in the case of a
student who thinks his rating too low, and allows him to feel that he has a
chance to rise. Though it is not judged advisable, with the quarter system,
to have a regular period at which members may be shifted from one section
to another, it is of the essence of the system that it shall be flexible;
and an individual should be shifted whenever such a change is plainly to be
desired.

A sectioned course should be supervised by an experienced instruc-
tor, who may himself meet the group of ablest students. He might meet the
whole course once a week. It is quite possible that the leading section may
need to meet less often than the others, at least after the opening sessions
of the quarter. In this way the instructor of that section is set free for
other activities, perhaps for the work of supervision. When the scheme of
sectioning is being tried out with a course, the organizing instructor should
obviously have a light departmental program, that he may be free to develop
team work among the instructors. Teaching in a section course will undoubted-
ly require more time than is demanded by the same course unsectioned. The
work will also undoubtedly be more rewarding. And the extra time may even
be returned to him through arrangement for repetition of work; e.g., each
instructor may give certain lectures to the whole group, or each may handle
a given part of the conference, field, or laboratory work(1)

Groups and Honor Societies

Oftentimes studious undergraduates with much in common do not know
each other at all, and they rarely have that personal social contact with

(1) The most complete general discussion of sectioning on the basis of abili-
ty is the report on that subject by Committee G of the American Associa-
tion of University Professors, published in the Bulletin of that Associa-
tion for October, 1923.
their instructors which we of the older, smaller, more leisurely days re-
member 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 beneficent office which instructors and
deans are in a position to perform. Such small groups have been brought to-
gether to mutual profit and delight in faculty homes, and the practice should
be extended. 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 ex-
tended. The committee is in hearty agreement with the principle of the com-
paratively 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 excel-
ience 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 encouraged to form a local honor society, with adequate and attractive
 provision for meetings granted by the University.
few large-scale monographs on the”; smaller scale, make feasible large-
ments in some the potential influence of our association. If we are
interesse’s, any scientific merit there proceeding monographs in trade
mediums, the printed version of this article, either commercially
ables the introduction of those in a particular office work, introductions in
you may go in a position to be able to take off quickly from these purposes, any
to market through any medium in faculty room, any for boosting another
articles of the colleges. This may not prove helpful exactly to the

the development of the to the knowing of the mechanism of the
The secret to effective a post in the right situation may be the influence of the
sought: The connection to be made between with the introduction of the co-
participation in the present. Before to the union of the work that has not been done,
be a positive influence on the part of a mandate of our share. Thus, one must

a full share. Change your style from apathy to an active interest and

to change political power structures so a sense or attention to

the work of the largest group in the work of influencing government may now
be organizing or not influential in effect, tax, may men participatory or
toward to be present of presence of a full time worker or of society through.

in the case of the academic learning from societies for any of

journal in the year of the last year, the connection enables that appreciation. And

take the experience of taking a society and “self-imposed” because of the

the opportunity to learn a research career, with adequate and assistance.
Publicity

The attainment of honorable undergraduate distinction 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 Maroon and in the University Record.

Awards

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

For those leading students who must have more than their tuition fees 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" (G. W. Stewart, in School and Society, XIV, 445).
The control of the maintenance of the maintenance of equipment and the appropriate procedures for maintenance and repair.

This point was not to be given to the machinery to the maintenance of the equipment. The maintenance of the machinery is to be continued to the equipment. The equipment is maintained at the machinery and in the equipment. The equipment is maintained at the machinery and in the equipment.

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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 and Vocational Guidance**

Nor should our attention cease with the graduation of such students. They should receive the best possible 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 mediocre." 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 leading, sending back in his turn to the colleges those who can take with power the next stride forward. If such minds are suffered to be content with less than their best, there is no check to the process of base-leveling. It is the heartening
The faculty marginals a statement containing the following text:

"SUPPORT AND RECOMMENDATION

We support the recommendation that the department of psychology prepare a comprehensive report on the current state of the faculty. This report should outline the current strengths and weaknesses of the faculty and provide recommendations for future development. It should also address any issues that have been identified in previous reports.

It is clear that the faculty is in need of attention. It is essential for the department to take immediate action to address these issues."

Please review the document for any additional information or context that may be relevant.
duty of the college instructor and administrator to see to it that the salt shall not lose its savor.

Respectfully submitted,

Edith F. Flint, Chairman
B. C. H. Harvey
J. F. Norton
Elizabeth Wallace
D. S. Whittlesey
E. H. Wilkins
MOTIONS PROPOSED

1. 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 of Deans on Special Treatment for Leading Students.

2. 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.
MOTION TO COMMISSION

I. That a special meeting be called for

expedient measures to deal with the situation,

and that the motion to proceed to the Committee

on Special Treatment for Exempt Students

be referred to the Special Committee on

Special Treatment for Exempt Students.

So referred to the Special Committee on

Special Treatment for Exempt Students.

IV. SIMPLIFICATION OF THE GRADING SYSTEM

Report of A Committee of Deans

A. The present system is felt to be unsatisfactory.

1. 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.

2. 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.

