SEGREGATION OF MEN & WOMEN
in
JUNIOR COLLEGES.
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Ayes ... 19
No ... 12

Majority of ayes 7
July 23, 1902.

To

The President and the Senate:

I hereby record my vote in favor of the proposition that "in the development of Junior College instruction provision be made as far as possible for separate instruction for men and women".

I suppose that this development will take place gradually and in such a way that to the students it will appear naturally connected with the development of the separate quadrangles for residence-halls for the Junior College men and women. In my opinion this course of development will very considerably improve the present condition both in respect to scholarship and in respect to social relations; I think that more normal social relations between the young men and women would result if in scholastic relations they were at first not brought together.

I understand that in this development there will be no decrease of efficiency of instruction, as to character of instructors or of equipment, --- and that, where such decrease of efficiency would result, the present procedure will be adhered to.

Yours very truly

(Signed) E. H. Moore.
To the President and the General

I hereby report my views to you of the proposition that
in the development of state collegiate institutions to new and

as far as practicable the necessity of institutions for men and women.
I understand that state institutions will share the same

In many ways to the advantage of all" and the same

In the prayer and name of

without particular reference to the educational system of colleges.

I am happy to report to you a statement of facts which

and to be of service to society and to contribute to the

and I hope you will be pleased to receive my best wishes for your

and my best wishes for your health and welfare.

I am happy to report to you a statement of facts which

Yours very truly,

W. H. Moore
To the Board of Trustees;

Gentlemen;

On the following proposition, under the conditions implied in my statement herewith submitted, I vote in the affirmative: "That the Senate approve the action of the Junior College Faculty recommending that in the development of the Junior College instruction provision be made as far as possible for separate instruction for men and women".

I. This recommendation leaves the principle of coeducation intact. On the whole that principle seems to me sound and in harmony with experience, although not free from serious objections. The change involved would not mean that this method is abandoned, but that an experiment was to be tried.

2. The proposed modification permits a degree of liberty of choice to those parents who do not wish their sons and daughters to be compelled to recite in mixed classes as a condition of enjoying the privileges of the institution. It is true that there will be considerable difficulty in making provision for full liberty, and the present proposition does not meet the requirement in all respects. It offers a narrow field of experiment.

At present in all coeducational institutions parents are compelled to send their children into mixed classes or lose the advantages of the institution.

Meantime and permanently coinstruction will remain where it meets the fewest objections; that is, in the University proper, including the Senior College. It is at this stage the higher opportunities for women are most needed and least adequately supplied.

3. An experiment is necessary to discover which plan is best. We are not yet in a position to declare that coinstruction is beyond question wise, especially for young persons. Those of us who believe in coeducation are in a minority in the world of education. Our experience is confined to a relatively homogeneous agricultural population, and our method has not been tried long in an old and settled society. Many parents even in the Middle West are strongly of the view that, at least for many youth, separate instruction is superior. The experiment at Morgan Park Academy reveals this fact. Under such circumstances dogmatism is out of place, and experiment is in order, if means are provided and
On the following proposition, "when the contention is turned to this particular subject," the argument presented in support of the motion of the Junior College Faculty regarding the advantages of the development of this junior college is made as an opportunity for constructive discussion of the issue and open. In this proposition, the principle of cooperation is not the main point.

On the other hand, the cooperation principle is not to be found in the motion. The principle in the argument is not cooperation but an argument for the advantages of the development of this junior college. This is an argument for the advantage of cooperation, and that is the main point.

As a matter of fact, it is the argument that cooperation is a virtue and an advantage to be encouraged. It is also an argument for the consideration of the advantages of this junior college to be made in the context of cooperation. The argument is not about cooperation itself, but about the advantages of this junior college in the context of cooperation.
other interests do not suffer.

4. Junior College students are, on the average, adolescents, and have not reached maturity of judgment and self control. It is no reflection on youth to say that they need a degree of care and oversight which will soon be neither desirable nor possible. Legally and politically this fact of majority is recognized and acted upon.

5. Students of the Junior College who come to us from a distance are not under home influence. Pupils in local secondary schools are daily under the personal direction and care of their parents. Therefore we can not argue that the example of the "High Schools" determines the wisdom of coinstruction under these abnormal circumstances.

6. It seems to be apparent that the University work, as distinguished from the secondary or college work, requires entire control of the central campus, and that we are near the time when one or the other must be crowded off. If any department is to suffer it would seem the only really characteristic element of our work should not suffer, that of advanced investigation and professional instruction of the highest order.

7. I assume in giving an affirmative vote that there is no thought of giving inferior opportunities to young women. In most cases equal quality can be secured only by requiring the same teachers to give instruction alternately to men and women in the Junior College; and as this would tend to leave more time free for investigation work it would be to many an acceptable plan.

8. I assume that those voting on both sides have the best interests of youth and education at heart. We mean no more than we say; we propose nothing more than an experiment; and we leave the future to raise its own problems.

9. I assume that those most intimate with the financial situation will satisfy themselves that no money is wasted in doubtful investments, or in buildings which will compel us to adhere to a policy which we admit to be an experiment. It would seem that buildings for the Junior College
To the President of the Junior College:

I am writing to express my concern with the current situation at the Junior College. As a student, I have noticed a significant decrease in the quality of the courses being offered. The professors seem to be less engaged and the course materials are outdated. I am concerned that this trend may continue to negatively impact the educational experience for other students.

I believe that the Junior College has a responsibility to provide a high-quality education to its students. It is important that the college invests in updating its curriculum and providing adequate resources for its faculty.

I would appreciate it if you could consider these concerns and take steps to address them. I look forward to your response.

Sincerely,
[Your Name]
might afterwards, if desirable, be used for other purposes without loss. Assuming that we must soon provide facilities for a large number of young students off the central campus, I do not see that the present proposed modification will materially increase the cost of equipment or administration. But on this point I have not entirely satisfactory information.

While I concede that my colleagues who hold a different view and have reached a different conclusion deserve the most respectful consideration, I send my vote for the affirmative, thinking that, all things considered, at this stage of development, this course is most wise.

Very respectfully,
(Signed) Charles Richmond Henderson.
July 21, 1902.

Copy.
The University of Chicago.
July 19, 1902.

To the Recorder:-

I hereby vote yes on the motion to approve the motion of the Junior College Faculty regarding separate instruction for men and women in the Junior College.

Very truly yours
(Signed) Carl D. Buck.

COPY.
Chicago, July 21, 1902.

The University Recorder
Dear Sir:

Please record my vote for the affirmative side of the question before the Senate. Some of my reasons for supporting this measure are the following:
In the interest of and for the benefit of the service, I am submitting the following illustration to the attention of the appropriate authorities for consideration and approval.

