February 14th, 1901.

My dear Mr. Hale:

The question of consolidation of the Maine Institute with the University of Chicago is at the point of decision. One element has come up which I had not expected, namely, a strong apprehension on the part of Colonel Parker that there will be many men at the University in high position who will be disposed to criticise the consolidation and be entirely void of sympathy in the matter. He has in mind one or two men whose names I need not mention.

I am writing to ask you to prepare at once and send to me if you are able to do so a letter addressed to me in which I should like to have you make the strongest possible statement you care to make of your interest in this proposed union, of your belief in the wisdom of it and your personal willingness to render assistance in such way as it may be possible for you to do.

I am anxious to convince Mr. Parker that there is a strong sympathy here for the line of work in which he is engaged and which after all is exactly the work we have been trying to do in the elementary school under the supervision of Mr. Dewey. If you will write this letter and send it to my house this evening or to the office tomorrow morning before
TYPEWRITER

LINEN

U.S.A.
half past nine, I shall regard it as a great favor and I believe it will have much influence in settling what seems to me to be a most important question in the interests of true education.

Hoping that you will make the statement as strong as you feel inclined to do and that I am not asking a service of you which you would not wish to render, I remain,

Yours very truly,
Chicago, November 30, 1917.

Dear Mr. Johnson:

Your letter regarding the Boys' Working Reserve Movement was received after President Judson left Chicago. He will not return until the end of next week. At that time your letter will be placed before him.

Yours very truly,

D. A. R. -D. Secretary to the President

Mr. F. W. Johnson,
The University High School.
November 27, 1917.

My dear President Judson:

I am enclosing a plan for cooperation in the work of supplying farm labor, submitted to me by Mr. Filbey who had charge of our experiment last year and also a letter which I sent to Mr. Judd, returned to me with his comments. I would like to get this enterprise under way at the earliest possible time for the careful selection and preliminary training of these boys is an important factor.

Very truly yours,

President Harry P. Judson,
University of Chicago.
My dear President Judson:

I have looked over Belfield Hall.

It now has in the west end the following: Third floor, one large recitation room, one small recitation room, and an office. Second floor, four small recitation rooms. First floor, machine shop; from west to east the shops are, machine shop (large), forge room (large), foundry (moderately large), wood shop (large), elementary shop (small), pottery room (small). The east end has the following: Third floor, two art studios. Second floor, two recitation rooms and office. First floor, high-school offices and a large recitation room.

I think we can use properly three shops; the big wood shop, the forge shop and the machine shop. The machine shop will not be used to anything like its full capacity, but it is very useful for an all-afternoon, high-school course.

There are three possible plans for the use of this building. First, it could be made over by adding another story to the shop part of the building. This would, I think, be very difficult because all
the shops are now lighted by skylights, except the machine shop, which is under the west wing of the building. If the building were made over in this way, I think it could very properly take care of all the junior-college expansion. It would be difficult to make it serve the purposes of the graduate building which I have described, although that is the second possible use to which the building might be put.

The second method of dealing with the building would be to transform the elementary shop and foundry into art studios, give Mr. Sargent's department the use of these studios, the use of the first floor of the east wing of the building, and continue the third floor as art studios. This would provide, I think, in a very comprehensive way for the development of the Art Department. It would also clear out the quarters in Blaine Hall now used by the Art Department.

We could then arrange for the housing of a well-equipped Home Economics Department in Blaine Hall. This department would occupy the fourth floor of Blaine Hall and part of the third floor. The west wing of
the building could then be used on the second and third floors for junior-college courses.

The third possible arrangement of the building would be to transform it so far as the Art Department is concerned, along the lines indicated, and to extend the west wing along Kimbark Avenue, across the garden to make a large Home Economics building. This would leave room in Blaine Hall for more junior-college classes.