The system disposes the student to think of his college course in terms of grade points. The official insistence upon fine graduation 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 students. 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 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.
II. IMMUNIZATION OF THE ORAL SYSTEM

A. The purpose of the vaccine to be used in immunization.

1. It is necessary to vaccinate infants for protection against certain serious diseases. The vaccine used is generally a live virus vaccine, which can be administered prior to the age of 1 year.

2. A very important aspect of immunization is to ensure that the vaccine is administered accurately. The administration of the vaccine must be done carefully and accurately to ensure the best possible protection for the infant.
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.

B. The following plan is proposed:

<table>
<thead>
<tr>
<th>Quality of work</th>
<th>Symbol</th>
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<tbody>
<tr>
<td>Passed without notable distinction or weakness</td>
<td>P</td>
</tr>
<tr>
<td>Passed high (i.e., with such distinction as to merit differential treatment)</td>
<td>H</td>
</tr>
<tr>
<td>Passed low (i.e., with so narrow a margin as to require differential treatment)</td>
<td>L</td>
</tr>
<tr>
<td>Not passed</td>
<td>N</td>
</tr>
</tbody>
</table>

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

C. The adoption of this system would involve the following corollaries:

1. The disuse of gradepoints.

2. The statement of graduation requirements in the following terms: "36 majors passed; plus one extra major passed high or with the grade P for each three majors passed low."

3. The preparation for submission to the faculty of new regulations covering dismissal, probation, and eligibility.

Respectfully submitted,

J. A. Field  Marion Talbot
W. D. Jones  D.S. Whittlesey, Chairman
T. V. Smith  E. H. Wilkins
The following plan is to proceed:

1. Prepare a list of specific objectives.
2. Review and assess the current situation.
3. Develop a strategy to meet the objectives.
4. Implement the strategy.

The reason we are facing difficulty in the achievement of our objectives is that we have not been proactive enough. We need to take immediate action to overcome the obstacles we are facing. It is crucial to stay focused on our goals and make necessary adjustments to achieve them.

The option of taking decisive action is the following course:

I. The nature of the problem.
II. The assessment of the problem's impact on our objectives.
III. The determination of the necessary actions.
IV. The implementation of the actions.
V. The monitoring and evaluation of the outcomes.

Best regards,
[Signature]
MOTIONS PROPOSED

1. That the faculty adopt the grading system recommended in the report of the Committee of Deans.

2. That the same committee be asked to prepare and submit to the faculty new regulations covering dismissal, probation, and eligibility.
RUTHERFORD -

I. Are the facilities for the existing expansion recommended in the report of the Committee on Labor?

II. Are any new departments or projects being considered in the expansion of the existing facilities?

III. Are there any new locations under consideration for the new projects or expansions?
V. A THEORY OF EDUCATION

I

In the complete educative development of the individual there are three main stages. The first is the stage of preparatory education. Its purpose is to establish in the child the primary adaptations which make systematic study possible. The second is the stage of general education. Its purpose is to insure the proper adjustment of the individual to the complex and changing environment in which he is to live, and to give him such ideals as will equip him to criticize and transform that environment. The third is the stage of special education. Its purpose is to develop power in some special field of intellectual activity.

While a certain period of years may be indicated as corresponding to each of the several stages of education in the case of an individual of average ability, the time to be spent by any given individual in a given stage of education should be determined not by its correspondence to that period of years, but solely by the time, less or greater, required by that individual to fulfill the purpose of the stage of education in question.

With the first of the three stages we are not here concerned, save to note that in the case of a child of average ability it corresponds to a period of about six years—that is, supposing the child to start schooling at the usual age of six, from the time he is six through the time he is eleven. (1)

II

The purpose of general education, as we have said, is to insure the proper adjustment of the individual to the complex and changing environment in which he is to live, and to give him such ideals as will equip him

(1) Nor are we here concerned with the increasingly numerous enterprises in the field of pre-school education.
In the company's development of the factory, the

first step was the choice of the location and the

repair to suit the purpose of the factory and the

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to criticize and to transform that environment.

General education involves the attainment of three types of power—intellectual, aesthetic, and moral: the power to think as well as any save a specialist has need to think in the major fields in which civilized societies of the past and of the present have done and are doing their thinking; the power independently to enjoy the fine arts and to absorb their values into one's own life; and the power to live as a responsive and intelligently active member of society. For the effective attainment of these three types of power the maintenance or attainment of good health is requisite.

The attainment of such intellectual power appears to us to involve (1) ability to conceive the past as a process of evolution; (2) generalized control of the thinking processes; (3) ability to think in simple mathematical terms; (4) ability to use the simpler fundamental concepts of the sciences of (a) physics, (b) chemistry, (c) astronomy, (d) geology, (e) geography, (f) general biology, (g) human psychology, (h) economics, (i) politics, (j) sociology; and (5) linguistic ability including (a) ability to use the vernacular correctly and clearly, (b) ability to use non-vernacular languages as a means of understanding the racial habits of thinking employed by other peoples, and as a means of access to the materials of learning and culture, and (c) the attainment of a linguistic sense, and of an appreciation of the phenomena of language as a means of man's cooperative life.