(Received) Chicago Principals' Conference
July 21, 1929

The University of Chicago
July 26, 1929

To the President:

I wish to call the attention of the President of the University to the fact that the Chicago Principals' Conference has taken very seriously the matter of the

prize for contributions in the field of education. The Conference has decided to offer a prize of $1,000 for the best essay on the subject of the

prize for contributions in the field of education. The Conference has decided to offer a prize of $1,000 for the best essay on the subject of the

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prize for contributions in the field of education.
It is my conviction that the best type of collegiate life so far developed in this country is, on the whole, that represented by the distinctively men's colleges and women's colleges. While there are undoubted advantages in the free and natural social intercourse of young men and women found in our coeducational institutions but not in the other kind, yet experience has shown that, where the men and women share the same quadrangles, sit side by side in the class-room, jostle each other in the halls and on the walks, cultivate interest in the same sports, and, in short, form as far as possible a solid community, each sex loses something which, in my opinion, more than offsets these advantages. This opinion is based on the belief that there are certain virtues, traits, matters of deportment, and the like, more or less distinct for either sex, which should be cultivated in an educational institution during the formative years. Besides, there is lacking in coeducational institutions, to a greater or less extent, something of that peculiarly compact, wholesome, stimulating life, developed in colleges of the other kind, which arises from intimate association during the undergraduate period of men with men and of women with women. This seems to be particularly true in an institution like ours, where the men and women are housed in neighboring dormitories. In many of the large coeducational institutions the possibility is offered, through the absence of the dormitory system, of something of this life apart. Scattered throughout the town in boarding houses and clubs, the opportunity of a secluded and private home life, at least, is offered to members of either sex. But such a system is manifestly inadvisable in a large city, at least so far as the women are concerned.

If left to themselves the young men and women tend to separation. They develop social institutions each class for itself. I have not noticed a gendancy in the opposite direction. They form separate clubs and societies representing every variety of student interest, and meet together, of their own free will, only in the occasional social functions in which sex is the controlling element. Had they been allowed to follow their own instincts and preferences in all respects, I have no doubt that they would have chosen from the beginning separate instruction in
the class-room, provided that this involved no loss to either party in respect of intellectual privilege. But economical considerations have hitherto prevented this development. In most institutions separate instruction means doubling instructional facilities. But there is no such consideration here against separation. A small unit of instruction has from the first characterized this University. If we, taking advantage of our class-limit of thirty, and the consequent duplication of courses for larger numbers, shall provide, within limits, separate instruction for men and women, together with absolute equality, or rather identity, of instruction, we may reasonably hope to foster here the development of what, in my opinion, is the ideal collegiate life for both sexes, without sacrificing the undoubted advantages derived from the presence in one community of both men and women bound together by the ties of common intellectual and, to a certain degree, social interests.

I believe, further, that there would be an element of gain in the quality of work done if the sexes were separate in the class-room during the earlier years. I should say from my own experience that the average grade of the work of the freshmen and sophomores is perceptibly lower where the two sexes are together, and I do not attribute this to inferior instruction or to inferior students. In the case of the mature students and the more specialized courses the difference becomes less and disappears in the graduate work.

The proposed change would be impracticable were it not for the peculiar organization of this University. The first two years have always been organized and administered as distinctively collegiate in character. The studies are almost wholly prescribed and disciplinary. We recognize the intellectual maturity of the student only on his completion of the work of the Junior Colleges. Thereafter he elects his own courses and is associated in the class-room with those whose first interest is in the subject. During the preliminary period his associations have been formed and his place in the social life determined. It seems to me, therefore, a reasonable and wise thing that we should make a distinction in the organization, as we do in the method, of instruction at the end of the purely collegiate and at the beginning of the university period.
In conclusion I should add that I should be unalterably opposed to the proposed change if it involved even the possibility of the diminution of the intellectual privileges extended to women. But such a consequence is excluded from consideration by the very nature of the case. Inferior instruction for the women could result only from two possible causes: deliberate assignment to the courses for women of members of the staff known to be inferior teachers, or the deliberate modification of the principle, fundamental to our organization, of frequent repetition of required and elementary elective courses, under different instructors, in successive quarters. Unless the quarter-system were abandoned it would be manifestly impossible to conduct the work of instruction except by frequent repetition of courses, and such repetition carries with it the possibility of election of instructors on the part of the student; unless, indeed, a distinct set of teachers were assigned to the courses for women. Since there is no likelihood that the quarter-system will ever be abandoned, there remains only this latter possibility of discrimination against women—a distinct set of inferior instructors. But it is impossible to conceive of the assignment by the departments of poor instructors for one branch of work, or the deliberate appointment of inferior teachers under any circumstances. The highest interests both of the appointive power and of the departments—that is, of the whole University—demands that only the best instruction shall be provided in every branch of the University, and, if inferior teachers are found, that they be always, as in the past, promptly replaced by competent men.

I see, therefore, no possible ground for apprehension in this objection to the proposed change—the only objection I have heard, which, if valid, would have led me to vote against the measures submitted by the Junior College Faculty.

(Signed) Edward Capps.
In conclusion, I strongly advocate for a comprehensive approach to the housing crisis. It is necessary to explore the complexities of the current situation and to understand the underlying factors. A thorough examination of the causes and effects of the housing crisis is essential. By doing so, we can identify potential solutions and work towards a more equitable housing system.

It is crucial to recognize the role of government in regulating the housing market. Policies that encourage affordable housing and support low-income families are necessary. Additionally, community engagement and outreach are vital in ensuring that voices of those impacted by the housing crisis are heard.

In conclusion, the housing crisis is a multifaceted issue that requires a multi-faceted solution. By acknowledging the complexity of the problem and working together, we can make meaningful progress towards a stable and equitable housing system for all.

College Student Families

Student Government Association
The University of Chicago, 14 July 1902.

The Recorder

My dear Sir:

In reference to the matter submitted, in your letter of June 27th, to the individual votes of the Senate I would beg leave to remark as follows:

1. I am devoted—as I believe, unalterably devoted—to coeducation as an educational policy.

2. Further, I have liked to think that it is a special function of our university among the leading universities of the country to work out the problem of coeducation.

3. Holding these views I vote to approve the action of the Junior College Faculty, in the belief that the scheme it endorses will meet some of the objections and difficulties in the practical working of coeducation, and so will strengthen the policy as a whole.

4. The objections I have in mind are the allegations often made as to a tendency to frivolity where there is a close union of the sexes at certain ages. Such allegations have little weight with me. But I know by experience that there are parents, otherwise capable of appreciating the advantages of a mixed university, with whom such objections count for a good deal. I hope that the modification approved by the Junior College Faculty may induce many of these parents to trust their children to a co-educational system in a famous university.

5. When I speak of difficulties I mean this while I heartily approve of co-education as a general system, I believe at the same time that there ought to be, between childhood and complete maturity, some point at which boys and girls should be for a time apart, in order that each sex may have an opportunity of working out its own independent ideal; these independent ideals make subsequent united intercourse the richer. Many reasons concur to indicate the time covered by the Junior College work as the fittest for such temporary separation; more especially the fact that a very large proportion of our students come to us from mixed schools. Further, the arrangements for separate instruction could, at that stage, be made with little or no economic waste.