Very truly yours,

[Signature]

President H. P. Judson,
The University of Chicago.
MEMORANDUM ON THE SCHOOL OF EDUCATION FOR THE
SENATE COMMITTEE.

The School of Education is conducting a number of
lines of productive work.

The Laboratory Schools, the High School and Elementary
School, are working very successfully in reconstructing the
methods and materials of instruction, and also in reorganizing
the relation of the lower schools to one another and to the
college. Several eminently successful text-books have been
published during the last year embodying the results of this
work; and numerous articles are being contributed by our staff
to educational journals. The periods of elementary and secondary
education have been materially reduced and much of the secondary
work formerly done in freshman year of college is now done in
our high school.

The example of the Laboratory Schools is one of the
influential examples in the reconstruction of American public
education.

The graduate department of Education has had a slow,
steady growth in students and in internal organization. It has
maintained from the beginning standards of admission and work
equal in all respects to those of the other graduate departments
of the University. It now enrolls 128 graduate students during
the autumn, winter and spring, and over 600 graduate students
during the summer. These mature people come from all sections of the country but chiefly from the Mississippi Valley. After graduation they secure positions of influence in colleges and universities as teachers of education; they go into normal schools as teachers and administrative officers; some become superintendents and principals in school systems.

The courses in Education given to these advanced students are being made progressively more specific and scientific as suitable material is created. They are being patterned on the courses given in the best schools of law and medicine. For example, instead of a general course in school administration, such as is traditional in other teachers' colleges, there have been developed here courses in such definite subjects as school finance, the administration of the teaching staff, the administration of pupils, and the like.

Every student is required to do a piece of research and the members of the faculty of the department set the example in this respect by bringing out the most productive research work in Education that is being done in any institution in the world. There is no institution which is putting out in volume or quality of scientific work in Education anything like the material which is being published by our Department. Last year saw the publication of numerous articles and five important monographs. Two more monographs are now in press. During the last five years, 22 monographs have been published.

The Department publishes two educational journals which are recognized as leaders in the field of educational
science; one for elementary schools, one for high schools. The circulation of these journals has doubled in three years; it is now larger than that of any publication dealing with the science of education, reaching for one journal, 4,000, for the other, 6,000. These journals are perhaps the most influential single phase of the Department's work.

The College of Education, the undergraduate department, which stands between the Laboratory Schools and the Graduate Department, is steadily increasing in registration and is turning out mature people of the supervisory type. It does not aim to train teachers except in special departments. Its chief function is to deal with people of experience who are prepared to take courses on supervision and administration but because of limited academic training have no college degrees.

There is no competition or duplication of service as between our institution and the neighboring departments for the training of teachers in state universities and normal schools. Ours is the center for advanced scientific work and for the training of the supervisory class of educational people.

There are large possibilities of extension of the work and influence of the School of Education. The standards of the school have been high and its growth consequently slow. It has, however, passed the limit of its equipment in buildings and staff. If it can have three new buildings, one for the high school, one for graduate classes, and one to replace the tumble-down so-called temporary gymnasium, and an enlargement of staff by the addition of
six superior men, there is no reason why it should not become at once the center of school organization in this whole middle part of the continent.

It is the judgment of the Department that such an equipment would make it possible to handle properly such undergraduate courses as we ought to be given and 150 graduate students. We do not want to increase the graduate registration beyond this point. We should prefer to make a rigid selection from this time on and thus set up not a huge graduate school but a thoroughly productive institution for scientific work.

Our greatest need is for resources for research. We need more library equipment, more laboratory equipment and some assistance. During the last two years gifts from the Commonwealth Fund for research have aggregated somewhat more than $30,000, and have made possible the productive work referred to above. With a relatively small research fund, we can make this, even more than it is now, the leading center for educational science of the country.
June 6 1920.

My dear President Judson,

I hope that other statements cover the ground. Unfortunately I am to be out of town all day Monday. I shall be back Tuesday morning if you want anything more.