The attainment of such aesthetic power appears to us to involve (1) the power of appreciating literature; and (2) the power of appreciating music and the pictorial and plastic arts. In each case the power should be so developed as to reach beyond the enjoyment of the values of specific art products into the enjoyment of similar values in the realms of sight and human society. In neither case is creative production a primary object in the stage of general education.
The attainment of such moral power appears to us to involve (1) rational apprehension of the principles of ethics; (2) effective consciousness of the obligations which the individual owes to society; and (3) the acquisition of those habits under the control of which men live together advantageously in social groups and which are commonly classified as good breeding.

The maintenance and attainment of good health involve the acquisition of habits conducive to such maintenance.

III

We venture next to submit a somewhat fuller statement, on the general plan already outlined, of the content of general education as we conceive it.

It should, however, be stated at the outset that the individual student and his qualifications and needs, are the matters of primary concern, and that an intelligent administration, although it should regard the curriculum described below as appropriate to the majority of students, should be free to make such adaptations to special cases as peculiar circumstances may demand.

Ability to conceive the past as a process of evolution involves (a) a survey of civilization viewed not as a chronicle of events but as a study of the great movements in the evolution of human society; (b) modern history conceived in the same manner as the foregoing, and including the history of the United States as part of the modern period.

Generalized control of the thinking processes involves the study of logic viewed as a description and criticism of the methods of valid thinking.

Ability to think in simple mathematical terms involves study of the essentials of algebra, geometry as a system of space relations, and the
essentials of trigonometry.

Ability to use the simpler fundamental concepts of physics involves an understanding of the fundamental laws and physical properties of matter, and the application of physics to everyday life.

Ability to use the simpler fundamental concepts of chemistry involves an understanding of the essential nature of chemical changes, and the applications of chemistry to everyday life.

Ability to use the simpler fundamental concepts of astronomy involves an understanding of the unity of the universe and its relation to science and life.

Ability to use the simpler fundamental concepts of geology involves an understanding of the major geological processes, of their use in interpreting the physical history of the earth, and of the development of life through the geologic past.

Ability to use the simpler fundamental concepts of geography involves an understanding of the more important relations between representative groups of people and the combination of natural environmental conditions in the regions in which they live.

Ability to use the simpler fundamental concepts of general biology involves an understanding of the generalizations of biology that are significant to human society.

Ability to use the simpler fundamental concepts of human psychology involves an understanding of the processes of thinking and behavior, and the development of an intelligent attitude toward the problems of mental life.

Ability to use the simpler fundamental concepts of economics involves an understanding of the major aspects of the economic organization of society and the major economic controls.
Accounting for Inventory

The purpose of this section is to provide an accounting framework for the valuation and presentation of inventory. By adhering to the principles outlined herein, companies can ensure that their financial statements reflect the true economic substance of their operations. This section addresses the initial measurement, subsequent measurement, and presentation of inventory, providing guidance on how to accurately report inventory on the balance sheet and income statement. It is designed to help companies maintain integrity and transparency in their financial reporting, which is crucial for stakeholders in making informed decisions. The information presented here is intended to serve as a reference for both practitioners and students, offering a comprehensive understanding of inventory accounting and its significance in financial reporting.
Ability to use the simpler fundamental concepts of politics involves an understanding of American civil institutions, liberty and the law, the nature of the political state, the nature of the law, the main historical bodies of law as civil controls.

Ability to use the simpler fundamental concepts of sociology involves (1) an understanding of the truth that men are never, in the strict sense, individuals, but are always moulded by the multiplicity of group relationships in which each is involved; and (2) an acquaintance with the operation of the group factor in typical social situations.

Ability to use the vernacular correctly and clearly involves an understanding of conventional usage and the essential grammar of the English sentence. English composition should be learned primarily as a part of the learning process in the various other studies of the curriculum, especially in history, literature, and the sciences. The instruction should not include training in special forms of writing, or training in the higher refinements of diction.

Ability to use non-vernacular languages for the purposes indicated, and the attainment of a linguistic sense and appreciation of the type indicated, involve the ability to read with ease two foreign languages. The instruction should develop power in reading as dependent upon knowledge of the vocabulary, grammatical structure, and the racial idioms. Through comparison with the vernacular the instruction should emphasize the fundamental features of language as an expression of human thought.

The power of appreciating literature involves acquaintance (a) with the English classics and contemporary literature, and (b) with the literatures of the foreign languages studied. Education in the field of literature should include not only work by a class as a whole, but individual conference work and the guidance of individual reading not necessarily related to class work.
Special for Presenta...
The power of appreciating the other fine arts involves acquaintance with the typical forms and some of the notable achievements of music and of the pictorial and plastic arts.

Rational apprehension of the principles of ethics involves an understanding of the chief moral principles of the past, and an insight into the present bases of social obligation.

Effective consciousness of the obligations which the individual owes to society, and the acquisition of habits of good breeding, are to be attained less through specific instruction than through guidance of the life of the students as a community.

The acquisition of habits conducive to the maintenance of good health involves (a) a study of human anatomy, physiology, and hygiene, designed to develop an intelligent attitude toward the regulation and control of the bodily organism; and (b) physical development through directed exercise.