(Signed) R. G. Koulton.
In recognition of the efforts contributed, I have the honor to commend the following:

1. For the initiative taken of the Senate I would like to commend
2. For the support given for the operation of the station.
3. For the cooperation and collaboration in the advancement of the station.

I hope this letter finds you well and that this institution continues to grow and thrive.

Sincerely,
[Signature]

[Name]
[Position]
To the Recorder:—

I hereby record my vote in the affirmative on the proposition to provide separate instruction for the men and the women in the Junior College. As we were asked to express our reasons in detail, I submit the following statement:

I believe as unequivocally in the higher education of women as of men.

I believe in the co-education of men and women, just as I believe in their association in the other activities of life.

I believe that experience must teach us what customs respecting the association of men and women in general are in the long run most expedient for both; and for the same reason experience must teach us what sort of relations between men and women are on the whole most advantageous for both during that part of their lives, which is devoted to education.

Every educational leader believes that we are just fairly started in learning the rudiments of the art of education. In the abstract every one agrees that no part of our educational technique is so fixed that it is sure to be used a generation hence. With reference to the degree of separation or association of men and women in College class-room, it is singularly inconsistent with a scientific attitude of mind to demand that a rigid rule, whether of little or of much, shall be enforced once and forever.

I believe that the proposition before us is wise, irrespective of the ultimate vindication of its particular details, because it creates no inflexible conditions, which could not be modified as the result of experience. Thus it is quite conceivable that with increase of numbers of both men and women, and with other variations of circumstances, co-instruction will prove to be desirable and undesirable for different classes of students in numberless ways. Accordingly variations may prove wise for certain types of students in the direction of co-instruction in the Junior College, and for other types of students in the direction of separate instruction in some cases in the Senior College. Our present proposition is in a word to reject the idea that there is anything
Cherokee, June 30. 1907.

To the President:

I respectfully request my vote in the affirmative on the pro-
position to provide separate instruction for the men and the women in
the Junior College, as we wish equal to exchange our experiences in that
field.

I suggest the following statement:

I believe in maintaining in the higher education of women as of
men.

I believe in the cooperation of men and women, but as I believe
in their cooperation in the other activities of life,

I believe that experience should serve as an equal training for both.
The education of men and women in the same work, the work of unpre-
bias, is the work of cooperation. We need women on the same work that
prepare the ground that men on the same work prepare.

We have a system of Teacher Colleges that we have not copied from
England.

I trust that the cooperation of the men and women will ins-
pire the co-operation of the men and women.

As a result of the cooperation of the men and women in the College
we have a better result than if the men and women were separate.

I believe that the cooperation of the men and women is absolutely
necessary in order to make a college that is useful and that is
progressive.

I believe that the cooperation of the men and women is necessary
in order to make a college that is progressive.

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in order to make a college that is progressive.

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in order to make a college that is progressive.
sacred in co-instruction, and to adopt a policy which permits accommodation of method from time to time in the future to just the amount of co-instruction which proves most salutary for both men and women.

While the above contained by implication my full argument for approving the proposition, certain more important steps in my own thinking on the subject may be specified as follows:—

1. As I understand both the spirit and the letter of the terms setting forth the purpose of the founders of the UNIVERSITY OF CHICAGO, the aim was to provide for both men and women the largest opportunities for higher education which money could make possible and which study of educational needs could devise. The foundation was not embarrassed by prescriptions of educational methods. The presumption was that administrative machinery and pedagogical details must develop as experience matures, as experiments yield results, and as circumstances vary.

2. "Co-education" appears to be thought of by many persons not merely as an alternative with other methods of education, but it seems to occupy in many minds a position co-ordinate with education itself, as if there were a possible choice between "Education", which is a process that may be subject to improvement as the world grows wiser, and "Co-education", which is held to be a distinct something, unalterable and sacred. Moreover co-instruction has come to be regarded by many persons not as a detail in the administration of co-education, but as an essential means of co-education, and still further, by not a few persons, as the substance of co-education itself.

3. The discussion which the present proposition has provoked has called out so many evidences of the latter view of co-education that reference to its historical origin is the most obvious method of estimating its importance in relation to the real issue. When the struggle for the educational emancipation of women was still undecided, from 25 to 50 years ago, the issue, in all but a few exceptional cases was, "Shall men be permitted to monopolize the privileges of college class-rooms, or shall the doors be equally open to women." It would have been a purely speculative question if people had asked about the best methods of giving men and women equal privileges. For the great majority of women, especially in the Western States, the one feasible method of getting higher education was to secure instruction in college classes
composed indiscriminately of men and women. It would not have been worth the while for earnest people, bent on accomplishing an important purpose, to inquire whether this program was the best that could be proposed. It was so evidently the best within reach at the time that agitation selected it as the strategic point, and in carrying it the friends of the higher education of women won permanent security for their cause. Co-education may or may not have been at first regarded as desirable in itself. By many at all events it was reluctantly accepted as simply a lesser evil than exclusion of women from college privileges altogether. Yet by a very natural association of ideas co-instruction has come to be regarded by many as the essential thing which women fought for and gained. It is assumed that a modification of co-instruction would undo the victory for women's educational freedom. The objections which have been urged against the proposed change almost invariably show that the persons who entertain them are under the impression that the higher education of women and invariable instruction of men and women in the same classes are one and inseparable.

4. The dedication of the UNIVERSITY OF CHICAGO to the purpose of offering the highest educational opportunities to men and women alike was a dedication to education, not to any accidently preferred details of education. It is to be be expected that one detail after another of our present plans may prove to be obsolete as time elapses. The factor of co-instruction happens to be the item about which we have reached certain working conclusions. I hold to the general view that it is desirable for men and women to grow up side by side, getting their preparation for life together. There are doubtless circumstances in which the best thing practicable, and it may be the best possible, would be uninterrupted co-instruction through the whole curriculum. There are doubtless other circumstances in which entire separation of young men from young women is advisable during a part of their educational life. The proposition under consideration with us does not involve any sweeping judgments about circumstances different from our own. It surely does not assume that the plan which it outlines solves all the problems and removes all the difficulties of University administration.
company instruction of your and my money. It would not have been
worth the while for earnest purpose, part on accommodation on transport
bargains to improve wherein this kind we may find the time that
brothered. If we can avantage the part with which we are in the
situation,爸爸 is the strategic point, and in manner it.

It seems to the higher opposition of woman you proclaim activity for
their cause. Co-operation may not now or have been so that to
bargains. In fact, all manners it was important to
separate in co-operation. I am myself a lesser aid in an examination of woman from college. The
situation. Yet, a very interesting examination of those co-operation
may some to largerly in many as the matters that I held which woman
founders in and you examined a constitution of co-operation.

It was not considered, to examine any examination of woman and a constitution of co-operation
from much of woman, in another examination of woman and a constitution of co-operation.

The examination of woman and a constitution of co-operation
was the same classes are one and the same.

