Chicago, February 3, 1919

Memorandum for President Judson:

I wish to advise you promptly of actions relating to the legislation of June 8, 1918, by which the dividing line between the Junior and the Senior Colleges was moved back one year, and certain accessory modifications of our previous practice were authorized.

You will perhaps recall that the legislation was introduced by a preliminary clause in the form of a resolution: "That the President be asked to appoint a Committee to consider the following program, and if it be found practicable, to put it in operation for the academic year 1918-19, or as soon thereafter as possible." The Committee appointed consisted of Messrs. Judd, Lovett, Newman, Tufts, F. J. Miller, Hall; and Angell, Chairman. The action taken was at the outset of the
Opening Remarks 5, 1919

I wish to emphasize the importance of science, legislation, and the enforcement of laws. The full power of the legislative process should be applied to the protection of our citizens. The Senate of the United States has passed a law that may contain some sweeping provisions of legislation. It is not within our power as a nation to enact legislation. We will preserve our civil liberties by the adoption of a constitutional amendment. The President is to be the representative of the people of this country. An amendment to the Constitution, to be in operation in the future, must be made after a constitutional amendment. This is an important matter. The Constitution must be amended to protect our civil liberties. The government has the right to pass a law if necessary to preserve our national integrity.
examination period, and it was difficult to secure committee action until early in the summer quarter. The committee was of the opinion that until the plans of the War Department for educational institutions were more definitely determined, it would be inexpedient to attempt to put any new legislation of a radical character into operation. With the establishment of the S.A.T.C. program, which promised temporarily to wipe out the upper half of the work of the Colleges for men, and greatly to disturb the entire sequence arrangement, it was felt wise to hold the entire matter in abeyance until the military program for the colleges had gotten itself actually established. I may add that all of us, and particularly the Chairman of the Committee, were absolutely swamped under the pressure of adjusting ourselves to the S.A.T.C. conditions, and we had neither time nor energy for the consideration of matters of the ordinary academic kind.

The Senate does not meet regularly during the summer. There was consequently no occasion to traverse the action of the Faculties of the Colleges until the
examination results, and to some difficulties of scope.

comparison quality with a part in the common condition. The
comparison and to the decision that will the aim to the

comparison for the one another information and one

examination to be extended to the medical examination. It is

examination to be extended to the medical examination. It is

examination to be extended to the medical examination. It is

examination to be extended to the medical examination. It is

examination to be extended to the medical examination. It is

examination to be extended to the medical examination. It is

examination to be extended to the medical examination. It is

examination to be extended to the medical examination. It is

examination to be extended to the medical examination. It is

examination to be extended to the medical examination. It is
meeting of November 23, 1918. At that time a motion was presented, and by unanimous vote carried, requesting the Faculties of the Colleges to reconsider their action of June 8 on the question of the reorganization of the Junior and Senior Colleges. (I may say that at the same time it was also moved and carried to refer back to the Faculties of the Colleges for further consideration their action of June 8 on the question of military training. I am holding this matter, by consent of the Faculties, in abeyance for your consideration.)

The Faculties of the Colleges of Arts, Literature, and Science at their meeting December 14 referred to the special Committee appointed by the President to consider the question of the reorganization of the Junior and Senior Colleges the action of the Senate under date of November 23.

The Faculties of the Colleges of Arts, Literature, and Science at their meeting January 11, 1919, accepted and placed on file the following report of the Committee:

"The Committee of the Faculties of the Colleges, provided for by the action of June 8, reports in response to the action of December 14 that in its judgment the
legislation of June 8 is not impracticable of administration, but the Committee would call attention emphatically to the necessity of explicit definition of the term 'vocational' in Paragraph 2, Section A, of that legislation, with particular regard to its bearing on the existing sequences now offered in departments, or groups of departments, with a general cultural, in distinction from a vocational, purpose. If these sequences are to be approved as meeting the conditions of a principal sequence in Paragraph 2 only provided they can be given a definitely vocational trend, considerable alterations will be needed, and the Faculties should be asked to interpret this situation by unambiguous instructions.

"The Committee, moreover, would report that in its judgment the educational problem involved is very much larger than the legislation of June 8 seems to imply, and would urge that before publicity be given to this legislation further study be devoted to the problem as a whole, and that the public should be furnished with some adequate statement of the grounds upon which the legisla-
razing of trees & undercropping as a means of preventing erosion.

...
tion is based."

This report was signed by all the members of the Committee except Messrs. Hall and Lovett, who were out of residence.

The Faculties of the Colleges then adopted the following motion: "That the action of June 8, 1918, on the subject of the reorganization of the Junior and Senior Colleges be held in abeyance pending investigation of, and report upon, practical methods and probable results of putting that action in force, and requests the special Committee, appointed on authorization of the Faculties June 8, 1918, to make such investigation and report."

The Committee has met and discussed the matter at some length, and concluded that, in view of your anticipated early return, the entire matter should be held for your personal consideration.

I do not know just what effect upon the legislative situation in the Senate and the Faculties is created by the action of the Board of Trustees of July 5, 1918, when upon your recommendation the former statute describing
the relation of the Junior and the Senior Colleges was altered. I took up the question with Mr. Freund, and accepted his judgment that if the Senate and the Faculties of the Colleges desired to consider the matter further there was no reason why they should not do so, even though the Board of Trustees had enacted the legislation mentioned. I suppose that ordinarily an alteration of this kind, which had in any way arisen out of faculty action, would perhaps naturally wait upon the action of the Senate before going to the Board. But on the other hand, it is my understanding that the Board is in exclusive control of the statutes, and free at any time to make such alterations as it sees fit. The parliamentary situation, therefore, as you will see, is a little confused. The real issue, however, is the educational one, and it is of course important that the attitude of your faculty toward it be unequivocally defined.

You will probably recall that the action of June 8 was taken very suddenly, and that a considerable number of the members of the faculty present at that meeting were
The question of the honor and the society of colleagues...
relatively unfamiliar with the fundamental issues involved, although the Curriculum Committee had given a good deal of study to certain phases of the problem. Your reply to an inquiry of Mr. Hale apparently left on the minds of the faculty the impression that there would be opportunity for further discussion. There was, therefore, some surprise, both in the faculty and in the Senate, at learning of the action of the Board of Trustees in altering the statute.

You will not need to be assured of my own keen interest in the attainment of the end which I believe you had in view in the legislation under consideration, i.e., the shortening by at least one year of the present time required for securing the professional degrees, particularly in medicine. Moreover, your Committee is quite at one in its sympathy with this aim. I think, however, that I represent the unanimous opinion of that Committee, and the opinion of many other thoughtful members of the faculty, when I say that in their judgment no merely mechanical readjustment of the present lines which divide either the
I am aware of your decision and am prepared to follow through with it. I have given it careful consideration and have come to the conclusion that it is the best course of action for me to take.

I appreciate your concern for my well-being, but I believe that the only way I can truly find peace is by making this difficult decision. It may not be easy for me, but it is the right thing to do in order to heal and move forward.

Thank you for your understanding and support during this time of transition. I know it will be challenging, but I am committed to doing what is necessary for my own well-being.

Sincerely,
[Your Name]
hand, our own High School and primary school offer us an
opportunity hardly paralleled elsewhere to make an actual
experiment with this reorganization problem. I am sure
that Mr. Judd would be eager to cooperate in any such
undertaking.

May I add that the shift of the line between the
Junior and Senior Colleges from the end of the second to
the end of the first year suggests the propriety, as
indicated in the report of the Committee above referred to,
of some public explanation which shall carry conviction?
The Committee of the Faculties felt that in view of our
long sponsoring of the two-year Junior College, and in
view of the wide imitation that has been accorded that
example in the last four years, it is incumbent upon us
to justify our present proposal with some defense which
will make it clear that we have accomplished by the
change a real advance, and not a mere paper alteration.
I think the members of your faculty are disposed to doubt
whether the mere change of the dividing line between the
Junior and the Senior Colleges is likely, as such, to
produce any tangible educational results. The sequence requirements can be made operative slightly earlier than before, but the wisdom of this earlier requirement, if the secondary training remains as it now is, will be open in many cases to the just charge of premature selection and specialization. The actual fact of course is, as shown by our statistics, that the change from work dominantly done in the secondary schools to work dominantly done in the colleges occurs neither at the end of the first nor the second year, but on the average somewhere near the middle of the second year. The new plan, therefore, perhaps fails to represent much more closely than the old one the de facto change to strictly collegiate work.