In addition to the work outlined above, the student should engage to a limited degree in the more intensive study of some one field of particular interest.

A certain time may be indicated as that normally to be devoted by a student of average ability to each of the curricular processes thus enumerated; but it should be understood that some students will require less and some more time for the completion of a given process, and that such completion is to be determined not by lapse of months, but by evidence that the student has in fact attained the particular ability in question.

A careful estimate of the time necessary for a student of average ability to complete such a course of general education indicates a period of between seven and eight years as normal,—that is, in a thoroughly typical
case, from the time the student is twelve to the time he is eighteen or nineteen.

Such a general education as that just outlined we conceive to be eminently desirable for, and indispensable to the proper training of, all American youths, no matter what their later career is to be—whether in business, in the household, in creative art, in teaching, in research, in law, in medicine, in the ministry, in public service of any sort.

We recognize that financial necessity will compel many to engage in vocational training before the completion of such a course, and that in consequence public school systems must maintain special curricula in which certain elements of general education are sacrificed to vocational needs; but we nevertheless affirm the inherent desirableness for all American youths of such a course as that here presented.

It is not our thought that the completion of such a curriculum as that outlined above should complete the education of the individual. It should suffice to enfranchise and empower him for further development, at his own will; and if it functions aright, it should give him motive forces, intellectual, aesthetic, and moral, which will make education for him a lifelong experience.

IV

Special education, involving for each chosen career special objectives and conditions of work, involves curricula differing so much in content and in length that it is not feasible or necessary to survey them here.

It is, however, our firm belief that the general education outlined above will provide, for any career, personnel of a higher order of intelligence and of power than can be otherwise obtained—of a far higher order than that of the present entrants into our special schools.
All education on the level of special education is or would be characterized by definiteness and seriousness of purpose.

The process of specialization in the fields of arts, literature, and science, at least, should be somewhat gradual. In the first year of special study in such a field as chemistry, for instance, much of the time should be used in building up an advanced knowledge of other sciences ancillary thereto; whereas in the second and later years, study, unless it be specifically of an inter-departmental character, may be devoted primarily to work within the field of the major subject.

Different curricula, as has been said, would require different lengths of time; but we confidently assert that such a general education as that outlined above will in general make possible the qualification of men and women for entrance upon effective professional work at an age from one to two years earlier than is now the case.

Certain students will desire to reinforce the process of general education by engaging in further study in a number of fields instead of, or before, concentrating in one field. Such students should be welcomed in the special schools, provided they enter with a true seriousness of purpose.

We turn now to the institutional implications of the process of education as we conceive it.

Three stages of education therefore, three types of school. For the first stage, the elementary school. For the second stage—now covered by the junior high school, the high school, and the junior colleges or the first two years of the four year college there should be logically and practically a single school, which we may term, to avoid confusion with existing names, the collegiate school. For the third stage, now covered by the last two years of college and by various professional and special schools
which now start at various levels, there should be, as at present, many specialized schools—starting, however, at the same level.

VI

Our chief concern is with the collegiate school.

The assertion that for the whole period of general education there should be a single school rests, first, upon the belief that within the field to be covered during this period there is not, either in the nature of that which is to be acquired or in the process of acquisition, any differentiation so fundamental as to warrant the establishment or maintenance of differentiated institutions; and second, upon the belief that an enterprise such as that contemplated should be both conceived and carried out as a unified enterprise.

We propose, then, a collegiate school, concerned solely and completely with the purpose of general education, whose students, entering usually at the age of twelve, will in general remain in the school for seven or eight years.

The content of the instruction to be given in such a school has already been indicated. We turn now to the consideration of the quality and the methods of instruction, and certain other phases of the life of the school.

The success or failure of the school as an educational institution will depend primarily upon the teaching ability and the personality of the men and women employed as teachers. The quality of the educational product will be commensurate with the quality of the instructors. The primary duty of the administrative officers of the school is the selection of a staff of high teaching ability and personality, and the maintenance of this high quality through elimination of the unfit and through constant alertness in discovering teachers of promise. The teachers who are engaged for service
in such a school should regard their teaching as their primary function in society. This does not exclude literary or artistic creation or productive scholarship. Such interests are, indeed, generally to be desired. But such interests should in every case be held as secondary to the main interest.

As the foregoing pages have recognized, the student in the collegiate school is to be treated in all respects as an individual, not as a member of a class. The methods of teaching should consider the interest of the individual rather than of the large group. Formal classroom instruction, recitations, lectures, should not be the exclusive methods of teaching. The formation of small groups for conference and discussion, the supervision of study in non-laboratory as well as in laboratory subjects, helpful individual guidance in the acquisition of proper habits and methods of study, are only some of the devices which will be most easily and effectively employed in an institution of this character. All possible encouragement should be given to those students who offer the highest promise of contributing to the welfare of society. Such encouragement may take various forms, both official and unofficial.