Very sincerely,

Charles H. Judy
December 1, 1920

My dear Mr. President:

I feel impelled to recur to the interview between us in the early part of 1918 in New York City, and especially to what seemed to you then to be the major problem in the direction of the economical and scientific reorganization of the prevailing educational practice in the United States.

I am confident that in carrying out that piece of experimentation we are now safely by the first and most critical point in the working out of the actual procedure in the school and in the classrooms. There will be other difficulties to meet and other obstacles to overcome, but what I conceive to be the crucial part of the whole problem it is now definitely shown can be carried out. Whether it will be carried out or not is, of course, another matter.

At the time of the interview referred to, and for several years prior to that, it appeared evident to me that a more economical type of education such as had been foreshadowed by discussions of the preceding thirty years,—and indeed if we go further back much longer than that,—would be carried out, if carried out at all, on the basis of careful experimentation and not as the fruit of mere juggling of grades and resolutions of a political character.
First and foremost, it was and is necessary to devise some method of instruction by which youth can go forward from step to step with complete mastery of the items which they study rather than on the basis of a sixty or seventy per cent promotion, so called, with its resulting long accumulation of intellectual deficiencies. It will be necessary so to control the learning process that the result of attempting to shorten the course will not be merely an exhausting process of the survival of the fittest amongst the children such as worked havoc in parts of Germany, or on the other hand merely a paper readjustment weakening rather than strengthening the character of our education.

Accordingly, toward the middle of last year, I devised and put in operation a plan of classroom technique and at the beginning of this year supplemented this technique by a procedure designed to make mastery possible and both together calculated to achieve the result indicated above.

The two departures, amounting together to almost an intellectual and moral revolution in the attitude of the teacher toward the pupil and of the pupil toward the school room task, might reasonably be expected to operate at first with a great deal of friction and with very partial success. Specifically, it might be expected that the first time we should take account of stock, we might find a greatly disproportionate number of failures. At the end of the first six weeks of the fall quarter in the high school, however, in checking up results, we find that we have at
the outside 123 failures out of a possible 1874, or something over six per cent. Recalling that these failures are from our present point of view to be treated purely as diagnostic and not in the old mechanical sense at all, and recalling further that a large proportion of these would not have been counted as failures last year or in any other school, it seems clear to me that we have good evidence for thinking that our technique and our procedure alike are essentially sound and feasible.

Turning back now to more direct progress in the program in which you are especially interested, you will recall that last year we took in the 7th grade. I need not recur to the sufficient ground and experience which we had had for thinking that the 7th is essentially the first year in the high school. The experience is all familiar ground to you. At the end of the first six weeks in high school, in spite of the fact that these young children are normally and properly at the stage when they are only beginning to undergo the discipline of learning to study and the discipline of self-control in intellectual situations, nevertheless the proportion of failures among these children is on the whole but little higher than in the other classes. There are singularly few failures among them in the field of mathematics, perhaps the most trying of all the high school subjects.

The situation at this time then is this.

The majority of children who have entered in the 7th grade will have completed all but one or two of the fifteen units required for high school graduation at the end of the 10th
grade or the average age of sixteen. A few of them will have done more than fifteen units by that time; a few of them probably not more than ten or eleven. The content which they cover is all of it purely of the type contemplated for admission to college. The technique of teaching is, of course, carefully adapted to their capacities and we are organizing a personnel control which seems to be functioning effectively in the development of the volitional side of their progress.