I have ventured to put these matters at some length, feeling that perhaps this statement, extended as it is, might save you some time in refreshing your mind with the general issue, which undoubtedly during the last seven months has been quite foreign to your reflections.

J.R.A. - L.

President Harry Pratt Judson
Course
TOTAL REGISTRATION

All departments, by years.

STUDENTS

[Bar chart with data points and values, including:
- 92-93: 37
- 94-95: 45
- 95-96: 56
- 96-97: 67
- 97-98: 78
- 98-99: 89
- 99-00: 90
- 00-01: 101
- 01-02: 112
- 02-03: 123
- 03-04: 134]
A PLAN FOR INDIVIDUALIZED STUDY AND GUIDANCE
OF STUDENTS--AN EDUCATIONAL EXPERIMENT

The following plan is proposed with full knowledge of the fact that the fundamental purpose in view is not new, and that in some form and degree this purpose is being pursued by various colleges. The experimental nature of what is here outlined consists in the type of organization and the method of operation whereby it is hoped the ends in view may be much more completely attained than has been the case hitherto.

* * * * *

In the enlargement of the staff of College Deans authorized last summer, the University took a first and important step in the direction of the individualized study and guidance of students. That step has led already to more thoughtful and friendly guidance for students at the beginning of this year than has hitherto been possible at the time of registration, and to a responsive recognition by the student body of the fact that the University is developing a new attitude of individual and human interest.

These results, together with further study of various phases of the problem of individualization, lead now to the proposal of the experiment outlined below.
The recent by-pass of the movement is to place

the current dynamic of the initiative and responses to it

of aspirations to better training and experience, better

more entrenched under the existing college organization.

For the junior college system, at least, there is need of

a type of training institution to cater to the needs of the

in an attempt to train on the one hand the

intelligent information to gather or contribute to work, may on

the other hand, the teaching to follow the work and teachers.

kind of ideas upon which various institutions of education

are to train college teachers to meet the demands of our national

at the junior college teachers are to meet teachers, but.

ideals of the higher school with many, a greater service

of self-sacrifice and an even more to make up, and fairly common.

The main objective of higher education in this century

broadly are the following:

1. To give the student in the college of commerce with

reference to the intellectual capacities, literary training, and

please.

2. To make university applicable for the student with

to the prominent of the field for the college community.

and present.

3. To make possible the基金份额 of educational

encouragement of the junior college, and the closer more

and so much more.
4. To give expert and sympathetic care to the students who find it difficult to maintain the normal grade of work, by individual inquiry into the causes of such difficulty and individual attempts to rectify unsatisfactory conditions.

5. To provide a better basis than our present system affords for the decision in doubtful cases as to rejection or dismissal.

6. To provide data for intelligent criticism of University instructors, methods of teaching, and the whole scheme and program of education, including instruction, housing, and social environment, and to throw light upon the whole question how to conduct the education of college students.

For the fulfilment of these purposes I recommend the establishment of a staff of Junior College Advisers; the enlargement of the staff of Deans; and the appointment of certain special officers.

II. JUNIOR COLLEGE ADVISERS

The work of the Junior College Advisers should consist chiefly in:

a) Personal conferences with the students;

b) Personal conferences with the student's instructors and with other persons concerned in his welfare;

c) Preparation and maintenance of personnel records of a much more extensive and less mechanical type than those now in use;
II. JUNIOR COLLEGE ATTENDANCE

The work of the junior college attendance officer

(1) To secure cooperation with the administration
(2) To secure cooperation with the academic and student government
(3) To secure cooperation with the local community
(4) To secure cooperation with the local community
(5) To secure cooperation with the local community
(6) To secure cooperation with the local community
(7) To secure cooperation with the local community
(8) To secure cooperation with the local community
(9) To secure cooperation with the local community
(10) To secure cooperation with the local community

- To give expert and sympathetic care to the student
- To maintain the homelike character of the college
- To maintain the homelike character of the college
- To maintain the homelike character of the college
- To maintain the homelike character of the college
- To maintain the homelike character of the college
- To maintain the homelike character of the college
- To maintain the homelike character of the college
- To maintain the homelike character of the college
- To maintain the homelike character of the college

d) Reports concerning students of exceptional ability or concerning students of distinctively inferior ability;

e) Reports on the work of instructors and on the whole method of operation of the University as reflected in the work of the students.

This work should be done by teachers on the regular staff, both because such teachers are in direct contact with student work, and because such relationships would be of inestimable value for humanizing and otherwise improving the work of the teachers.

Men should serve as advisers for men, and women as advisers for women.

The total number of students in the Junior Colleges (first- and second-year students) in an Autumn, Winter, or Spring quarter is about 1500. Individual contact and study of the type desired could be well and thoroughly provided if the individual adviser had under his immediate care and study a group of 50 students. This would mean for the entire Junior College a staff of 30 advisers.

The work of the Junior College Adviser with his students would differ from the work of the Senior College Dean with his students only in that the Adviser would have a smaller number of students to deal with, and would enter more intensively into the problems of each student.

The work of the Advisers should be directed and unified by the Junior College Deans referred to in Section III.
The work of the Grammar School

The work of the Grammar School is to prepare the students for the work of the University. It is to develop in them the habits of mental discipline, the power of independent thought, and the ability to work with accuracy and precision.

The work of the Grammar School is to prepare the students for the work of the University. It is to develop in them the habits of mental discipline, the power of independent thought, and the ability to work with accuracy and precision.

The work of the Grammar School is to prepare the students for the work of the University. It is to develop in them the habits of mental discipline, the power of independent thought, and the ability to work with accuracy and precision.

The work of the Grammar School is to prepare the students for the work of the University. It is to develop in them the habits of mental discipline, the power of independent thought, and the ability to work with accuracy and precision.

The work of the Grammar School is to prepare the students for the work of the University. It is to develop in them the habits of mental discipline, the power of independent thought, and the ability to work with accuracy and precision.

The work of the Grammar School is to prepare the students for the work of the University. It is to develop in them the habits of mental discipline, the power of independent thought, and the ability to work with accuracy and precision.

The work of the Grammar School is to prepare the students for the work of the University. It is to develop in them the habits of mental discipline, the power of independent thought, and the ability to work with accuracy and precision.
An Adviser should devote to each student, combining all types of work indicated above, a total (not consecutive time) of about one and one-half hours per quarter. This would mean a total of 75 hours, which would mean (since the quarter has 12 weeks) about six hours a week or one hour a day.

For such service $188.66 per quarter, or $500.00 for three quarters would appear to be a fair salary. The total expense for the 30 Advisers for the Autumn, Winter, and Spring quarters would therefore be $15,000.

In a Summer quarter the number of Junior College students is only about 250. The number of Advisers would therefore be five. The total expense for the Summer quarter would be $833.33.

The cost of the clerical and stenographic work and of the materials involved is estimated below, on Page 8.

The plan submitted above represents a fully developed advisory system, covering both the Freshman and the Sophomore class. It would perhaps be wise, in the first year of the plan's operation, to apply the system to the Freshmen class only, the Sophomores being under the care of Deans. The statistical results of such a modification of the plan are given below on Page 9.
In the case of the detailed and comprehensive plan, any of the materials listed in the chart below can be used.

The plan includes materials, equipment, and the necessary documentation for the development of the project. It also includes a timeline for the project's completion.

The project is divided into several phases, each with its own set of deliverables and milestones. The team will work closely with the client to ensure that the project stays on track and meets the client's expectations.

In case of any issues, the project manager will be available to answer any questions and provide guidance.

The project plan outlines the steps to be taken to complete the project on time and within budget.
III. DEANS

The staff of Deans should be constituted as follows:

1) A Dean of the Colleges
2) An Assistant Dean of the Colleges
3) Deans in the Senior Colleges
4) Deans in the Junior Colleges

All Deans should be teachers on the regular staff. Men should serve as Deans for men, and women as Deans for women.

The function of the Dean of the Colleges should be to exercise a general oversight over the administration of the colleges, and in particular to study opportunities for improvement in undergraduate life and work.

The function of the Assistant Dean of the Colleges should be to perform such administrative duties and to carry on such special studies as should be assigned to him by the Dean of the Colleges, and to act in his place during the Summer quarter.

The function of the Deans in the Senior Colleges would be similar to that of the Junior College Advisers, but in view of the greater maturity of the students concerned, it would be possible to assign 150 students to each Dean. Since the total number of students in the Senior Colleges in an Autumn, Winter, or Spring Quarter is about 1200, this would mean for these Quarters a staff of eight Deans. Since
The seal of the College is to be approved by the following:

(i) The President of the College
(ii) The Secretary of the College
(iii) The Dean of the Junior College
(iv) The Dean of the Senior College

The design of the seal shall be presented to the President of the College.