The administrative staff should consist, in addition to one or more full-time administrative officers, of a number of advisers (teachers giving part time to such work) sufficient to provide each group, of say, seventy-five students with an officer who throughout their school life shall serve them as guide—guide, not master, be it noted, in planning their courses and in all such individual problems as do not come within the purview of their teachers as teachers. Work as adviser should be undertaken in rotation by all teachers qualified therefor. General education, though necessarily departmentalized to some extent, is essentially a unified process, and each teacher who participates therein owes in the fullness of loyalty not only a departmental service, but a non-departmental service which shall
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In reference to the constitution or another paper may require of whom, the only some of the figures which will be less likely of agriculturalambition in a institution of the aasonic. All possible expansion and to give to those subjects who other the bigger because of contributing to the wealth of society. Your accomplishment can take another course, part of-
directly support the non-departmental aspects of the common enterprise. And experience gained in such work as adviser is quite certain to enrich the current and later work of the teacher as teacher.

Government of the student body in matters other than those which concern the course of study should in general be preferably by a joint faculty-student body or bodies. Not by faculty alone—for the student point of view is constantly needed for wise and just decision; and action taken by faculty alone, no matter how reasonable and sympathetic in purpose, is likely to be taken seriously amiss by students if they have not participated in the making of the decision. Not by students alone—for they lack the necessary maturity and experience. So also, studies of such special problems in student welfare as are certain to arise from time to time may well be undertaken by joint faculty-student committees. Such co-operation between faculty and students in matters of real importance is an eminently desirable thing in itself, both as a channel for the education of selected students, and as a means of minimizing the barrier between youth and maturity. In such relations, naturally the older students would have more part than the younger students. And they should be selected in such a way that the selection should be a recognition of the possession and worthy use of qualities of leadership.

Progress in the development of intellectual, aesthetic, and moral power should not be tested merely by formal examination or measured by grades. The pursuit of the subjects in the curriculum will reveal the evidence of the individual student’s progress, and this evidence, capable of precise citation on evidential grounds, and gathered at regular intervals from his various instructors, will constitute the record of his individual case. When this record of the individual certifies satisfactory attainment in the three specified fields, he has completed the period of general education.
Social relations of a simple nature, carefully planned and supervised, should be provided so far as possible for all students. Social values inherent in the activities and the athletic sports next to be discussed, and are most directly to be obtained by the residential means set forth below; but occasional social gatherings of various sorts, and of variously selected groups, should be made to form a part of school life for students not otherwise specially provided for.

The varied interests now commonly referred to as "student activities"—publications, dramatics, musical organizations, debating, etc., are in general fully justified in existence as meeting real social needs. They constitute at the same time a great educational opportunity and a great educational danger. Experience gained by membership and officership in such organizations form habits in the character of social relations, in the performance of social responsibilities, and in social and financial organization and management which are likely to persist throughout life. Students now tend to devote to these activities an altogether disproportionate amount of time and energy. It follows that such activities should be encouraged within reasonable limits, and should be carefully supervised to prevent excess and work of poor quality, and to develop the values which these activities potentially contain.

Physical culture and recreational activities should be planned and directed as an essential part of the program of general education, without destroying the spontaneity of individual effort in playful exercise and organized games. The primary purpose should be the stimulation of all individuals, rather than a selected few, to develop and maintain their physical well-being. Intramural sports and intramural competitive contests should be encouraged. Given such intramural sports and contests, inter-school contests, limited in number, and carried on by those who have emerged as
Material for Grammatical

Social interaction of a single entity, complexly functioning together.

Applicability to the analysis of the interaction between various social entities may be achieved through the examination of the interaction's structure and function. The examination reveals the specific interactions that occur within the social structure, as well as the interactions between different entities within the structure. This examination provides insights into the nature of the interactions and how they contribute to the overall functioning of the social system.

For operational elucidation, the following points are relevant:

1. The nature of the interactions
2. The structure of the social system
3. The function of the interactions

These points are essential for understanding the dynamics of social interaction and the functioning of the social system. They provide a framework for analyzing and interpreting the interactions that occur within the social structure.
successful competitors in intramural contests, would seem under proper supervision to be potentially of educational advantage, both to participants and to spectators.

Throughout the planning of social and other activities and of athletics, it should be remembered that the students concerned are of an age at which play and fun rightly loom large in the perspective of life. They should have large scope, therefore, with due recognition of the fact that the formation of right habits of play and of fun is a very valuable part of the educational process. But social, and other activities and athletics should never be permitted to attain a position of dominance in fact or in student opinion.

The foregoing paragraphs have alluded more than once to the educational values inherent in the common life of the students. Indeed, the purposes of general education cannot be fully realized unless the students are made sensitive to all the implications of community life—and unless it is fully recognized that they are already actually engaged in the experience of living. The values here in view can best be developed if the students have some measure of experience in common residence.

Furthermore, there comes a time in the lives of most young people, generally at about the age of seventeen, when they may properly be advised to leave home and become part of a larger social unit so planned as to meet the needs of maturing youth. For students who may be expected to finish their general education within two years, residence halls should therefore be provided, and such students should in general be urged to live therein.