Looking forward then, we see a situation in which a body of pupils are at the average age of sixteen, after ten years in school, intellectually as mature as any we have graduated from the standard twelve-year school system in the United States. Indeed, we have reason to think that this is a moderate statement, because whatever these children have learned by that time they will have learned on a basis of nearly one hundred per cent mastery instead of seventy-five or seventy or sixty per cent mastery, and to that kind of procedure they will have been habituated for four years. At that period, however, they will not be mentally or physically or socially mature. I don't believe that they will be ready to go away from home to college in most cases. They will be fully ready to go on with junior college work and, by the time they come to approximate mental maturity at about eighteen years of age, they will be ready to do true university work.
Apart from the conduct of the Romance language courses from the junior college, which I do not consider as fundamental to our main piece of development, we are offering in our present 11th grade this year college French, college mathematics, college history, college English; and I beg to say that I think we are ready at any time now to go on with college studies in the 11th grade in nearly any department of the University which offers junior college courses.

Very respectfully yours,

The President of the University
TYPES OF STUDENTS IN THE COLLEGE OF EDUCATION AND GRADUATE DEPARTMENT

Beginning with the lowest undergraduates, the students in the College of Education and the Graduate Department are of the following types:

Kindergarten-Primary

Those preparing to teach in the lowest grades of the elementary school. We register students of kindergarten-primary because ordinary institutions which train teachers do not deal adequately with this specialty and also because this is an important field in which to train supervisors. We carry the teacher-training courses for the purpose of furnishing concrete examples for supervisors just as in our laboratory schools we present concrete examples of the methods and organization of high schools and elementary schools. Our institution was the first to combine in this way the kindergarten with the primary. Our example is being widely followed.

Home Economics

Those preparing to teach home economics. The reasons for conducting courses in this subject are similar to those given for kindergarten-primary.

Art (Design, Drawing, and Painting)

Those preparing to teach art. The reasons for art courses are similar to those given for kindergarten-primary.

High-School Teachers

Those who are taking their major sequences in the Colleges of Arts, Literature and Science and
Types of Students (Page 2)

expect to go into high schools as teachers. Such students take in the College of Education (a) courses in special methods and (b) courses in the Department of Education.

School Supervisors (Undergraduate Students)
(a) Supervisors
(b) Principals
(c) Superintendents

These are mature people who have had school experience and in some cases full normal-school training but have never completed the courses for a Bachelor's degree.

School Supervisors (Graduate Students)
(a) Principals
(b) Superintendents
(c) Students preparing to teach Education

These are mature experienced people who are candidates for advanced degrees.
NUMBER OF STUDENTS
SUMMER QUARTER

Relation to University

During the Summer Quarter the School of Education carries about one-third of the student courses of the University, including one-third of the graduate work.

Size of Classes

The classes in education are abnormally large but it is impossible to divide them because students come to work with a particular instructor.

The registration of undergraduates last summer was 1,263; there were in addition about 300 graduates specializing in education.

The policy followed in this quarter is to secure a number of first-class people from outside our own faculty, keep all our faculty here, and expand as far as our space permits.

Limit Nearly Reached

We are probably about at the limit with our present space. In 1916, when the registration was 100 more than last year, certain classes had to move across the campus. It will be necessary to limit the summer work until more space is made available.

Summer Quarter Uses Space of Schools

During the summer quarter, college classes occupy all the space used during the year by the high school and elementary school. There is, therefore, an absolute finality in the limit reached in our housing facilities.
NUMBER OF STUDENTS
AUTUMN, WINTER, SPRING

Record for 1919-20

Student-Courses

The total of student-courses in the School of Education (College and Graduate Departments) for the past three quarters was 2,511. Of these 1,197 were in the Department of Education.

Number of Sections

There were offered 128 courses (class sections) during the three quarters. Of these 45 were in education, 83 in other subjects.

Average Number of Students per Section

In education the sections averaged 26.2 students. In other courses 15.8.

Use of Rooms

The rooms available for college classes and graduate classes were used to 82 per cent of the maximum number of hours possible with the present University program.
POSSIBLE REGISTRATION WITH EXISTING EQUIPMENT

By Filling Classes

If the faculty and the rooms remain constant and every class is filled up so that the average for graduate and undergraduate is 25, the number of student-courses cannot be increased more than 27 per cent.