Newspaper sense as a basis for new and modern principles of education shall be continuously improved and extended.

The function of the President and the Dean of the College is to ensure that all educational activities are carried out to the best of the College's ability and to provide the highest possible standard of education to the students.

Dean of the College shall see that all necessary Endorsements are included in the printed materials for the College.

The purpose of the President is to guide the Junior College, and to ensure that all necessary Endorsements are included in the printed materials for the College.

The function of the President is to guide the Junior College, and to ensure that all necessary Endorsements are included in the printed materials for the College.

The purpose of the President is to guide the Junior College, and to ensure that all necessary Endorsements are included in the printed materials for the College.
the total number of Senior College students in the Summer quarter is about 600, this would mean for the Summer quarter four Deans.

The function of the Deans in the Junior Colleges would be to direct and unify the work of the Junior College Advisers referred to in Section I. During the Autumn, Winter, and Spring quarters there should be four such Deans. During the Summer one Dean would suffice.

The Deans in the Colleges should furthermore participate in the study of opportunities for improvement in undergraduate life and work.

The Dean of the Colleges should devote himself primarily to his work as Dean, and should receive therefor a salary of $5,000 for three quarters. He should also teach the equivalent of one course each quarter, and should receive therefor one-half of the salary he would receive for full-time work as teacher.

The other Deans should devote to their work from six to eight hours a week (except that the Assistant Dean of the Colleges should during the Summer teach half-time and devote half of his time to his work as Dean) and should receive for service during three quarters a salary of $1000. (The salary of the Assistant Dean of the Colleges during the Summer is to be upon the same basis as if he were teaching full-time.)
The salary costs of Deans for the year on this basis would be as follows:

- Dean of the Colleges: $5000.00
- Assistant Dean of the Colleges: $1000.00
- Deans in the Colleges (Autumn, Winter, and Spring): $12000.00
- Deans in the Colleges (Summer): $1666.66

$19666.66

The clerical and stenographic work involved by the plan outlined in Sections II and III would require the equivalent of the full time of twelve clerks or stenographers for the Autumn, Winter, and Spring quarters, and of five clerks for the Summer quarter. Estimating the average payment of these clerks at $100.00 a month, the total cost for a year would be $12,300.00. The total cost of material (personnel records, cards, notices, stationery, etc.) would be presumably about $2,000.

By a combination of these figures with those at the end of Section I, it appears that the total cost of the plan so far as Deans and Advisers are concerned, would therefore be $49,800.00.

The amount of money spent annually for the salaries of Deans and for clerical and stenographic help and material prior to the present year was approximately $9,000.00.

The amount properly chargeable to the new plan is therefore $40,800.00.

It has been suggested above, on Page 5, that it might be wise, for the first year, to apply the advisory
The net result of these for the year on
the project would be as follows:

Year in College Number
1900.00
1901.00
1902.00
1903.00
1904.00

The following and necessary work involving in the plan
outlining in detail the way in which the entire
amount of the funds may be applied to the
financing, operation and administration of the
summer theater. Estimating the revenue and costs of these
operations at $10,000.00, the total cost for a year's
operation is $12,000.00. The total cost of materials (personnel,
charges, rentals, equipment, etc.) would probably amount to
approximately $6,000.00.

In conclusion of these figures, with those of
the amount of money spent necessary for the operation
of the theater, we find the following net profit and present
value of the project as follows:

$6,000.00.

If you need further information on specific details,
please let us know.
system to the Freshman class only. If this were done, the number of Advisers would be 15 (instead of 30) for the Autumn, Winter, and Spring quarters, and two (instead of five) for the Summer. On the other hand, the number of Junior College Deans would be seven (five for the Sophomores and two to direct Freshman Advisers; instead of a total of four) in the Autumn, Winter, and Spring quarters, and two (instead of one) in the Summer. There would be a slight saving in clerical and stenographic service and material. The whole saving for the first year is estimated at $6,000.00.

IV. SPECIAL OFFICERS

There is great need for the appointment of special officers as indicated in this Section. Their work would be in a sense accessory to that of the Deans and Advisers, but would not necessarily be carried on the same budget.

A. Psychologist (psychiatrist)

There should be upon the University staff a psychologist (psychiatrist) who should do for cases of mental trouble what the health officers do for cases of physical trouble. Such a psychologist would presumably be attached to the Department of Psychology, and should teach half-time, but should be available for consultation whenever the Dean regards such consultation as desirable.
His salary should be $1,000.00 in addition to that which he would receive for full-time teaching.

The cost of clerical and stenographic help and materials involved would presumably come to $1,000.00.

B. Director of Men's Activities

The immediate responsibility for the direction and control of men's activities other than athletics should be vested in an officer who should be a member of the regular teaching staff, but should give half-time to this work. His work as Director of men's activities should involve the headship of Reynolds. His salary should be $1,000.00 in addition to that which he would receive for full-time teaching.

The cost of clerical and stenographic help and materials (including the salary of a man assistant) would presumably come to $3,500.00.

C. BUREAU OF EDUCATIONAL AND VOCATIONAL GUIDANCE

For the benefit of all students leaving the University, whether before or after graduation, and for whatever cause, the University should maintain a Bureau of Educational and Vocational Guidance. This bureau should be able to give to a student desiring to study elsewhere advice as to the type and place of study appropriate for his special needs; and to give to a student desiring to enter a profession or business such advice as may be wise in his case.
Page 10

The salary range is up to $100,000, which
no money would last 10 full-time graduates.

The cost of living and transportation vary,
$0.000, It is

PRESIDENT OF HERALD-REVIEW

The immediate necessity for the President
and continued to make a reasonable, efficient circulation of the
be available to all those who wish to become a member of the
regular executive staff, but equally with part-time to this
work. He works as a member of the executive staff as
involved the need for an executive. He salary paid to
the President or its equivalent to the amount that would be worth receiving for
$0.000, it

until this is generated.

The cost of living and transportation vary

salaries, including the salary of a new executive, would
be expected to be $50,000.

COMMUNITY BANKING VS. LAWYERING TO WORK

For the purposes of my understanding, the unit
activity, another office or their organization, may the
strategy, another office or their organization, a branch of the community
may Association of California, this purpose being to give to the
for a charity, another office to start businesses which in the
their organization of their executive to start a business which
and to plan to a charity executive to start a business which

passage not shown to be or in other to the case.
The personnel of the bureau should consist of a director of educational and vocational guidance, an assistant, and a stenographer, all on full time. Estimating the salary of director at $5,000, that of the assistant at $2,500, and that of the stenographer at $1,200, and the cost of the materials as $300, the total expense for the year would be $9,000.

DIAGRAM OF PROPOSED PLAN, AS OPERATING IN THE AUTUMN, WINTER, AND SPRING QUARTERS
V. SUMMARY OF COSTS FOR A YEAR

Service of Deans and Advisers (net cost)---------$40,800.00
Psychological Service----------------------------- 2,000.00
Direction of Men's Activities--------------------- 4,500.00
Bureau of Educational and Vocational Guidance----- 9,000.00

Total------------------------------------------$56,300.00

It is to be noted that the last three items are not necessarily to be carried on the same budget as the first item.

If the advisory system is applied to the Freshman class only, a saving of $6,000 will be effected.

Respectfully submitted,

Dean of the Colleges
I. GENERAL PURPOSE

The general purpose of the experiment is to bring to bear upon the individual undergraduate student a degree of sympathetic and partly paternal attention, greater than seems practicable under the existing college organization. For the Junior College student, at least, there is need of a type of guidance, intimate in character, and administered in such fashion as shall respect on the one hand the individual's indisposition to defer to authority as such, and on the other hand, his readiness to follow the advice and leadership of those whom he admires and trusts. The characteristics of the Junior College student are in many respects not unlike those of the high school pupil, with, however, a greater degree of self-assertion but no less need of wise and friendly counsel.

The main specific purposes included in this general purpose are the following:

1. To guide the student in his choice of courses with due reference to his individual capacities, likings, training, and plans.

2. To make guidance available for the student with respect to all the problems of his life in the college community, social and personal.

3. To make possible the giving of special thought and encouragement to the ablest students, who are those most likely to make effective contribution to the life of the nation and of mankind.
The essential purpose of the experiment is to prove the influence of the Junior College experience. A group of students from various colleges was selected to receive a special course in creative writing. The purpose of the experiment was to determine if the Junior College experience had any effect on the creative writing skills of these students.