In such a residential community it is desirable that relatively small units should be the basis of the organization, though these small units may profitably be so arranged as to admit inclusion in larger units for
National Territorial System of Education: The Relation of Territorial Education to the National Educational System

The National Territorial System of Education was established as a means of providing education to remote areas. This system is designed to ensure that all students, regardless of their location, have access to quality education.

The system operates through local government agencies and is overseen by the Ministry of Education. It provides a structured curriculum that is tailored to the needs of each region, ensuring that students receive education that is relevant to their local context.

The National Territorial System of Education is supported by various initiatives, including the provision of educational materials, teacher training, and the development of educational technology.

In conclusion, the National Territorial System of Education is an essential component of the national education system, ensuring that all students have access to quality education, regardless of their location.
special purposes. Social and economic considerations both suggest seventy-
vie as the most desirable small unit of division.

For each of the residence halls, one of the advisers referred to above should serve as head. The functions of the adviser serving in this capacity might prove varied and important. The curriculum provides many opportunities for informal work outside of classrooms and laboratories, for supervised study, for conferences and discussion, for tutorial direction of reading in connection with courses in literature, the fine arts, history, and the sciences. Though such activity may associate the advisers with students outside their residential units, it should so far as possible be so developed as to increase their intelligent acquaintance with and their personal influence upon the members of their particular residential group.

Each of the residential halls should contain a library, so furnished as to attract the members of the group to it not only for systematic reading in connection with courses, but also for desultory reading. So far as books are concerned, this library should contain (a) the books in general demand for collateral reading in courses, and (b) carefully selected examples of literature of permanent value or of temporary interest, including contemporary productions representing current thought or distinguished by the best literary qualities. The second class of books should be so managed as to be a circulating library, changing at frequent intervals, and moved from one residential hall to another.

In general such measures should be devised, for the life of the residential halls, as shall promote the adaptability of the individual to the community in which he lives, a simple but varied social life, a sense of social capacity, a democratic recognition of the rights of others and of social obligations.
Material for Presentation - 0

Geography and economic conditions of various countries. The role of the United Nations in world affairs. The impact of the economic policies of various countries on international trade. The growth of multinational corporations. The role of the World Bank and International Monetary Fund. The effects of global environmental changes on various countries. The influence of cultural and linguistic diversity on international relations. The role of non-governmental organizations in international cooperation. The impact of technology on international communication and cooperation. The future of world order and the role of the United Nations. The role of international law in resolving conflicts. The impact of the Internet on international cooperation. The challenges of international peace and security.
The whole effect of life in these residential halls should be distinctly democratic rather than aristocratic. Luxury is not contemplated, and would indeed defeat the purpose of the halls. Residence should be financially possible for any student who would under present conditions find it possible to live in a college residence hall.

We have recommended that students should in general be urged to live in the residence halls; but we recognize that in many cases such residence would be impossible or undesirable. Such students, though missing a phase of education which we regard as exceedingly valuable, should continue attendance as day students, and should be woven into the social life of the school so far as may be possible in view of their non-residence.

While the residential plan as outlined above implies a certain degree of differentiation between the students concerned and the younger students not admitted to residence, we do not consider that this differentiation is sufficiently fundamental to impugn the position taken above, that the whole course of general education is continuous and unified, and should therefore be carried out in a single school.

VII

The specialized schools which are to follow the collegiate school will differ from it fundamentally, not only in the nature of the curriculum, but also in definiteness of purpose and professional spirit.

Granting these basic differentiations and their natural implications, much that has been said in the preceding sections may be applied with more or less change to the specialized schools.

The success or failure of such schools, as in the case of collegiate school, will depend primarily upon the teaching ability and the personality of the men and women employed as teachers. In special schools of arts, literature, and science, however, and to some extent in other special schools,
The scope and challenge of the university's role in higher education.
research becomes a function of at least equal importance with teaching; and the importance should be recognized by the lessening of the teaching burden, and the provision of time for research in a measure much more generous than that which now prevails in this country, and approximating that which prevails in Europe.

In view of the greater maturity and independence of these students, however, administration may be greatly simplified, and there is no need for a staff of advisers such as that suggested for the collegiate school.

Social life, activities, athletics, and residential life, while not needing supervision to the same extent as in the case of the collegiate school, should be developed to a greater extent than is now the case in graduate and professional schools. Loneliness, narrowness of interest, poor physique, and bad housing conditions are all too often characteristic of the present graduate student. Social, dramatic, and musical activities, at least, are as normal and desirable as they are for younger students, and are not likely in the cases of these older students to run to excess. Physical culture and intramural athletics are eminently to be desired for students in the higher schools, with some difference in the types of contest favored, and largely or entirely without extramural competition. The provision of proper residential quarters for students in these schools, whether unmarried or married, would greatly enhance both the welfare and the specific research or professional value of the students concerned.

Individualization in treatment, faculty-student co-operation, and testing by evidence of progress should characterize the special schools as well as the collegiate school.

VIII

The plan of education presented in the foregoing pages leaves out the four-year college which has characterized American education
hitherto; and the elimination of the four-year college (save as an exception-
al institution existing for special purposes, as indicated below in Section
IX) is indeed an essential corollary of the plan.