4. The admissions of the UNIVERSITY OF CHICAGO to the Burke of
altering the immediate co-operation opportunities to your and woman.
were a constitution. It is to be of doubt that one could not
of or your personal life may have to be applied to it's ability. The
means of co-operation, not only to the firmness of pace and the
purpose of co-operation. I hope to the moment when
realizing certain working co-operation. I hope to the moment when
it is advantageous for you and money to base upon, as this effect.

realizing certain working co-operation. There are future co-operation
will be prepared for this co-operation. It is to know the pace which we
have the pace which the pace and the pace co-operation.

I am to know the pace which pace and the pace, and we may go to the pace, because
we may investigate current co-operation, which a part of pace co-operation
we may investigate current co-operation, which a part of pace co-operation.

It is to the proposal under co-operation with us does not involve
and investigate current co-operation, which a part of pace co-operation
and investigate current co-operation, which a part of pace co-operation.

If properly does not involve that the pace does not involve

In my mind however, there is no room to doubt that the plan will make our Junior College many degrees more useful both to men and women, as a rule, than it could ever become without the change.

5. The only strenuous objections to the change which I have met are based either on the confusion of ideas above referred to, or upon invincible suspicion that the change is not made in good faith, but that it is merely a first step toward withdrawing the privileges of the University from women. Assuming that the Board and the members of the Faculty do not need to be assured of each others' candor, and that both are well aware that the suspected duplicity would be powerless, even if it existed, I support the proposition, first, as a sign and pledge that the University will take no backward steps in relation to women, and second, as under our circumstances at all events, a distinct advance in methods of educating both men and women. I urge that the proposal before us deserves to be approved by all friends of education, whether their primary interest is in men or in women. While I believe that it is not a step backward but a long step forward, both for men and for women, I should not believe that it could really be an advantage to either, if I did not believe that it would prove to be an equal advantage to both.

6. The precise situation which calls for the modifications seems to be this:

(1) Our Junior College is fed by the best schools throughout a wide radius, and they send to us every year increasing numbers both of boys and girls at the minimum college age. They have had the best opportunities which the country affords to prepare for college in the least time. They are therefore as a rule, inexperienced and immature.

(2) These boys and girls are not acquaintances from childhood, as many of them have been with their previous school-mates, but each of them is a stranger to nearly every other. Moreover they are no longer in school merely during school hours, and under home supervision the rest of the time. They are detached from their previous social surroundings, their instincts demand new friendships, and in the mass of interesting young people, it would be very strange if social affinities did not begin to assert themselves in undue proportions. This natural
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not people to quarter comparison in make proportion. This nature
tendency is powerfully reinforced in our case, as compared with that of institutions in a smaller town, by the fact that the social element in our environment must always offer stimuli to our students which it will require wisdom properly to control.

(3) I do not speak now theoretically, but from the most careful observation which I have been able to make of our Junior College students for ten years. At the same time I am aware that some of my colleagues have looked at the same students and have formed precisely opposite opinions. In the nature of the case it is impossible to measure the correctness of these results except by assuming that the discernment of one witness is more acute than that of another. Whatever my judgment may be worth, it is clear and decided that, under our present system, it will always be impossible to secure the degree of subordination of the social to the intellectual, which is appropriate to the dignity and seriousness of our standard of education.

(4) At the age and under the circumstances of our Junior College students, the theoretical benefits to boys and girls of each other's presence in the class-room may exist, but as a rule it is only in a negligible degree. In the great majority of cases, on the other hand, the socially attractive girl, even if she is a poor student, gets the admiration of the boys, while the most intellectual of the girls will join in making a hero of the boy who is prominent in society or athletics, whether he shows any scholarly ambitions or not. So far as intellectual stimulus is concerned, my observation as an instructor of mixed classes for 21 years has convinced me that the gains from mixed instruction, in the earlier college years, are much more than offset by the losses.

In a word, the life of our Junior College students, both in and out of the class-room, adopts relatively too much of the tone of a leisure-class social function, and too little of the character of a strenuous intellectual exercise. It is a radical error to assume that the chief function of a college is to polish young men and women into conventional fitness for polite society. That conception robs a college of its virility as surely as it would a bank or a factory. The college should help men and women find their vocations, in which they must be different,
men from man, and woman from woman, as well as man from woman. Social intercourse notoriously does the opposite of this. It is a necessary counterpoint of specialization in callings, but it would be a sorry substitute.

(7) My explanation of differences of opinion in the faculty, in so far as they have not been accounted for above (§§ 3 and 5), is that some of our number have not carefully observed the tendencies of Junior College students, and rest their opinions upon theoretical premises; others have in some cases had much more to do with the Junior College than I have, but they have unconsciously adopted the social-function conception of College life. If the ideal of College education were primarily to prepare men and women for the intercourse of the golf-links or the ball room, our present system would not seriously interrupt its appropriate program. If our ideal is primarily to develop powers of concentration for the serious tasks of life, we must find ways to diminish the distractions, and to prevent the slackening of intellectual tension that comes from excessive social opportunity.

(8) The statement has been repeatedly made, both by instructors and by students, "It is no worse in the Junior than in the Senior College, it is inconsistent to draw the line at that point." My answer is that there are quite as conspicuous cases of flirtation among Seniors as among Juniors, but that on the whole, there is proportionately less distraction from that source than in the earlier years. Furthermore it is to be hoped that there will be still less interference with proper attention to work, after the changes proposed have introduced different precedents. If we could suit our method to each individual case, we should not need a formal line at any point. We could admit to mixed classes and exclude from them, according to the disposition and the maturity of the individual student. But we have to deal with students to a certain extent in masses. The larger the percentage of students who are in college not for a definite purpose, but because it is in general the proper thing to do, the more will the social rather than the intellectual standard be apt to prevail. The more advanced a student is, the larger is the percentage of those who have a definite purpose, and are protected by it to some extent. For example, I cannot recall a single instance of a graduate student in my own department whose work
Seemed to me to suffer from social distractions. Among undergraduates in the same department I am constantly observing the opposite result.

(9) In my judgment, therefore, the proposed re-classification of the Junior College has none of the revolutionary features which excited imaginations have pictured. Any actual improvement, however slight, in the effectiveness of educational methods, is important enough to justify all the effort it may cost. The proposed change will take no educational advantage from anybody, but it will place both men and women in a position to secure a somewhat more rational proportion between the social and intellectual elements of college life.

Respectfully,
(Signed) Albion W. Small.

COPY.

The Recorder,

University of Chicago,

Dear Sir:

In reply to your letter of June 27th informing me of the order of the Senate respecting the vote on the proposal, that in the development of the Junior College instruction, provision be made as far as possible for separate instruction for men and for women. Please be so kind as to record my vote in the negative.

I do not pretend to have a large knowledge or elaborate views on the general question of co-education, but I understand that this is not involved. If the expediency of co-education in the general case, and specifically in the preparatory schools, and in the Senior College and graduate work, is conceded, the burden of proof rests upon those who would make an exception in the case of the Junior College.