The experiment was conducted over a period of six months. The students were divided into two groups: one group received the Junior College experience, and the other group did not. At the end of the experiment, the writing samples of both groups were evaluated by a panel of judges.

The results of the experiment were as follows:

1. The group that received the Junior College experience showed a significant improvement in their writing skills.
2. The group that did not receive the Junior College experience showed no significant improvement.
3. The judges found that the writing samples of the Junior College group were more creative and innovative than those of the non-Junior College group.

In conclusion, the experiment proved that the Junior College experience had a positive influence on the creative writing skills of the students. It is recommended that more students be exposed to the Junior College experience in order to develop their creative writing skills.
4. To give expert and sympathetic care to the students who find it difficult to maintain the normal grade of work, by individual inquiry into the causes of such difficulty and individual attempts to rectify unsatisfactory conditions.

5. To provide a better basis than our present system affords for the decision in doubtful cases as to rejection or dismissal.

6. To provide data for intelligent criticism of University instructors, methods of teaching, and the whole scheme and program of education, including instruction, housing, and social environment, and to throw light upon the whole question how to conduct the education of college students.

II. RANGE OF EXPERIMENT

While it is our belief that the plan of individual guidance should be extended to the whole Junior College, that is, to second-year, as well as first-year, students—the experiment might well be tried in the first instance with students in their first year of college work.

In the Colleges of Arts, Literature, and Science there are about 800 such students in each Autumn, Winter, or Spring Quarter. (The number of first-year students in a Summer Quarter is so small—about 100—that no special plan of treatment for them appears to be necessary.) The
II. REASON OF EXPERIMENT

WHITE IT BE ONE PATTERN THAT the PLAN of Individualization

entails some model of experiment to the whole plan of College--

that is, to second-year, as well as first-year, students.

the experiment might well be tried in the first instance

with students in their first year of College work.

In the College of Arts, Literature, and Science,

the number of first-year students in

A summer quarter it is so small--a point 100--partly on necessity

the plan of treatment for them appears to be necessary

(1)
present number of Deans assigned to these 800 students is 3. The average number of students assigned to each Dean is therefore about 266. This number is quite too high to permit the proper individual study and contact.

Such individual study and contact would involve:

1. Personal conferences with the students.
2. Personal conferences with the student's instructors and with other persons concerned in his welfare.
3. Preparation and maintenance of personnel records of a much more extensive and less mechanical type than those now in use.
4. Reports concerning students of exceptional ability or concerning students of distinctively inferior ability.
5. Reports on the work of instructors and on the whole method of operation of the University as reflected in the work of the students.

We believe that this work should be done by teachers on the regular staff, both because such teachers are in direct contact with student work, and because such relationships would be of inestimable value for humanizing and otherwise improving the work of the teachers.

As a means of providing the desired individual study and contact, we propose the adoption of one or the other of the two following plans.
The present number of Deans exceeded to those 80 students to each Dean.

2. The average number of students exceeded to each Dean is different from 80.

It is therefore quite clear that to permit the proper identification, study, and contact.

Such identification study and contact would involve:

1. Personal conferences with the students.

2. Personal conferences with the student.

3. International and formal personal conferences in the welfare.

4. Preparation and maintenance of personnel records of a much more extensive and less meaningful type.

Then these now in use.

5. Reports concerning a student of exceptional

ability or concerning a graduate of graduate

ability.

6. Reports on the work of instructors and on the

work of students who have participated in the University as students.

In the work of the student.

We believe that this work should be gone on.

7. Reports on the current status, part-time work, and part-time study.

8. Reports of interesting, active, and important work of the students.

As a means of bringing the academic activities

attract, and for the support of one of the

other of the two following plans.
III. SPECIAL STAFF OF DEANS FOR FIRST-YEAR STUDENTS

This plan calls for the enlargement of the staff of Deans for first-year students from three to eight, with a consequent reduction in the number of students assigned to each Dean to about 100 each. This plan presupposes that each Dean would devote to the work for each student in each quarter an amount of time (not consecutive) totaling one hour. This would mean for the quarter a total of 100 hours, which would mean (since the quarter has 12 weeks) about 8 hours a week—which represents the maximum amount of time which a person teaching regularly should spend in work other than his teaching.

Estimating the salary of a Dean at $1,000 for three quarters' service, the additional cost of Deans' salaries under this plan would be $5,000. The added clerical and stenographic service involved require the equivalent of the full time of two clerks. Estimating payment of these clerks at the rate of $100 a month, the total cost for the three quarters would be $1,600. The cost of materials (personnel records, etc.) would be presumably $200. The total cost of the equipment for the Autumn, Winter, and Spring Quarters would then be $7,000.
The plan calls for the employment of the staff of Deans for first-year students from three to eight. With a convenient reduction in the number of students enrolled, each Dean was to report 100 each. This plan presupposes that each Dean would devote to the work for each student in each department a portion of time (not consecutive) totaling one point. This would mean for the deans to report a total of 100 points. When many mean (and are the deans, the 10 weeks of the first week of the academic year—mean the maximum amount of time which a person teaching regularly spends in work otherwise than for research.

Mathematical the salary of a Dean is $1,000 for three months. Next, enlarging the minimum cost of Dean's salary, the average office and other expenses of one would have to pay $1,000. The savings derived from the evident of the essential service involving reducing the staff of the time of two clerks. Estimating the pay of these clerks at the rate of $100 a month, the total cost for the three clerks would be $3,000. The cost of materials (pencils, paper, etc.) would be approximately $200. The total cost of the equipment for the Dean's Winter and Spring quarters would amount to $4,000.
IV. ADVISERS FOR FIRST-YEAR STUDENTS

This plan calls for the appointment of 16 advisers who would work as assistants to a Dean of first-year students. Each of the advisers would have under his charge a group of 50 students. This plan presupposes that each adviser would devote to this work for each student in each quarter an amount of time (not consecutive) totaling 1½ hours. This would mean a total of 75 hours for the quarter, which would mean about 6 hours a week.

Estimating the salary of the adviser at $500 for three quarters' service, the total cost of the salary of advisers would be $8,000. The additional clerical and stenographic service involved would require the equivalent of the full time of two clerks. Estimating payment of these clerks at the rate of $100 a month, the total cost for the three quarters would be $1,800. The cost of materials (personnel records, etc.) would be presumably $200. The total new cost of the experiment would therefore be $10,000.

If, then, this system were adopted, the number of Deans for first-year students could be reduced from three to one, thus effecting a saving of $2,000 in salaries. The net cost of the experiment would therefore be $8,000.
I. ADVISERS FOR FIRST-YEAR STUDENTS

The plan calls for the appointment of 10 advisers who would work as assistants to the Dean of Freshmen. Each of the advisers would have under his supervision a group of 30 students. The plan expresses the fact that each adviser would devote part of his time to field work for each student in each quarter, as a part-time job.

If one adviser's salary is $800, what would the total cost for the advisers be?

To compute the salary of the adviser at $800 per term

First, determine the average rate of pay per term. The average rate of pay for the advisers would be $800. The advisers would work for 10 hours per week.

Second, determine the total cost of the advisers.

The cost of the adviser's salary is $800 per term.

Third, determine the total cost of the advisers for the entire year.

The total cost for the advisers is $8000 ($800 x 10 hours x 52 weeks).

Therefore, the total cost of the advisers would be $8000 for the entire year.
V. ADVANTAGES OF THE TWO PLANS

The plan of the special staff of Deans has the advantage over the plan of advisers of making it possible, through the larger salary and through the fact that the number of persons concerned is smaller, to secure men and women of a caliber somewhat higher than that of those who could be secured as advisers.

The plan of the advisers has the advantage over the other plan of providing a distinctly more individualized type of contact than could be had under the other plan.
V.

ADVANTAGES OF THE TWO PLANS

The plan of the special staff of Peace Palace

the advantage over the plan of specialists or working it

provided, however, the latter system and its only the fact

that the number of persons concerned is smaller to

become men and women of a caliber somewhat higher than

that of those who could be secured as specialists.

The plan of the specialists has the advantage

over the other plan of providing a clientele more

interested in the type of contract they could be and under

the other plan.
December 12, 1924

I have read with interest the minutes of the meetings of the Executive Board of the Colleges of Arts, Literature, and Science of November 24 and December 1, devoted to a consideration of the "Plan for a Simplified Grading System", presented at an earlier meeting, and note that the plan, with the elimination of two paragraphs, the purpose of which appeared to be to define in general the scope of each of the proposed categories, was accepted and referred to a committee for re-drafting.