By Rooms

The staff, and correspondingly the student-courses, could be enlarged by 18 per cent if all the rooms were used all the hours. This is not fully possible, however, because some rooms are laboratories and other rooms are used in preparing for classes. Probably not more than 5 per cent increase is possible. Indeed, serious conflicts exist now because of the effort to get the maximum use of rooms.
DESIRABLE EQUIPMENT
FOR THE BEST ACADEMIC ORGANIZATION

Number of Courses

The present equipment does not permit a complete range of courses. For example, school administration is offered in some of its aspects but not in all. The academic plans now fully matured call for an increase in the number and variety of the courses within the next few years by about 50 per cent.

Faculty

As pointed out above the expansion of the faculty with the present room equipment is practically at a standstill. The academic program to be complete calls for an addition to the staff of 8 major officers in education, 3 minor officers in education and 3 officers in the college, and for collateral equipment to make possible this increase in courses.

Rooms

Space, as reported in a memorandum on buildings, is necessary for this expansion and since many of the graduate rooms are to be used for laboratory work their number and cubic space must be somewhat in excess of the 50 per cent expansion called for in the listing of classes. Plans for the laboratories and classrooms have been worked out and can be supplied on short notice.
FINAL REGISTRATION DESIRED  
DURING THE AUTUMN, WINTER, AND SPRING

By Student-Courses

The readjustments in faculty and space recommended above would make places for a total of 4,500 student-courses for three quarters, or 1,500 student-courses per quarter.

Exchange of Courses

It may be assumed that all undergraduates provided for in the school will in the future, as in the past, do half their work in Arts, Literature and Science. Graduates will also get certain courses, but to a less extent than undergraduates, in other graduate departments. Experience shows that by way of reciprocal service the College of Education and Graduate Department give to students not registered on this side of the campus about 60 per cent of the courses taken elsewhere by education students.

Proposed Final Registration

If these figures are taken as a basis of calculation we arrive at the following as a final maximum registration: 150 graduate students per quarter, 400 College of Education undergraduates per quarter, services for other divisions of the University covering about 400 to 500 student-courses per quarter.

Explanation of These Units

These units are arrived at by arranging a complete and flexible academic program and fitting the staff and material equipment to an ideal academic organization. Such an organized division of the University will naturally delimit itself in the work which it can properly expect to do. After reaching the above maximum the institution should reject students.
HIGHER INSTITUTIONS WHICH HAVE STRONG
DEPARTMENTS OF EDUCATION

Geographical Distribution

The centers of advanced work in Education are as follows:

(a) In the East: Columbia (Teachers College),
    Harvard, Clark University, New York University,
    Yale.

(b) On the Pacific Coast: Leland Stanford,
    University of California.

(c) In the South: George Peabody College for
    Teachers, University of Texas.

(d) In the North Central States: University of
    Iowa, University of Minnesota, University
    of Wisconsin, University of Michigan,
    University of Illinois, University of
    Chicago.

Relation of our department to those
in state universities

This list immediately suggests the problem
of our relation to the state universities,
especially to the institutions surrounding us.

High-School Teachers

The state universities are engaged chiefly in
the training of classroom teachers for the high
schools of the states in which they are located.
With us the training of teachers is a very
secondary problem. We carry on courses for high-
school teachers chiefly to co-operate with the
academic departments in Arts, Literature and
Science.
Supervisors

The state universities train a good many supervisory officers such as principals and superintendents. State normal schools do not cover this field; the field belongs, therefore, to the higher institutions. Our own department is concerned in its undergraduate courses and to some extent in its graduate courses with supervisors. In this field of operation there is little danger of competition because the need is very large and the number of institutions supplying supervisors is relatively small. We are now turning out supervisors not merely for Illinois but for the whole Mississippi Valley. Furthermore, as will be shown more fully later, our program is very much richer than that of any state university, and ultimately we ought to do the work for supervisors at a much higher level than any of the other institutions. This means that we should ultimately deal with the highest grade of supervisors.