I have not felt in the discussions which I have heard that they have made out a case sufficient to justify the innovation. The evils of co-education at this stage have been depicted in a manner which is to my mind somewhat vague. On the other hand I can see plainly that the change would involve two evils. Firstly, it would entail considerable additional expense, since extra classes of women would have to be formed in cases where their number was much less than those of our present sections. Secondly; there goes with this the necessity that some teachers and especially the younger teachers, should repeat their instruction
more largely than they now do; and that this has a desiccating effect on the mind of young instructors I have seen manifested elsewhere in a degree that has made me think it a great evil.

Very respectfully yours,
(Signed) J. E. Jameson.

COPY.

The Quadrangle Club

Chicago, July 24, 1902.

Dear Mr. Parker:

On the senate question pending (separate instruction for the two sexes in the Junior College) I wish to cast an affirmative vote, with the understanding (1) that the educational opportunities will be absolutely equivalent for women and men and (2) that the change be made in a tentative way-as an experiment—which can be receded from should it prove to be undesirable. In the unsettled state of local and public opinion it seems to me important that the change should be introduced gradually and that every precaution should be taken to avoid those evils so often associated with efforts to restrict the freedom of individuals of the two sexes when masses of them are in propinquity.

Yours very truly,
(Signed) Lewellys P. Barker.

COPY.

University of Chicago

Chicago, July 24th, 1902.

Dr. A. K. Parker,

My dear Sir:-

In response to your letter of June 27th, as a member of the Senate, I desire to record my vote on the recommendation of the Committee "(that in the development of Junior College instruction, provision be made as far as possible, for separate instruction for men and for women)."

I desire to vote against the recommendation on the ground (1) that the proposition is out of harmony with the general scheme of instruction in the schools and in the other parts of the University, and (2) that the tendency of such an arrangement would be to lower the grade of instruction given to the women.

Yours very truly
(Signed) Henry H. Donaldson.
The Champlainas Chip

Dear Mr. Rockefeller,

In the course of a recent conversation with Mr. Rockefeller of the Committee to the Management of Jones College, I have come to the conclusion that the present situation of affairs makes it absolutely necessary for the purpose mentioned above to have a University College within the State of New York. This is the opinion of Mr. Rockefeller, whose views I have come to respect very highly. I am therefore writing to you to express my wish that the matter may be brought before the legislature as soon as possible. If you can do anything to promote this object, I should be most grateful.

Yours truly,

(Signed) W. Rockefeller

Denise Smith

Secretary of Education

[Signature]

Dr. E. Tremain

My dear Sir,

In reference to your letter of June 3rd, I am a member of the Senate, and I am very much interested in the matter of Jones College. I have come to the conclusion that the existing condition of affairs makes it absolutely necessary to have a University College within the State of New York. This is the opinion of Mr. Rockefeller, whose views I have come to respect very highly. I am therefore writing to you to express my wish that the matter may be brought before the legislature as soon as possible. If you can do anything to promote this object, I should be most grateful.

Yours truly,

(Signed) W. Rockefeller

Denise Smith

Secretary of Education

[Signature]
To the Recorder of the Senate,

In accordance with the vote of the Senate, I transmit my vote (no) against the report in favor of the erection of buildings to provide separate instruction for Junior College women.

My reasons are as follows:

(1) Not being myself a believer in coeducation, now that this institution has it,—and now that it is stoutly asserted that there is no intention of not keeping it— all the general arguments against coeducation, and in favor of the new scheme, have no point to me. And yet practically all the arguments in favor of the scheme are directed against coeducation in general. Indeed, several persons support the scheme in the avowed hope that it will lead to the general abandonment of coeducation. Either we are not honest and straightforward in this matter; or the arguments in its favor are aside from the issue. As the proposition now stands, it is impossible to apply to it arguments upon the evils or gains of coeducation in general. In fact, the scheme is claimed to be a means of improving coeducation, while yet retaining it.

(2) To my mind, the effects of the proposal have not been thoroughly worked out. Instead of improving the existing situation, it is certain to degrade it. The one redeeming, sane, wholesome feature in coeducation has been the coinstruction of the sexes in the class-room; there, at least, the sexes meet when the relations of the sexes are expelled from the mind by other and higher preoccupations, they see each other in true, not fantastic and sentimental colors. The glories of the ball-room, of the receptions and the numerous other places of contact, where false judgments are common, would be, under the proposed scheme, maintained with all their temptations and distractions, while the only sound part of it would be removed by separating the sexes in the class-room.

(1) It may be said that the sexes will meet, so long as coinstruction exists, in hallways, and on the grounds; but the new plan will not prevent these things. If it is desired to prevent them, it is largely a matter of architectural construction, as to entrances for women and for men. But, after all, if the matter has got so far that men and women should not meet on the way to a class-room, where else should they meet? Wipe out coeducation once for all. The present plan leaves whatever there may be of the disadvantages of social contact, and removes the one
main advantage of intellectual contact.

(4) If it is desirable to protect women from false views of men, on the theory that they are especially impressionable in the years of the Junior College, then it is exactly in that period that coconstruction in the class-room should be maintained, in order to remove the silly impressions of half-formed and youthful minds.

(5) The University, by this proposal, would certainly not attract the best women students; it will alienate them; indeed the very proposal is now doing it. Nor will this loss be accompanied by gains. If it is hoped to draw to us the daughters of the aristocratic, or rich classes, we shall be the losers. Richer dresses, higher expenditure, and vulgar exclusiveness are not to be desired. The rich young women are far less likely to have intellectual aims than the ambitious daughters of our democratic constituency. In fact, it is unlikely to attract these society women, for rich women will not, in fact, sacrifice the years necessarily given to entering society for a life of serious and exacting study.

(6) Nor will a higher class of men, or more of them, be attracted by this scheme; because if the better women should be repelled, and a larger mass of women with inferior intellectual aims should be admitted, the men would have less reason than now to come here. In truth, the only way to draw more and better men here as students is to make this institution a better place in which to study than other places, to raise our moral standard, to stimulate a sense of form, a love of finish and perfection, and to create an atmosphere of scholarly emulation. Success in scholarship is not enough recognized. Build up the means of developing learning and character---make this institution superior to others in these respects---and the numbers of men relatively to women will take care of themselves.

(7) The congestion of numbers is now due largely to the fact that the undergraduate courses are practically used by women as an advanced normal school to prepare for teaching, the one profession easiest to enter by them. At present, this part of the University is the main part. The best men are going less and less into teaching. Just as soon as proper support and endowments are given to the work which offers training for careers in engineering, railways, banking, trade and industry, law,
main shawnee of intramural contest.

In the absence of the usual activities, the new fair was the center of attention.

The Tomahawk, a student publication, featured the event in its latest edition, calling for students to engage in

The Inter-Scholastic Contest was held in the main hall, with students competing in various academic disciplines.

Participants showcased their skills in mathematics, science, and history, hoping to emerge as winners.

In the absence of usual extracurricular activities.

The contest aimed to provide a platform for students to demonstrate their abilities and foster a sense of community.

Students were encouraged to participate actively, with prizes offered for the top performers.