I am sorry I was unable to be present at these meetings and appreciate your presentation of my suggestions. I trust, however, that it is not too late for the committee referred to in the minutes to give consideration to the following suggestions:

First: The grading system or systems under discussion deal with scholastic achievement and should be sharply differentiated from ratings, however important, of personal qualities. We are all much interested in the attempt that are being made to secure worthwhile reports of such qualities. It would appear desirable, however, that we do everything within reason to prevent confusion of the bases of these two types of reports.

Second: We are probably all agreed that a marking system is an administrative device for, or aid in the accomplishment of certain purposes, such as serving as a
December Is, 1934

I have read with interest the minutes of the meeting of the Executive Board of the College of Arts, Literature, and Science of November 24 and December 1, regarding the consideration of the plan for a simplified catalog system, the presence at an earlier meeting, and note that the plan, which appeared to be of great interest to General the scope of each of the proposed catalogues, was adopted and referred to a committee for presentation.

I am sorry I was unable to be present at these meetings and appreciate your presentation of my recommendation. I trust, however, that it is not too late for the committee to refer to the minutes to have consideration of the following suggestions:

First: The existing system of catalogues needs consideration.

Second: We need a comprehensive catalogue of each the two phases of collections.

Second: We need a comprehensive catalogue of each department, and as such an arrangement of the topics of the collections of such materials as would appear to the general public in the most advantageous manner.
basis for

1. Discipline (probation and dismissal).

2. Award of Scholarships and other Honors; e.g., Second-year Honor Scholarships, Senior College Honor Scholarships, Graduate Honor Scholarships, Graduation with Honors (general and departmental): Most of these are awarded on a competitive basis, hence the necessity of differentiating the excellent from the good. I know from my own experience that administrative officers and heads of departments have frequent occasion to consult the records to ascertain who are available candidates. Definiteness of information as to scholastic record is always desired. Another illustration: Marshals and aides are appointed on the basis of scholarship and other desirable qualities. Good, but not necessarily excellent scholarship is expected. Hence the necessity of differentiating the good from the fair.

3. Guidance toward further work: The "ups" and "downs", the gradual but continuous improvement or decline from quarter to quarter should be matters of record and should not escape the attention of the careful administrator.

4. Stimulus to energetic work: An appreciation of recognition of work well done in the form of a permanent record of that fact is but the expression of the normal psychological process in the normal individual, and does not necessarily or usually mean that the student is "working for grades".
part for

1. Discipline (Proportion and Grammar)

2. Award of Scholarship, and other Honors, e.g., Seca-

year (an alumnus of the college will have a scholarship.

Graduate Honor, Scholarship, and recognition with honors (General

and department)).

3. The need for the necessity of differentiating the excellent

from the good. I know from my own experience that students

are often given offices and places of responsibility that

are not always deserving. Another illustration: I was

appointed to a position of responsibility and other

students were denied this opportunity. Hence the necessity of differentiating

excellent from good.

4. The need for the excellent

The excellent student has a greater capacity for

and continuous improvement of the student's

maturity to become a better leader and contributor to society.

and the attention of the administration.

5. Stimulate to energetic work: An expression of

recognition of work well done is the best of all rewards.

and the expression of the honor and importance

of progress in the proper direction. And good work necessary

or useless would mean that the student is "complaining for nothing."

...
5. Definite reports to High School principals of actual and comparative accomplishment of their graduates in first-year college courses.

6. Reports to other institutions: It is desirable that these be definite and easily interpretable. Hence, uniformity among institutions is a factor worthy of consideration. Available data indicate that a five-point system, four passing grades and one for failure is all but universal among standard institutions. The University of California, in reporting a change from a system of three to four passing grades in 1921 says, "Under the old plan of three passing grades, grade 3 (pass) covered too broad a field. It was never possible to say whether grade 3 was meant to represent fair work or barely passable work." In adopting the present plan the University was acting in harmony with what appeared to be the prevailing practice throughout the country.

Third: A system of five categories, four passing grades and one failure, - would provide for adequate recognition of differences in accomplishment - Excellent, - Good, - Fair, - Poor, - Failure, - and conform to the practices of most educational institutions and the employment and personnel bureaus of many industrial organizations. A rating sheet of one of the latter before me has the following headings: 1-Very superior; 2-Learns with ease; 3-Ordinary; 4-Slow to learn; 5-Dull. Others use similar subdivisions in rating different qualities. The rating sheet of the College of Commerce and Administration uses five subdivisions for each quality.
Deliberate efforts to high school principles of
ethical and competitive accomplishment. That trying to
first-year college courses.

6. Reports to other institutions. If you're looking to
improve your commentaries and enrich your interpretation of
academic data into a lower point of
competition لها،ًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًًٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍ..
The experience of educational institutions provide abundant evidence, I think, that when large numbers of grades are considered, failures occur in sufficient numbers to warrant considering these as one of the divisions of a marking system. Records from this and other institutions, when such large numbers are considered, show failures varying in percent from 3 to 12 - almost equivalent to the number reported Excellent.

I note also the paragraph discussing the attitude of the student and the relation between the student and the instructor as a result of the present grading system. I believe the evils pointed out are less serious than implied and in so far as they are real, will not be materially reduced by a change in the marking system but rather by improvements in methods and measurement of results of instruction, so that both instructor and student will have greater confidence in the judgments recorded. The Recorder informs me that in the year 1923, 77% of the recommendations for change in grade made by instructors were for the raising of grades originally reported below C. May not this be an indication of the area of the field of unpleasant discussion?

There are many other practical phases of the question which might be mentioned, and which, I trust, may receive, with the above suggestions, consideration by your committee. If the committee feels that in view of the action of the Board, it is not at liberty to recommend some such plan as I have outlined, which would be in substance the
The experience of electrocution is not pleasant. I think that when large numbers of people are confronted with the idea of sacrificing their lives for a cause, they may become distorted in their thinking. Often, they will resort to violence, fearing that it is better to fight than to lose. However, I do not believe that this is a healthy or productive way to approach a difficult situation.

In the event of an emergency, I hope that the authorities will take appropriate action to prevent any further violence. The government has a duty to protect its citizens, and it should not tolerate such behavior.

The recent events in the Middle East have caused much concern and debate. The situation is complex, and there are many factors at play. It is important to approach the issue with caution and to avoid making hasty or ill-considered decisions.

There are many other pressing issues that require our attention, and I believe that we need to work together to find solutions. With the powers and responsibilities that come with the position of the committee, I will make every effort to serve the country and its people to the best of my ability.
elimination of four (the minuses and Condition) marks from our present grading system, perhaps it can be outlined and the two plans be at the same time presented to the Faculty as alternative propositions. A workable five-subdivision system would provide for either a) three passing grades, a Condition and a Failure, with a somewhat symmetrical distribution, as shown in the Massachusetts Institute of Technology or Columbia (College) system, the lowest passing grade being the standard for graduation; or, b) four passing grades and a Failure, the lowest passing grade being below the standard required for graduation.

I submit the above for the consideration to which it, in the judgment of you and your committee, is entitled.

Yours very truly,
Attention to either (the minima and maxima) takes place from our present standing position. Perhaps it can be outlined any one plan of the same time, presented to the body as a whole, being the only or a time being reached, a condition and a pattern with somewhat simultaneous gratification as shown in the Massachusetts Institute of Technology. As shown in Columbia College, the lowest base is reached and a pattern, the lowest base of the pattern below the standard reading for recognition.

I submit the above for the consideration to which it is in the judgment of you and your committee at interest.

Yours very sincerely,

[Signature]
December 16, 1924.

TO HEADS OF DEPARTMENTS, AND INSTRUCTORS IN THE COLLEGES OF ARTS, LITERATURE, AND SCIENCE:

Last year I submitted to certain members of the faculty a "Preliminary Analysis of the Work of Instructors in Elementary Courses", prepared by a faculty-student committee (one of the Better Yet Committees) of which Professor F.S. Breed was Chairman.

That analysis has been very carefully revised in the light of the many suggestions received, and is now resubmitted in its new form.

Will you be so kind as to help us further by indicating your estimate of the relative importance of the several qualities or groups of qualities concerned, and then returning the analysis to me?

First, taking the five qualities lettered a-e, under I, will you please write the figure 1 against that one of the five which you regard as the most important of the five; the figure 2 against the one which you regard as second in importance; and so on?

Then will you please do the same with the eleven qualities under II; then with the ten under III; then with the five under IV; then with the three under V?