Students of the Science of Education

In training teachers for normal schools and colleges we render a service which the state universities are very little equipped to carry on. The science of education requires for its development a large group of men and elaborate equipment. There are only four or five centers in the country where these conditions are met. Our chief field of operation is here.

Detailed Description of State University Departments

Iowa.—The University of Iowa has of late years been the most aggressive among the state institutions. This is due to President Jessup’s personal influence and to the influence of Dean Seashore, who is the head of the Department of Psychology and Dean of the Graduate School. Iowa has done
much excellent work, has a small laboratory school and a staff of five major officers. It has exercised an influence to some extent outside of Iowa.

Minnesota.—The University of Minnesota has made rapid progress since Vincent began to build up Education there. President-elect Coffman, whom Vincent called to the institution, has made a great impression in the state. The Minnesota department has a small laboratory school. It does little scientific work but trains many high-school teachers and supervisors. It is at the present time less productive than Iowa.

Michigan.—Michigan has lately called two very strong scientific men (Whipple and Kelly) to the department. This makes seven professors. The department has no laboratory school. It has in the past done little more than routine work. It has established now a bureau for co-operating with the school systems throughout the state. It gives good promise but has little history.

Illinois.—This department has been twice totally reorganized in the last five years. It has a new high-school building and will in the future do a great deal to train secondary teachers. It also has a bureau of tests and statistics to co-operate with the school systems of the state. In the main its staff is engaged in training high-school teachers and co-operating in a routine way with the schools in the state. A journal patterned after ours has recently been started by the bureau of tests and statistics. Formerly the department thought of itself as a rival of ours. Now the relations are most harmonious, and the dean and men in the department recognize that their field of effective operation is bounded by the state.

Wisconsin.—The department at Wisconsin is weak in personelle. It has as its strongest division a fine laboratory high school which trains many high-school teachers. Outside of the high school the department has done a good deal of publishing of somewhat popular books. One man has done some general scientific work.
Higher Institutions (Page 4)

California.—California has a big department which devotes itself almost entirely to training high-school teachers. The state law requires all such teachers to take a certain amount of Education. This nearly swamps the California department. The department has a relation of affiliation with the Berkeley schools but no laboratory school of its own. Little scientific work is done there. Such scientific work as is done in the state is centered at Stanford where there is a small but very influential department.

Texas.—Texas has a department of five men doing chiefly the work of training teachers and supervisors for Texas. A little scientific work is being done—chiefly by one of our doctors.

Peabody.—This institution aims to be the Teachers College of the South. It suffers from lack of adequate preparation on the part of its students. Its faculty has been completely changed in the last few years because ambitious young men will not stay in a southern institution. The institution does a great deal of normal-school work, trains chiefly teachers and gives little promise of producing scientific work.

Conclusion from Description of State Universities

The conclusion of this review of leading state institutions is that the Chicago department is distinct from the state universities in equipment for scientific work. It also has superior advantages for training supervisors. These facts dictate the direction in which we should move and define our field as in the main different from that of the state institutions.

Placing our Men in State Universities

We shall always have an open field for our graduates in these institutions. We now have doctors from our department distributed as follows: Two in University of Texas, two in University of Washington, one in Nevada, one in Minnesota, and one in Illinois.
Institutions of the Same Type as Ours

The institutions with which we are most commonly compared are those which are divisions of endowed universities. A detailed comparison will accordingly be made with these.

Clark University.—This is a small department, dominated by Hall. It has no such influence now as it had some years ago. Its most valuable equipment is a very complete educational library. It has the co-operation of a strong man in psychology, but its work is otherwise largely theoretical to the point of being speculative. Its students have in the main been unsuccessful in securing or retaining important positions.