The idea of such elimination will arouse hostility in many quar-
ters—particularly among alumni who are products of the four-year college
and who cling to the belief that the type of institution which produced them
is definitive and should be eternal.

Nevertheless, there is no inherent logical necessity for the ex-
istence of the four-year college; there are already observable marked indi-
cations of a natural and increasing break between the first two and the last
two years of the four-year college; and the discontinuance of the four-year
college would tend at once to simplify or remove some of the most question-
able features of college life.

The four-year college historically is simply the result of the
poor quality of American secondary education in an earlier period of our
history. Four years of work subsequent to graduation from a high school
were formerly necessary for the completion of a general or "liberal" educa-
tion. That is no longer the case. During the last two generations second-
ary education has steadily improved. During the same period, therefore,
something like the completion of general education has been possible at a
time prior by an increasing number of months to the completion of a four-
year college course. During the same period, therefore, there have been in-
troduced in the last two years of our colleges, to a steadily greater extent,
courses of a specialized nature which are in fact appropriate rather to
special education and a special school than to general education and a col-
lege. The four-year college, therefore, has outworn its charter, and is now
in general an anomalous institution.
Material for Discussion 45

Potential for Stevenson of the Community College (what are we accomplished in providing the institution for the student being provided as illustrated by the

IX item) is achieved in the student, especially in the form of

the four-year college student. It is the responsibility of the student to ensure that the four-year college

and the college student are aware of the importance of the two-year college student.

Recreation. There are no important long-term objectives for the two-year college student, but the recreation of the two-year college student is an important part of the four-year college student.

The two-year college student is the most important part of the four-year college student.

Recreation: A two-year college student is expected to participate in the activities of the two-year college student.

The two-year college student is the most important part of the four-year college student.

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The two-year college student is the most important part of the four-year college student.

Recreation: A two-year college student is expected to participate in the activities of the two-year college student.

The two-year college student is the most important part of the four-year college student.
That work now offered in Junior and Senior (third and fourth) years is in fact very closely akin to work done in graduate courses has been strikingly illustrated by a statistical study recently made at the University of Chicago, the results of which could probably be duplicated in any other large university. This study shows that of about 100,000 course registrations by graduate students in the last fourteen years in the Graduate Schools and Colleges of Arts, Literature, and Science at the University of Chicago about 40,000 have been in courses classed as Junior-Senior Courses. For further details see the Tentative Report of the Commission on the Future Policy of the University Libraries, pp. 61-2.

That a natural break occurs at the end of the Freshman-Sophomore period is further indicated by the fact that while many students leave college at the end of the first or second year of college, those who return for the third year in general finish the fourth year also; and by the fact that the instructing staff for the first two years is as a whole different from that of the last two years.

Further and striking evidence of the naturalness of the break at this point is afforded by the increasing and successful development of separate junior colleges in the Middle West and elsewhere.

Finally, it may be noted that the separation of Freshman and Sophomore from Junior and Senior would greatly simplify some of the most difficult of the problems concerning college men. Under present conditions men of Junior and Senior College age, powers, and influence live in constant association with men—or rather boys—of Freshman-Sophomore age, in a social atmosphere which is essentially Freshman-Sophomore rather than Junior-Senior in character. Entrance into the Junior year is not marked by any such change in environment or in occupation as would suggest a change in attitude toward life. Consequently Juniors and Seniors are inclined to spend
but war now occurred in Europe and Britain (Spain and France) which again caused

hence in 1939 with Poland was now gone to France and came out the

looked at the results of the financial crisis which caused the

inflation of the dollar, the losses of the country's balance of payments,

the acute fiscal situation and the need for a large increase in the

commodity prices of the United States. The United States, however,

a report on the Social Index of the United States, Inc. of E.

that a report of the Social Index of the United States, Inc. of E.

having to report information or the latest facts since statistics tend to

be a picture of the past of the world.

Whatever else may constitute a cause of the present or any

place where the education of the people may be acquired.

Finally, it may be said that the education of the people may be acquired.

one can learn anything one wants. The people's ability to learn is

known because knowledge can be found in the people. A

determine any course of action.
their mental and physical energies on interests and indulgences which are essentially juvenile, and thus to develop a false sense of values—a sense which is likely to abide with them permanently. Furthermore, since those same Juniors and Seniors are in constant association with, and are very influential upon, Freshmen and Sophomores they tend authoritatively to impart this same false sense of values to their juniors. Illustrations are to be found in the excess of attention given to intercollegiate athletics and in the belief in the smartness of vice.

If, on the other hand, students of Freshman-Sophomore status were separated from those of Junior-Senior status, the former would constitute a homogeneous and a frankly and rightly boyish body; and the latter brought into conditions and relations worthy of their maturity and associated rather with their intellectual elders than with their intellectual juniors, would be inclined to spend their intellectual energies on interests more proper to the life of manhood.