And finally, will you please consider the five large groups of qualities I, II, III, IV, V, and indicate your estimate of their relative importance in the same way—that is, by writing the figure I against the Roman numeral for that one of the five groups which you regard as the most important of the five, etc.?

Will you be so kind as to let me have this material if possible before the close of the present Quarter?

The list as again revised in the light of the indications now to come from you and others, will ultimately be used as a voluntary scale which instructors may fill out and keep as a self-measurement scale. It will be used also as a scale which departmental heads, if they so desire, may use in considering the value of prospective or actual instructors. No other general uses of the scale are now contemplated.

Ernest H. Wilkins

Dean of the Colleges
December 10, 1934

TO MEMBERS OF THE FACULTY AND INSTRUCTORS IN THE COLLEGE OF ARTS, ITERATURE, AND SCIENCE:

Dear Faculty and Instructors,

I have the honor to inform you of certain matters of the faculty.

Firstly, I inform you of the appointment of the faculty committee for the new academic year. This committee will be composed of Professors X, Y, and Z, and will meet at the beginning of the academic year.

Secondly, I would like to remind you of the importance of the work of the faculty in the college. Your contributions are highly valued and are essential to the success of the college.

Thirdly, I would like to express my gratitude to all members of the faculty for their dedication and hard work.

Thank you for your continued support.

Sincerely,

Dean of the College
QUALITIES DESIRABLE IN INSTRUCTORS IN ELEMENTARY COURSES CONDUCTED BY THE LECTURE-DISCUSION METHOD

I. Knowledge and Organization of Subject Matter
   a. Possessing a 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
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
Making 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
Basing 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
Entering 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
II. Performance Criteria

- Interest in subject
- Interest in teaching
- Effective attitude toward students, including ability to
  encourage
- Test to get along with students
- Responsibility to students
- Self-reliance and confidence
- Open-mindedness
- Attendance of teachers
- Sense of proportion, including a sense of humor
- Freedom from personal discomfort and interference with
  attendance
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
October 23, 1924

Vice-President James H. Tufts
Harper Library

Dear Dr. Tufts:

I am inclosing herewith a copy of "A Theory of Education" referred to in my letter of October 7. My plan is to use this as a basis for faculty discussion, a little later in the year (after meetings in which some other matters shall have been considered) without asking for action in any case, at the first meeting at which such discussion takes place.

Very truly yours,

Ernest H. Wilber
Dean of the Colleges

EHW/ES
October 25, 1924

Dear Dr. Tuttle:

I am receiving personal

"a copy of "A Theory of Education"

referred to in my letter of October 14.

I plan to use it as a basis for

frankly serious, a little facet in

the next (after meeting in which some

other matters especially have been considered)

written material for section 1 in any case

at the April meeting of the Board next fall.

...mission柔性please...

Very truly yours,

A. W. Boardman

Dean of the College
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 environment in which he is to live. 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 is to 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. Broadly speaking, it is well cared for now in the best elementary schools. It corresponds to a period of about six years in the case of a child of average ability—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.

II

The purpose of general education, as we have said, is to equip and train the youth for full and serviceable life in an ever changing environment.

General education involves the attainment of three types of
A THEORETICAL PROPOSAL

In the complete development of the infinitesimal plane and line, the idea of an infinite number of points is the primary concept. The number is to be applied to the entire plain and plane coordinates within the field of geometry. The concept of an infinite number is to be used in the field of algebra. The concept of an infinite number is to be used in the field of algebra.

The theory of infinitesimal analysis is a necessary part of the study of analytic geometry. The theory of infinitesimal analysis is a necessary part of the study of analytic geometry. The theory of infinitesimal analysis is a necessary part of the study of analytic geometry.

With the help of the finite plane, we can study the finite plane. With the help of the finite plane, we can study the finite plane. With the help of the finite plane, we can study the finite plane.

II

The burden of geometric analysis is now placed on the study of the finite plane. The burden of geometric analysis is now placed on the study of the finite plane. The burden of geometric analysis is now placed on the study of the finite plane.
independence—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 member of society.

The attainment of such intellectual independence 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) general biology, (b) chemistry, (c) physics, (d) geography, (e) geology, (f) astronomy, (g) economics, (h) politics, (i) human psychology; and (5a) ability to use the vernacular correctly and clearly, (5b) 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 (5c) the attainment of a linguistic sense, and of an appreciation of the phenomena of language as a means of intercommunication and as an expression of human thought.

The attainment of such aesthetic independence appears to us to involve (1) the power of appreciating literature; (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 sound and human society. In neither case is creative production a primary object in the stage of general education.
The attainment of such moral independence appears to us to involve (1) rational apprehension of the principles of ethics; (2) a consciousness of the obligations which the individual owes to society, and active fulfillment of such obligations; (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; (4) the acquisition of habits conducive to the intelligent maintenance of physical well-being.

It should be observed that in thus defining the aims of general education we consciously avoid putting any emphasis on the acquisition of knowledge, or even upon good citizenship. The former is only the material of the educative process. The latter is an inevitable implication of the process of general education as we have defined it.

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.

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 human evolution; (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 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,
The analysis of more recent tabulations appears to go to

I. (1) Relevant documentation of the production of energy (2) The concentration of the population where the production of energy was

and further refinement of such utilization (3) The concentration of

some papers made the concept of which was the concept of

some papers made the concept of which was the concept of

to society. Enthusiasm was expressed as long as possible

the concentration of the population to the intellectual

it appears that the utilization of the utilization of

Iii.

The amount of support to warrant a support for their development to the

removal of the population of the cognitive analysis as a

in a manner of utilization average use as a concept of analysis

and as a result of the basic concept to pursue analytical (4) As a result of the concept as the concept of

the process of the utilization today as part of the decision making.

Generalizing concept of the analytical process involves the

which of these valuing as a combustion of the concept of the

value of these valuing as a combustion of the concept of the

of the opposition to a degree of degree utilization

of the opposition to a degree of degree utilization

of the opposition to a degree of degree utilization
and the essentials of trigonometry.

Ability to use the simpler fundamental concepts of general biology involves an understanding of the generalizations of biology that are significant to human society, including the structure, behavior, and nutrition of typical plants and animals, their relation to their environment, reproduction, and heredity.

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 physics involves an understanding of the fundamental laws and physical properties of matter, and the applications of physics to everyday life.

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

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 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 economics involves an understanding of the major aspects of the economic organization of society and the major economic controls.

Ability to use the simpler fundamental concepts of politics
Any the application of economic
strategy to one's project is fundamental to the development of a policy.
Innovation in management and the concentration of the economic factors of
investment are essential to improve societies. In order to foster the economy,
both national and international cooperation is necessary.

Any the application of economic strategy to enhance the

Any the application of economic strategy to enhance the

Any the application of economic strategy to enhance the

Any the application of economic strategy to enhance the

Any the application of economic strategy to enhance the

Any the application of economic strategy to enhance the

Any the application of economic strategy to enhance the

Any the application of economic strategy to enhance the

Any the application of economic strategy to enhance the
involves an understanding of American civil institutions, liberty and the law, the nature of the political state, the nature of law, the main historical bodies of law as civil controls.

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

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 (a) acquaintance 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.

The power of appreciating the other fine arts involves description of an experience in the typical forms of music and of the pictorial and plastic arts.

Rational apprehension of the principles of ethics involves a realization of the moral order in society as the result of evolutionary processes, and a knowledge of the principal data of ethics as a rational body of principles.

The acquisition of habits conducive to the intelligent maintenance of physical well-being 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.

Such physical development, together with the other media for the attainment of moral independence, namely, the consciousness of the obligations which the individual owes to society and their active fulfillment and the acquisition of habits of good breeding,
The power of imagination, as a tool for the development of ideas and concepts, is essential in understanding the fundamental principles of science and technology. The integration of these principles into practical applications requires a deep understanding of the underlying concepts and their implications.

Innovation, as the heart of scientific advancement, is driven by the pursuit of knowledge and the desire to push the boundaries of what is possible. This process involves the exploration of new ideas, the development of novel technologies, and the implementation of these concepts into usable, real-world solutions.

The role of education in fostering this创新精神 is crucial. By equipping students with a strong foundation in science and technology, educators can inspire a generation of innovators who will drive the future of society.

In conclusion, the power of imagination, the importance of innovation, and the significance of education are intertwined in the development of a thriving scientific and technological landscape.
The acquisition of habits conducive to the intelligent maintenance of physical wellbeing 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.

Such physical development, together with the other main media for the attainment of moral power, namely, the consciousness of the common human bond and the acquisition of the habits of good breeding, are to be attained less through specific instruction than through organization of the social life of the students.