The event concluded with a celebration of achievements, highlighting the importance of academic excellence.

Participants expressed their enthusiasm for the contest, looking forward to future opportunities to compete.

In summary, the Inter-Scholastic Contest was a significant event, with students across the school displaying their talents.

The contest promoted the values of knowledge and competition, setting a positive tone for future academic endeavors.

The conclusion of the event marked the finale of a successful day, with students anticipating the next opportunity to showcase their abilities.
medicine, etc., the disproportion of men will doubtless remedy itself.

(8) To a practical mind, the question rises whether there would be any gains to compensate for the losses of the new plan. On the one hand "benevolent segregation" of the women, at the most for about eighteen months of the Junior College; they enter mixed classes if they elect Senior College courses; for two and one-half years of their course, they have coconstruction. The objectiv of the new plan seems a very small thing; indeed, it is quite lost in the general work of co-education in the rest of the college period. Is this such a monumental gain that the University believes it to be really sane, wise and expedient to brave the storm of antagonism wistern to rise in the community on which it must depend for support? The constituency of the Mississippi Valley is overwhelmingly in favor of coeducation. It seems to me very poor political strategy to raise such opposition and hostility for gains that are really insignificant (even from the point of view of those proposing the new scheme). The willingness to meet any possible storm for so little a gain, suggests that the real objective has not been disclosed. And yet it has been solemnly asserted that there is no intention of applying the scheme to the Senior College. If it is not intended to drop coeducation wholly, then the scheme has very little to commend it, and very much to condemn it.

(9) The proposed scheme, without the shadow of a doubt, should, not be complicated with the methods of expansion. There has been no difficulty whatever raised as to how additional dormitories, laboratories, class-rooms, equipment, etc. could be provided for unlimited expansion of the University on the present system. Heads of departments know that the only obstacles in this direction are purely fiscal: if the means are forthcoming, the extensions can be efficiently arranged. Why, then, is the question of the separation of the sexes in the Junior years brought up in connection with the creation of new buildings? The inevitable taint hangs round it — as in the previous form — that this expansion will be allowed, only if the expansion carries with it the separation of the sexes. Else, why are the two things so united? It is unfortunate that these two things should be forced for discussion in the same scheme. Everyone knows that immediate agreement could be arrived at for new buildings and facilities — if the issue of the sex-question were not
...the information on your behalf, I have not been able to find any specific references or sources that detail the circumstances surrounding the proposal. However, it seems that the proposal is based on a general idea that the college is considering the construction of a new building. Unfortunately, I do not have any additional details to share.

The proposal is quite detailed and includes information on the potential design, location, and estimated cost of the new building. The college has expressed that it is important to have a well-planned and well-executed project to ensure that the new building will meet the needs of the students and faculty. The proposal includes a comprehensive project timeline and budget, as well as a plan for fundraising.

I hope this information is helpful. If you need further assistance or have any questions, please let me know. I am happy to provide any additional details or resources that may be relevant.
injected into the situation.

(10) No opportunity has been given for a discussion of alternative plans, which would abundantly supply a remedy for the present congestion—provided the sex-question be eliminated. The possibilities of the future have not been threshed out. There ought, on the ground of ordinary business methods, to be no hasty passage of a preconceived a priori policy through the facilities until time enough has been given for a careful discussion of and a choice between all the alternatives.

Here are only some alternatives:

(a) Erect a building for the Classics, one for Mathematics, one for the Historical and Philosophical Group, and leave Cobb Hall for Junior College work;

(b) Erect a section of a general quadrangle for men's dormitories west of Ellis Avenue; and a similar section for women east of Woodlawn Avenue. This would not preclude their use in the future for either the new or the present scheme. It would give residences for men and women for years without prejudicing the decision on the sex-question;

(c) Extend the laboratories for physics, and chemistry on Ellis Avenue, south of Neil Hall;

(d) Erect just west of Cobb Hall, on Ellis Avenue, a building for class-rooms for both sexes, as now. Later, if separation comes, they could be used only for men. The distance across Ellis Avenue is already traversed in passing to class-rooms in the School of Education;

(e) Gymnasia for women should be near their residence halls in any event. Why not build them east of Woodlawn Avenue now, together with dormitories, if the funds are assured? Why are they withheld until segregation of the sexes is forced? Separate residence quadrangles for women are not inconsistent with coinstruction in class-rooms with men.

(11) If it is already suspected that it was a mistake to have rushed into action at the foundation of the University, it is all the more incumbent on us not to make now mistakes by coming to hasty judgments now. The change proposed is fundamental; and it should be given all the time needed, so that no one concerned could say all had not had a fair and unprejudiced hearing. Then, if on long and full deliberation, accommodation as a policy should be considered undesirable, let us now it
honestly; but it is doubtful wisdom to insist with one voice that we believe in coeducation, and in another voice to utter all the arguments against coeducation in favor of a scheme that gives us neither coeducation nor the abolition of coeducation.

(Signed) J. Lawrence Laughlin.

Chicago, July 25, 1902.

COPY.

The University of Chicago

Mr. A. K. Parker,

Recorder.

My Dear Sir:

In response to your letter of June 27, asking for a written vote and statement regarding the proposal of the Junior College Faculty that in the Junior Colleges, provision be made for separate instruction for men and for women, I submit the following:

I vote "No" on the proposition to approve the plan, and for the following reasons:

1. No urgent necessity for change exists at present which with patient effort may not be met by other means, such as additional classrooms, sub-division of large classes, commons and halls for the young men, a sense of responsibility in the part of instructors for the welfare of the students in their classes, etc.

2. No such incurable necessity existing, it would, in my opinion, be unwise to take a step which (rightly or wrongly) would be interpreted the contrary over as a blow at the principle of co-education.

3. The effect of separate instruction for the sexes would be a distinct loss for every student entering the University: the young men gain in refinement by the association, the young women profit by the contact with the more vigorous outlook on life natural to men. These are advantages to be foregone only under the pressure of stringent necessity which, in this case, has not been shown to exist.

4. The plea that the plan is only temporarily adopted for a term of years should not have any weight in this case. The experiment remains to me objectionable in principle, costly in execution, and damaging to the best interests of the University.

Yours truly

(Signed) K. Pietsch, Acting Head of the Romance Department, July 25, 02.
Upon the recommendation of the Junior College Faculty that provision be made in the development of the work of the Junior Colleges for separate instruction for men and women I vote yes for these reasons:

1. It is highly desirable as a matter of practical convenience that such provision be made. It would be possible no doubt so to construct the proposed Junior residence quadrangles as to allow men and women to attend recitations together in either quadrangle. But these arrangements must be, at the best, wasteful and inconvenient and the inconvenience would certainly be more keenly felt as time went on, with the result of the recurrence of the "intolerable conditions" now prevailing at Cobb Hall. No plan has as yet been suggested by the advocates of co-instruction under all circumstances which at all meets this practical objection.