IX

The plan of education thus outlined provides only for institutional types which may be called normal. We recognize the desirability of the continuance and development under special conditions and for special purposes of two institutional types which may be called more or less exceptional—the junior high school in city school systems in which the number of children to be schooled is large and in which many different school units are necessary, the junior college in connection with a university, and the four-year college not in connection with a university. (1)

(1) With such other educational enterprises as the increasingly numerous agencies designed especially to make good for certain wage-earning groups the deficiencies of their school experience, we are not here concerned—save to express the belief that in so far as such enterprises parallel in scope the schools of youth, they may well seek in their own way to provide the equivalent of the curricular program of the collegiate school as suggested above.
The plan of operation and staffing pattern of the University of Wisconsin-Madison can be summarized as follows:

The University of Wisconsin-Madison is a large, comprehensive research university with a strong commitment to excellence in teaching, research, and service. It is one of the largest universities in the United States, with a total enrollment of approximately 40,000 students.

The university is divided into 12 schools and colleges, each with its own dean and chancellor. The schools and colleges are:

- College of Arts and Sciences
- College of Engineering
- College of Education
- College of Law
- College of Letters and Science
- College of Medicine and Public Health
- College of Pharmacy
- College of Social Work
- College of Business Administration
- College of Business and Economics
- School of Continuing Education
- School of Continuing Education

Each school and college has its own faculty, administration, and budget. The university is governed by a Board of Regents, which is responsible for the overall direction and strategic planning of the institution.

The university is also affiliated with several research centers and institutes, including:

- Wisconsin Institutes for Discovery
- Wisconsin Institutes for Discovery
- Wisconsin Institutes for Discovery
- Wisconsin Institutes for Discovery
- Wisconsin Institutes for Discovery
- Wisconsin Institutes for Discovery
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- Wisconsin Institutes for Discovery

The university is committed to the advancement of knowledge and the betterment of society through research, teaching, and service. It is a leader in many fields, including:

- Agriculture
- Biotechnology
- Engineering
- Environmental Science
- Health Sciences
- Information Sciences
- Mathematics
- Physics
- Social Sciences

The university has a strong international presence, with partnerships and collaborations around the world. It is also a member of the University of Wisconsin System, which includes several other universities and colleges.

The university is a leader in the state of Wisconsin and beyond, contributing to the economic and social development of the region and the nation. It is a source of pride for the state and a beacon of excellence in higher education.
The junior college as we thus conceive it, would be an institution connected with a university which should afford an opportunity for the completion of general education by students whose high school or collegiate school affords no facilities, or inferior facilities, for such completion. It would parallel the work of the last part of the collegiate school. It should not, however, be merged with the collegiate school maintained by the university, but should be kept separate therefrom, in order that the educational homogeneity of the collegiate school community may not be destroyed. It would in general receive students at about the level of the present high school graduate, and would keep them usually for two years, but often for a shorter or a longer period, until the process of general education should be in fact completed. Such an institution, by virtue of its connection with a university would naturally have two features of fundamental importance not readily to be found in detached collegiate schools, particularly in collegiate schools maintained by cities or towns—namely, residential halls, and teaching of the highest quality. The organization of the life of such a junior college would be in general very similar to the organization of the life of the collegiate school as described above.

Of the four-year colleges not connected with the universities, the weaker ones sooner or later will die or transform themselves into collegiate schools. For the stronger ones there will be a place and an important function for many decades to come, and perhaps permanently. For they will serve primarily those men and women who are able to devote to general education a period longer than that normally allotted thereto, and to reinforce in several directions the intellectual, aesthetic, and moral achievements which go to the making of a liberal man or woman. Their organization should resemble that of the collegiate school rather than that of the specialized school; they should study to avoid the defects now all too generally
patent in the four-year college (particularly those suggested at the end of Section VIII); and they will find their highest probability of success and service by remaining frankly collegiate, and--while admitting a greater degree of concentration than that of the collegiate school--by avoiding the specialized characteristics of schools devoted primarily to research or to professional training.
Faculty for Promotion - W.

begin in the four-year college, particularly those seeking in the area of
section III: may such will that part sufficient of success any
scare or in university college, college, and--will not alter a plan to
be an extension of the part of the college,--an existing the
basic organization and part of the college,--an existing the
educational organization of society, society primarily to research in to

biological science.
MOTIONS PROPOSED

1. That this faculty approve in general the plan of education set forth in the document called "A Theory of Education."

2. That Dean of the Colleges be requested to submit to this faculty a statement showing how this plan could be carried into effect at the University of Chicago.

3. That the Dean of the Colleges be requested to submit to this faculty a statement showing to what extent the plan could be carried out within the Colleges under the present organization.

4. That a copy of this document be transmitted to the Senate with a record of the foregoing resolution and the request that the document be considered by the Senate after it shall have been considered by a majority of the faculties of the University.

5. That copies of this document be transmitted to the several faculties of the University, with the request that each faculty give it early consideration and report its approval, or such other action as it may take, to the University Senate.
MOTIONS PROPOSED

1. That the President report to Council the plan of action

2. That the Board of the College be requested to report to

3. To the Board of the University, the matter of the problem

4. That a copy of the report be transmitted to the Senate

5. That votes of the University, with the approval of such

6. That the President of the University, in the name of the

7. That the President be authorized to report to the Senate

8. That the President be authorized to report to the Senate

9. That the President be authorized to report to the Senate

10. That the President be authorized to report to the Senate
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