Stanford.—A department of five officers. Cubberley, who is at the head of the department, is one of the best writers in the field. He is a student of administration and history. Associated with him is a strong man in mental testing (Terman). This is one of the best departments in the country. It has no laboratory school. It has a good library and puts out much scientific work in administration, history, and tests.

New York University.—This is a department which has for its students chiefly New York City teachers. It is large numerically and gives many degrees. It does not require publication of theses and has no national influence or standing.

Yale.—Yale has a new department. Several men in Education have been on the Yale graduate faculty from time to time, but they have all resigned or been dropped. The department will be launched this fall with Spaulding at its head and resources of $1,000,000 "with more if needed to equip it fully." What it will do remains, of course, to be seen.

Harvard.—Eliot brought Hanus to Harvard in 1891. The department has been bitterly opposed in the Harvard faculty and is not greatly respected even now. Lowell is opposed to the policies of Hanus. The example of Columbia has, however,
stimulated Harvard, and the department recently received $2,000,000 endowment, $500,000 of which came from the General Education Board. There are five major officers now in the department and there will be others. The department is organized as a separate school outside the graduate school of Arts. It is to give a separate degree, namely, Doctor of Education. What will be developed in the department remains to be seen. It is in some ways the most promising experiment in sight. It will have standards of admission and graduation which will be respected. The men being considered for the new appointments are, however, discouraging (Foster formerly of Reed, for example).

Teachers College.—This is in reality the only institution which is ever classed with us as an institution of national influence. It began under Nicholas Murray Butler as an institution for training manual training teachers. It has always kept a School of Practical Arts as one of its important divisions. The statistics of its graduates are always misleading when compared with other university departments because the School of Practical Arts is always included.

Teachers College has two large schools of observation. These are loosely connected with the rest of the institution and are sources of large profit which is used in supporting the college and graduate courses.

Teachers College has a board of trustees separate from that of Columbia University and has separate finances.

It has its own standards of admission. They are very low. It also grants degrees on short time. Thus, the Master's degree is regularly granted after four summer sessions of six weeks each and without a thesis. We credit such degrees only for two quarters of residence.

Teachers College has the best educational library in the country.

It has a very strong placement division which is extraordinarily successful in placing its people.
This page contains a paragraph of text that is difficult to read due to the quality of the image. The text is not legible enough to transcribe accurately. It appears to be a form or legal document, but the content is not clear.
Higher Institutions (Page 7)

It has a large and very enthusiastic body of alumni who are kept in constant contact with the institution.

It spends money lavishly on various forms of advertising.

It has pursued the policy of drawing into its faculty men of note from other institutions. It pays large salaries. Its faculty includes several of the most conspicuous men in education in the country: Thorndike, Frank McMurry, Strayer, Bagley, Monroe, Dewey, and Snedden.

Dean Russell has several times publicly announced it as the policy of the institution to accept graduates of all kinds of institutions and to turn them out with such training as the public is willing to pay for. In pursuance of this policy the Bachelor's degree of any institution is accepted at face value. We have rated candidates admitted directly to graduate standing there with less than 27 majors of undergraduate credit.

This is our most direct competitor for national leadership in education.
DISTINCTIVE FEATURES OF OUR ORGANIZATION

Relation to Other Divisions of the University

The School of Education is more closely united with other divisions of the University than is the education department of any other leading institution except Stanford. Our relation to the other divisions of the University serves to keep standards high. All our candidates are of exactly the same grade in admission requirements and in amount and quality of work required for degrees as candidates from the other scientific and literary departments of the University.