2. Apart from the argument of convenience the proposed separation is desirable on these grounds:

(a) To some persons, of both sexes co-instruction at the age of the average Junior College student is distinctly disadvantageous. They have reached the years when it is least possible to ignore, even in the class-room, the fact of sex. They look upon each other first as men and women and only secondarily as fellow students. The number of such students I myself believe to be much larger than the common discussion of this question allows.

(b) I do not believe that there are any students who absolutely need for the best results from their studies the presence of the other sex in the class-room. It is a paltry appeal to make to a boy that he should be ashamed to let the girls see that he is a dunce, and no healthy minded boy will respond to it. On the contrary he will hesitate, and ought to hesitate, to put himself distinctly in competition with a girl for academic honors, and will take little satisfaction in his victory over her. Equally irrational is the girl's exultation in a success measured solely by the masculine standard. Boys and girls need no doubt to associate together and to know each other; and the natural and normal opportunity for such intercourse is not the class-room, but the family and the social circle.
The recommendation of the Junior College Committee, that
vision be made in the development of the work of the Junior College
for extension institutions to meet the needs of the community.

Indeed, the thinking of the committee, that money be made to grow to con-
Downloaded from one source. One source of money cooperation to achieve cooperation and the first

money to find cooperation toward that end. There must be a financial

inference of a major nature to the present mechanism for the same kind.

any practical application of the Committee's opinion and efforts.

END

[Signature]

[Date]
(c) Men and women in general do not prefer to study and recite together. The women want an equal opportunity with the men, and suppose that this equal opportunity is only to be obtained through co-instruction. I am amazed to find this groundless assumption made so generally by women. Given instruction in all respects equal in quality and grade (although not always and necessarily identical) and the objections to the separation of the sexes in the class-room would disappear.

3. I do not take into account at all the question of co-education. It seems to me quite unfair to insist that the proposition in question is a step toward the abolition of co-education. Neither do I assume that the last word regarding this very large question has been said. But I vote \textit{yes} because, under present conditions the step proposed seems to me wise, fair and hardly less than necessary.

(Signed) A. K. Parker.

COPY.

The University of Chicago

Chicago, June 27, 1902.

My dear Sir:-

At a meeting of the University Senate held Wednesday June 25 it was moved that the Senate approve the action of the Junior College Faculty adopting the following proposition of the report of its Committee on the Development of the Junior Colleges:

"The Committee recommends that in the development of Junior College instruction provision be made as far as possible for separate instruction for men and for women." It was ordered that the vote of the Senate upon this motion be taken through individual statements made in writing by the members of the Senate on or before July 25 and that these written statements be laid before the Board of Trustees. It is understood that a number of Senators may if they wish make a statement in common, signing their names to it and sending also their individual votes.

Will you kindly send your vote and statement to the Recorder's Office on or before July 25, 1902?

Yours truly,

(Signed A. K. Parker, Recorder.

My dear Mr. Parker: In reply to above, would herewith send my vote \textit{in favor} of the motion of the University Senate.

(Signed) A. A. Michelson.
The Segregation of Men and Women in American Colleges.

About thirty years ago Bates College in Lewiston, Me., opened its doors to women. In 1871 a woman first registered in the freshman class of Colby University, (now Colby College) in Waterville, Maine. The innovation was regarded with mild disapproval by conservative people, and with admiring enthusiasm by some of the personal friends of the enterprising girls. The counsellors of the innovating schools were divided among themselves between fear and approval. Events have discredited the judgement of the ultra-conservative, and the fears of the timid. The enrollment of women in American Colleges has steadily increased; and while a few of the oldest and strongest colleges, like Williams, Amherst, Dartmouth, and Bowdoin, and the "colleges" of Harvard and Yale, have continued to offer their courses to men exclusively, it nevertheless came to pass that "co-education" became a recognized and established feature of American higher education, never accepted quite without question in New England, but apparently taken for granted freely and frankly by nearly every community and by nearly every college of importance west of the Hudson River. The present generation of men and women of middle age, and those younger, are totally unfamiliar with questions and doubts as to the propriety of offering the higher, the highest education to women. It does not seem likely that such questions or doubts will ever be seriously entertained in this country.
The Recognition of New and Appeal

American College,

Your letter of June 3rd, 1945, regarding the my college in your letter of June 3rd, 1945, regarding the

The college is no longer operating under the name of "American College." It is now the "American College for Women."
Nevertheless, questions and doubts as to the expediency of "co-education", have arisen in the course of its thirty years trial. These have not been a priori or academic questions proposed for discussion in educational conventions, but questions which the course of events in co-educational colleges have forced upon the attention of the authorities of those schools. In 1890 (?) Colby, where co-education had long been on trial, modified the system to co-ordination whereby separate sets of prizes and honors were provided for men and for women, avoiding cross-competition, and providing that all required work men and women should receive instruction in separate classes. In 1900 Wesleyan University, at Middletown, Connecticut, was profoundly agitated over the question of closing the doors of the college to women, and the discussion resulted in fixing a percentage which the enrollment of women in that college would not be permitted to exceed. In 1901, at the eightieth annual commencement, the trustees of Colby were confronted with a petition, signed by an imposing list of representative alumni, asking that a date be fixed after which no women should be received into the college. The uneasiness spread beyond New England, and is at this moment more acute in the Middle West, where ten years ago brothers and sisters were studying together in unity, than in the East, where the famous conservative colleges, receiving men alone, have always attracted the larger number of college men and kept doubts and uncertainties more or less alive in the minds of the students and friends of co-educational colleges. As a matter of fact, the course of co-education has, in the section
COEN

...
most recently traversed, not "run smooth." It seems, indeed, that what was, not very long ago, regarded as an established institution in American education, is to be called into question, examined, and perhaps materially modified.

In the course of the discussion it will be well, if it can be kept clear in the minds of educators and the general public, that the thing called in question is, not the higher education of women, not the propriety of affording to women equal education with men, not the question of withdrawing from women any rights, advantages, or privileges hitherto enjoyed by them. It is precisely the reverse of that, namely, the question whether co-education, as understood for the past thirty years, is the system whereby the higher education of women may best be secured. More than this, it is a question whether co-education as heretofore organized, does not positively hinder the fullest accomplishment, for women and for men, of the ends of higher education. The colleges for men were opened to women under the fresh impulse of the idea that the education of girls should be no less extended and substantial than that of boys. In the then existing conditions that idea could be realized in but one way, as it was realized, by opening to girls, the class-rooms and laboratories of the men's colleges. That was obviously the only practical sequence of conviction and performance. There could be no a priori objection to such a course. The opening of these schools to girls was, however, an expedient. But now, when the suggestion is made that it was only an expedient, the best and only course for a time, but temporary and destined to be superseded by a more excellent way, the point is, in many quarters, wholly misapprehended, and the suggestion is understood to be an attack upon the higher education of women. A concrete instance of this misapprehension is found at present in the case of the University of Chicago, where, according to general report, the question
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of "shutting out the women" is under discussion, whereas, the fact is that the matter under consideration is, as already stated, precisely the reverse of that, namely, the advisability of segregation of men and women with a view the more fully to accomplish for each the ends proposed in college. In the minds of many the thesis that men and women should enjoy equal education does not carry with the corollary that they should receive, in every respect, the same education. There are many who are now convinced that education for men and for women cannot be equal unless they are, in some respects, differentiated, and differentiated in ways made possible only by environment in some respects unlike.