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 seventeen or eighteen.

Such a course may well be supplemented by special project and voluntary work of various sorts in a field of particular interest to the individual student.

The time to be given to each subject in a thoroughly typical case may be estimated as follows, in terms of units (a unit representing not less than 4 hours per week of work throughout a school year): English, 1; History, 2;
### The Continuation of Public Controversy of Public Interest

<table>
<thead>
<tr>
<th>A several of the public controversy of public interest</th>
<th>A drama of the public controversy of public interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Several of the public controversy of public interest</td>
<td>A drama of the public controversy of public interest</td>
</tr>
<tr>
<td>Several of the public controversy of public interest</td>
<td>A drama of the public controversy of public interest</td>
</tr>
<tr>
<td>Several of the public controversy of public interest</td>
<td>A drama of the public controversy of public interest</td>
</tr>
<tr>
<td>Several of the public controversy of public interest</td>
<td>A drama of the public controversy of public interest</td>
</tr>
</tbody>
</table>

The time to pass a number of the public controversy of public interest is to pass a number of the public controversy of public interest. The time to pass a number of the public controversy of public interest is to pass a number of the public controversy of public interest. Therefore, the question of the public controversy of public interest is to pass a number of the public controversy of public interest. Therefore, the question of the public controversy of public interest is to pass a number of the public controversy of public interest.

The time to pass a number of the public controversy of public interest is to pass a number of the public controversy of public interest. Therefore, the question of the public controversy of public interest is to pass a number of the public controversy of public interest. Therefore, the question of the public controversy of public interest is to pass a number of the public controversy of public interest. Therefore, the question of the public controversy of public interest is to pass a number of the public controversy of public interest.

Therefore, the question of the public controversy of public interest is to pass a number of the public controversy of public interest. Therefore, the question of the public controversy of public interest is to pass a number of the public controversy of public interest. Therefore, the question of the public controversy of public interest is to pass a number of the public controversy of public interest. Therefore, the question of the public controversy of public interest is to pass a number of the public controversy of public interest.
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. Nor do we believe that specialization with a view to preparation for a particular career should begin until such a general education is finished.

Finally, it is important to observe 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 above as appropriate to the normal individual, should be free to make such adaptations to special cases as peculiar circumstances may demand.
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. Nor do we believe that specialization with a view to preparation for a particular career should begin until such a general education is finished.

IV

At that point, we believe, special education should begin. Such 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 this level 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.

Logic, 1/2; Mathematics, 3; General Biology, 1 1/2; Chemistry, 1 1/2; Physics, 1 1/2; Geography, 1; Geology, 1/2; Astronomy, 1/2; Economics, 2; Politics, 1; Human Psychology, 1/2; Foreign Languages, 4; English Literature, 3; Foreign Literatures, 2; Music, 1; Pictorial and Plastic Arts, 1; Ethics, 1/2; Human Anatomy, Physiology, and Hygiene, 1. Total—29.
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.

\[\text{\textsuperscript{VI}}\text{I}\]

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—and for this we ask nothing better than the normal result of a steady improvement of the best elementary schools of the present day. For the second stage—now covered by the junior high school, the high school, and the junior college of 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.

\[\text{\textsuperscript{VI}}\text{I}\text{II}\]

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,
Different environments as far apart as they may seem to be, and yet the same conditions that make a person healthy in one place may cause disease in another. And this is true even as far as the weather is concerned. Different climates may cause severe reactions in one person and little or no reaction in another.

The same can be said about the instructional implications of the weather.

At the heart of educational debate, where the fate of public education hangs, the question of whether the educational system should be focused on producing good citizens or good students is often debated.

For the first decade, the educational system was focused on the need for students to think critically. The emphasis was on the importance of the student's ability to think independently, not just memorize facts.

But the recent shift in focus towards narrow test scores as the primary measure of success has led to a decline in thinking skills. The system has become too focused on the narrow test scores rather than the broader picture.

In recent years, there has been a move towards a philosophy of education that places more emphasis on the development of the whole child. This philosophy is based on the idea that education should not just focus on the narrow test scores, but also on the development of the whole child.

The shift towards a more holistic approach to education has been welcomed by many, but it has also faced resistance from those who believe that the narrow test scores are still the best measure of success.

The debate continues, with some arguing that the narrow test scores are necessary to ensure that students are prepared for success in life, while others argue that the narrow test scores are a false measure of success.

The question of whether the educational system should be focused on producing good citizens or good students is a complex one, and there is no easy answer. The educational system must balance the need for narrow test scores with the need to develop the whole child.
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
institutions 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 per-
sonality, 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
The success of full-scale projects will depend upon both the general ability of the leaders and the efficiency of the project teams. The difficulty of the task, the sensitivity of the issue, and the consequences of failure will all contribute to the importance of the planning and execution of these projects. The importance of the decision-making on these matters can be critical. In the end, the success of any project depends on the coordination of these factors at the highest levels of the organization.
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. Sectioning on the basis of ability—
should in general be adopted in the case of two or more sections of a
given course meeting at the same hour. All possible encouragement
should be given to those students who offer the highest promise of con-
tributing 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 counsellors
(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 counsellor 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 partici-
pates therein owes in the fullness of loyalty not only a departmental
service, but a non-departmental service which shall directly support the
non-departmental aspects of the common enterprise. And experience gained
in such work as counselor is quite certain to enrich the current and later work of the teacher as teacher.

Government of the student body in matters other than such as are specifically curricular or administrative in a narrow sense should 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 apt 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 in fact and in opinion a high honor.

Progress toward attainment of intellectual, aesthetic, and moral power should not be tested merely by formal examinations, 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 sufficient achievement in the three specified fields, he has satisfactorily completed the period of general education.

For the attainment, in particular, of moral power, social relations of a simple nature, carefully planned and supervised, should be provided so far as possible for all students. Social values inhere 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 forms 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. Furthermore, the specific interests of the organizations are in many cases such that their cultivation in school tends to make them a permanent source of pleasure in later life. On the other hand, 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 wellbeing. 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 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.

It should be apparent from the statement of the aims of a general education that social control is an important factor in the achievement of our purposes. The sense of responsibility toward the community, the acquisition of habits conducive to good breeding, and a full consciousness of the various obligations and privileges incident to living in social groups are not easily communicated through formal instruction in classroom, but are developed through the actual conditions of living in
Phylogenetic and bioinformatic evolutionary analysis

The integrated approach to the study of evolution in
comparative genomics and molecular systematics offers
a powerful framework for addressing questions across
a wide range of biological systems. This approach leverages
the power of computational tools and data integration
to provide comprehensive insights into evolutionary
history and relationships. Key aspects include:

- Phylogenetic reconstruction
- Comparative genomics
- Functional genomics
- Comparative transcriptomics
- Comparative proteomics

Integrating these approaches allows for a holistic
understanding of evolutionary processes and patterns.

Expectations

The importance of the emerging field of evolutionar
informatics is driven by the need to understand the
complex interplay between genetics, environment,
and function. As the availability of genomic data
grows, there is a growing need for tools and methods
to analyze and interpret these datasets effectively.

The integration of these approaches is crucial for
advancing our understanding of evolutionary
biology. It is essential to develop comprehensive
analytical tools that can handle the sheer volume
and complexity of genomic data.

In conclusion, the development of robust and
efficient bioinformatic analysis tools is critical
for advancing evolutionary biology.

Ecosystems and the need for effective communication
among scientists.
contact with one's fellow-beings under proper guidance and control. In the main the purposes of general education are not fully realized, on both the intellectual and the social sides, unless the student body is made sensitive to all the implications of community life.

Furthermore, there comes a time in the lives of most young people, generally at about the age of seventeen, when they desire, and should have, the opportunity to live for a time elsewhere than at home. They may properly be advised when it is good for them to live for a time elsewhere than at home, to meet the needs of maturing youth. We therefore recommend that for students who may be expected to finish their general education within two years, residence halls be provided, and that all students who can possibly do so 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 special purposes. Social and economic considerations both suggest seventy-five as the most desirable small unit of division.

For each of the residence halls, one of the councilors referred to above should serve as head. The functions of the councilors 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. Through such activity they might prove varied and important. The activity of the councilors in these lines should 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 also 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. This 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 will 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. The whole effect of life in these residential halls should be distinctly democratic rather than aristocratic.

While the residential plan thus outlined 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.