Scientific Courses

From the outset the Department of Education of the University of Chicago displaced the traditional courses commonly made the basal requirement in training schools for teachers in favor of courses made up of a distinctive body of scientific material in education. Following the traditions of European schools, American normal schools and teachers colleges were teaching in 1909 as their most fundamental courses in education the history of education and general psychology. Both of these courses were very formal. History of education was chiefly a review of European education and of theoretical books on education. Psychology was of the most general academic type. Our department struck out on a new line, organized introductory courses dealing in a scientific way with current school problems. The members of our department have prepared college textbooks along these newer lines and today these books are among the most influential in the country. The old-time history of education is in eclipse and general psychology is giving place to educational psychology. Normal schools and colleges of education are rapidly adopting our program of courses.
Laboratory Courses

Our department was the first to set up courses of a laboratory type dealing with school subjects. We have today a distinct and recognized lead in scientific work on reading and handwriting. One of our present students is effectively using laboratory methods on arithmetic.

Practical Organization

Our department has been free to use its laboratory schools for actual experimentation as no other department has. The seven-year elementary school was achieved and its success was scientifically demonstrated. We now have a six-year elementary school. We have the beginnings of a new organization of the high school which will not only include the junior college but will effect an essential economy in the student's curriculum.

Within the high school we organized the first course in combination mathematics. We have had the most successful center in the country for teaching modern languages by the direct method.

In the elementary school we have demonstrated with unequalled success the advantages of teaching silent reading and have developed a large body of natural science work.

Coherent System of Graduate Courses

The most important achievement of the department, though as yet not the most conspicuous, has been the creation of a system of coherent courses which in the aggregate constitute a systematic science of education. Education as taught in most departments
Distinctive Features (Page 3)

is an incoherent series of individual attacks on education. Our department has worked for years in conferences and by the creation of individual courses on a single coherent plan and has now brought its work to the point of practical completion. In its 1920 catalogue it has announced the most coherent and well-coordinated program of education courses ever put together. This has been possible in part because of our quarter system which permits short-unit courses. More important than the quarter system, however, was the fact that the whole organization of the Department of Education started de novo and with the perfectly clear idea of coordinating courses.

The result of our effort is that we now have a professional sequence of courses comparable to the curricula of the medical school. The influence in the future of this coherent systematic organization will undoubtedly be very large. It will be one of our chief contributions to the development of the science of education.

Course Policy Related to Policy of Appointment

It has been the policy of the department to make appointments to fit into the general program of coherent courses. The department has not sought men of note without regard to their ability to coordinate with others in the department, but has been satisfied to take young men with particular lines of specialization because they fit into the program.
SERVICES WHICH THIS DEPARTMENT RENDERS

Training of Teachers

The department makes a contribution to education which is required by every higher institution which sends out teachers. It helps the other departments of the University to train secondary teachers.

Training of Supervisors

It helps to fill a gap left by public institutions of lower grade, especially normal schools, in that these institutions provide no way except the way of hard experience for the training of supervisors.

Training of Students of the Science of Education

The department performs here its most distinctive service. By maintaining the highest standards of productive scholarship for its Doctor's degree and by providing its faculty with laboratory resources, it can perform a task which lesser departments are not qualified to carry out. As compared with other institutions most like our own, the Chicago department has the reputation of maintaining the highest standards of scientific training.

Productive Scientific Research

As part of its work in training students in the science of education, the Chicago department must produce scientific material. In fact, production is one of its cardinal functions. The members of the faculty are chosen and promoted because of their productive ability. The results begin to appear in a body of material which is of the highest grade.

Publications

Along with its effort to perform the task of making scientific material, the department must find a channel for its distribution. The journals
published by the department are among the most influential in the country. The department is also the source directly and indirectly of very valuable new textbook materials both for the lower schools and also for colleges. The members of the faculty are producing also to a satisfactory extent scientific contributions to publications other than our own and are publishing scientific treatises of value.

Public Services

Incidentally, the department is becoming a center to which school officers and systems turn for advice. The department has conducted two surveys; its officers have conducted others and have participated in still others. The cities brought within the scope of the department's direct influence through surveys are St. Louis, Grand Rapids, Cleveland, Denver, San Antonio, Indianapolis, South Bend, and Muskegon. The general range of the department's influence through consultations is the Mississippi Valley.