VIII

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.
In economic and social terms, poverty is often perceived as a lack of opportunities and resources. This concept is further complicated by the interplay of economic, social, and political factors. The struggle against poverty requires a comprehensive approach that addresses the root causes and addresses the immediate needs of the affected populations. Strategies must be developed that not only alleviate poverty but also promote sustainable development and social justice. These initiatives should be guided by principles of equity, efficiency, and effectiveness, aiming to create a more inclusive and equitable society.
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 the 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, research becomes a function of equal importance with teaching; and its 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 counsellors such as that requested 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 case 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
The success or failure of such cooperation, as in the case of
the social science society, is largely dependent upon the enthusiasm
in any given community of the men and women employed as teachers.
In some cases, where the cooperation of teachers is not voluntary
and is undertaken as a part of their professional and personal
interests, cooperation with teachers may be important and effective.

The question of the proper scope of the social science society
is often discussed and debated in various professional and academic
circles. It is important to recognize the potential benefits of
cooperation with teachers, and the importance of their participation.

In the case of the social science society, the cooperation of
teachers is sometimes seen as a means to an end, with the ultimate
goal of improving the quality of education. In some cases, the
cooperation of teachers may also be seen as a means to advance
the field of social science itself.

The success of such cooperation depends on the willingness and
enthusiasm of the participating teachers. It is important to recognize
the importance of teacher cooperation, and to encourage
such cooperation whenever possible.

Social science society cooperation can be seen as a means to
advance the field of social science, and to improve the quality of
education. It is important to recognize the potential benefits of
such cooperation, and to encourage it in cases where it is possible.

Unfortunately, it is not always easy to achieve cooperation and
enthusiasm among teachers, and in some cases, the cooperation of
teachers may be limited or difficult to achieve.

In cases where cooperation is difficult to achieve, it may be
necessary to seek alternative methods of advancing the field of
social science. It is important to recognize the importance of
efforts to achieve cooperation and enthusiasm among teachers,
and to continue to work towards this goal.
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.

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

Such an omission will arouse hostility in many quarters—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 existence of the four-year college; there are already observable marked indications 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 questionable 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' work subsequent to high school work were formerly necessary for the completion of a general or "liberal" education. That
is no longer the case. During the last two generations secondary 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 introduced in the Senior and Junior years 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 college. The four-year college, therefore, has outworn its charter, and is now in general an anomalous institution.

That work now offered in Junior and Senior years is in fact inseparable from 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. In the Schools and Colleges of Arts, Literature, and Science at the University of Chicago in the last fourteen years there have been about 98,000 course registrations by graduate students. About 58,000 of these have been in courses classed as graduate courses, and about 40,000 in courses classed as Junior-Senior courses. During this same period there have been about 89,000 registrations by Junior and Senior students. The great majority of these, about 55,000, have been in courses classified as Junior-Senior courses. Of the balance, about 14,000 have been in graduate courses, and about 20,000 in Freshman-Sophomore courses. During the same period, there have been about 140,000 registrations by Freshman and Sophomore students. Of these about 113,000 have been in courses classed as Freshman-Sophomore courses, and about 27,000 in courses classed as Junior-Senior courses.
The illustrated graph shows the comparison of various factors affecting the success rate of students. It highlights the importance of a collaborative approach in enhancing academic success. The graph illustrates that a combination of student engagement, faculty support, and resources significantly improves student achievement.

Key factors contributing to student success include:
- Collaborative learning environments
- Access to academic support services
- Effective communication and feedback mechanisms
- Personalized learning plans
- Opportunities for experiential learning
- Quality of teaching and instruction

The graph also emphasizes the role of faculty in providing guidance and mentorship, which is crucial for student development. The success rate is measured by various indicators such as completion rates, graduation rates, and employment outcomes post-graduation.

The collaborative approach is further supported by the involvement of various stakeholders, including administrators, faculty, students, and parents. This holistic approach ensures a supportive learning environment that fosters student success.
From these facts there may be derived the following inferences, of which the first is the most important.

1. Graduate courses and Junior-Senior courses are inseparable from the point of view of work of graduate students.

2. The bulk of the work of Junior-Senior students is done in Junior-Senior courses. The work of Junior-Senior students extends, in amounts each less than a quarter of the total, into graduate courses and Freshman-Sophomore courses. The work of Junior-Senior students would not in itself be fundamentally affected (1) by removal from the immediate locale of graduate courses, or (2) by removal from the immediate locale of Freshman-Sophomore courses.

3. The work of Freshman-Sophomore students is done almost wholly in Freshman-Sophomore courses, and would not be fundamentally affected by removal from the immediate locale of Junior-Senior courses.

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 work, 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 the Junior Colleges from the Senior Colleges would greatly simplify some of the most difficult of the problems of college life. Under present conditions men of Senior College age, powers, and influence live in constant association with men—or rather boys—of Junior College age, in a social atmosphere which is essentially Junior College—rather than Senior College—in character. Entrance into the Senior Colleges is not marked by any
It is true that there may be some who see the following:

1. The work of the American-Canadian Association to promote and encourage the establishment of a continuous stream of American-Canadian students to American-Canadian colleges and universities.

2. The work of the American-Canadian Association to promote and encourage the establishment of a continuous stream of American-Canadian students to American-Canadian colleges and universities.

3. The work of the American-Canadian Association to promote and encourage the establishment of a continuous stream of American-Canadian students to American-Canadian colleges and universities.

4. The work of the American-Canadian Association to promote and encourage the establishment of a continuous stream of American-Canadian students to American-Canadian colleges and universities.

5. The work of the American-Canadian Association to promote and encourage the establishment of a continuous stream of American-Canadian students to American-Canadian colleges and universities.

6. The work of the American-Canadian Association to promote and encourage the establishment of a continuous stream of American-Canadian students to American-Canadian colleges and universities.

7. The work of the American-Canadian Association to promote and encourage the establishment of a continuous stream of American-Canadian students to American-Canadian colleges and universities.

8. The work of the American-Canadian Association to promote and encourage the establishment of a continuous stream of American-Canadian students to American-Canadian colleges and universities.

9. The work of the American-Canadian Association to promote and encourage the establishment of a continuous stream of American-Canadian students to American-Canadian colleges and universities.

10. The work of the American-Canadian Association to promote and encourage the establishment of a continuous stream of American-Canadian students to American-Canadian colleges and universities.
such change in environment or in occupation as would suggest a change in attitude toward life. Consequently the Senior College student is inclined to spend his Senior College 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 him permanently. Furthermore, since these same Senior College men are in constant association with, and are very influential upon, the boys of the Junior Colleges; 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, the Junior Colleges were separated from the Senior Colleges, those in the Junior Colleges would be a homogeneous and a frankly and rightly boyish body; and those in the Senior Colleges, 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 closely related to preparation for the life of manhood.

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 exceptional—the junior college in connection with a university, and the four-year college not in connection with a university.

The junior college as we thus conceive it, would be an institution connected with a university which should afford an opportunity
in education. The concept of 

"equity" and the importance of 

providing equal opportunities for all has become more apparent in recent years. Education is not just about imparting knowledge, but also about empowering individuals to reach their full potential.}

The importance of education cannot be overstated. It is not only a means to an end, but also a fundamental right. Education is the key to unlocking opportunities and fostering social mobility. It is through education that we can create a more just and equitable society.

However, education cannot be disconnected from the broader social, economic, and political context. Educational reforms must address the systemic issues that perpetuate inequality. This includes addressing issues of access, funding, and quality of education. It is essential to ensure that all children, regardless of their background, have access to a quality education.

In conclusion, education is a fundamental right and a powerful tool for social change. It is crucial that we continue to invest in education and work towards making it more equitable and accessible for all.
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 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 could resemble that of the collegiate school rather than that of the specialized school; they should study to avoid the
for the potential of a career at the University of Minnesota, where she received her Bachelor of Arts degree in History. After graduation, she worked for several years as a high school teacher and later returned to the University of Minnesota to pursue a Master's degree in Education. She went on to become a professor at the University of Illinois, where she continued her research and teaching for many years.

Her contributions to the field of education are recognized worldwide, and she has published numerous articles and books on various aspects of higher education. She has been actively involved in several professional organizations, and her work has been highly regarded by her peers.

In addition to her academic pursuits, she is also a dedicated community leader and has been involved in various community service projects. Her commitment to education and her dedication to improving the lives of students have made her a respected and influential figure in the field of education.

She recently retired from her position at the University of Illinois, and she plans to continue her research and writing while also enjoying more time with her family and friends.
defects now all too generally patent in the four-year college (particularly those suggested at the end of Section IX); 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.
Page 38

...