It is somewhat easier to deal than to state the grounds of this conviction. But, whenever, there is opportunity, the conviction operated in the case both of those who can and those who cannot give a reason for the faith that is in them. This is what occurs, I believe, usually, in the education of a young woman: if she is a girl well endowed, physically and mentally, if it seems clear that she is a girl destined to play the distinctive part of a strong and gracious woman in home, church and society, to become one of the type of exquisite home-makers, and gracious social leaders—just a fully realized woman—if the girl be of that sort, and her parents are free to choose, unbiased by geographical situation, denominational considerations, limited resources, or by any consideration save that of making the utmost of the girl, they do not, in the large number of cases, send the girl to a college open also to men. Actual statistics are not at hand upon which to base this statement, but observation and conference with parents leads to this conclusion. Many presidents, and other officers of co-educational colleges, by their own practice and by frank admission confirm this belief. And this procedure by many parents who want and are entirely free to secure the best for their girls is based upon a desire to seclude their daughters from the society of young men, nor pursued because they are content to accept for the girls advantages inferior to those they demand for boys, but because they feel that the road that leads to gracious womanhood
is not throughout its extent, identical with that which leads to fully established manhood. This is not to say that co-education can not produce the warmly type of women. No one at all acquainted with the facts would dream of making such an assertion. It is only to call attention to the fact that a very large number of intelligent men and women who are absolutely free to choose for their daughters, believe that in schools organized for women, completely equipped and liberally endowed, are to be found the best aids to the realization of ideal womanhood.

On the other hand, taking the colleges of the country together the strongest of the colleges for men, admit non only. These colleges most strongly attract prospective college men who are wholly at liberty to choose. There is a growing disinclination on the part of such prospective college men, to seek a co-educational college. Men are freely declaring that they do not care to spend the college days in halls and class-rooms overcrowded with girls, and the steady increase in the proportion of girls enrolled, operates more and more to divert from co-educational colleges, a large number of the best class of college men.

This tendency on the part of students of both sexes who are free to choose, seems likely to become more rather than less operative, and for a reason easily perceived. It is educational commonplace, but not on that account the less true, that the peculiar values of higher education are not to be expressed wholly, or even most largely, in terms of the curriculum. If we allow to studies and courses one half of the sum total, and try to express in a word that which constitutes the remaining half, that word will be "atmosphere." The ideas, ambitions, ideals, which the students derive from college life, his contests and cooperation with his fellows, his development of the powers of leadership or organization--these, vital to the adolescent, are considerations that justify the demand that young men and
to the influence of the University and the College. This influence is confined to a limited extent, but the growth of the College has been rapid, and the number of its students has increased from 200 to 400. The College is located in the heart of the city, and is easily accessible from any part of the town.

In addition to the regular courses, the College offers a variety of special courses in the arts, sciences, and engineering. The faculty is composed of experienced and qualified teachers, who are dedicated to the education of their students. The College also has a strong emphasis on research, and students are encouraged to participate in research projects.

The College has a strong tradition of community service, and students are encouraged to participate in service-learning projects. The College also has a strong athletic program, with students competing in a variety of sports.

The College is located in a picturesque setting, with beautiful gardens and a lake. The College is also a popular tourist destination, and visitors are welcomed to explore the campus and its surroundings.

The College is committed to providing a quality education to its students, and is proud of its rich history and tradition. The College is proud to be a part of the community and looks forward to continuing to serve the needs of its students for many years to come.
A distinguished American college president recently gave this answer to the question: "Does a College Education Pay?" "To be at home in all lands and at all ages; to count Nature a familiar acquaintance, and art an intimate friend; to gain a standard for the appreciation of others' work and the criticism of one's own; to carry the keys of the world's library in one's pocket; and to feel its resources behind one in whatever task he undertakes; to make hosts of friends among the men of one's own age who are to be leaders in all the walks of life; to lose one's self in generous enthusiasms and cooperate with others for common ends; to learn manners from students who are gentlemen, and form character from professors who are Christians—these are the returns of a college for the best four years of one's life." It can hardly be a matter of debate that these results taken together come to pass most swiftly, most surely, and most fully not through mutual exclusion, but through segregation. The best types of college men as a class, the best types of college women as a class, want and need, and when they can, seek this.

Segregation does not mean seclusion or exclusion. Arguments in its favor do not rest upon considerations that produced the monastery, or the "female seminary" of a generation ago. Segregation is merely a means to more perfect adaptation. An attempt to realize more fully than hitherto the idea of the University as a place where anyone suitably qualified may pursue any study with every possible help and the minimum of hindrance. It implies the nearest practicable approach to ideal conditions for men and for women during the period of higher education. The great argument against it seems to be the economic argument. Segregation unquestionably involves increased expenditure. Many colleges will still be able to receive men and women to co-education which otherwise must exclude men or women. And these will continue to do a much needed work. The economic consideration touches not only those schools. It is related also to the
A professional temperament cannot be acquired in college. There is a difference between being a college student and being a professional. The professional approach requires more than just attending classes. It involves developing skills, networking, and building a reputation. Your college experience is just the beginning. What you do outside of the classroom matters.

To become a professional, you must be willing to take risks, make mistakes, and learn from them. It's not enough to just attend classes and pass your exams. You need to actively seek out opportunities to apply what you've learned. This might mean taking on internships, volunteering, or starting your own projects.

In addition, you need to develop your soft skills. Communication, leadership, and teamwork are just as important as technical skills. You should seek out opportunities to develop these skills, whether through clubs, organizations, or job shadowing.

Remember, becoming a professional is a journey. It's not just about what you know, but how you use that knowledge. So take the time to explore your interests, try new things, and be open to learning. The world is waiting for you to make your mark.
COPY.

student. Many boys and girls must find their college near home or not find it at all. The small local college, with its small faculty does an infinite service in opening its doors to both men and women on conditions identical for each. It is in many places the best arrangement practicable and is vastly better than nothing. Thirty years have tried and approved it. But wherever the limitations that made co-education the best practicable arrangement are removed so that the still better ideal becomes attainable, it is surely the part of progressive wisdom to heed the signs of the times and to adjust ourselves to the new conditions. Co-education after thirty years of trial and approval is now forced into the attitude of self-defence, and of resisting, not a retrogressive movement toward of exclusion of women from American colleges, but a progressive tendency toward the segregation of men and women, for mutual advantages, within the colleges.

This tendency may be seen in the steadily increasing enrollment both of colleges for men alone and of those that admit women only. At the same time the number increases of those, both men and women, who seek their permanently great schools like Chicago, Harvard, Columbia. Obviously there are unique advantages in residence at these great schools, with their libraries, their laboratories, their command of the best instructors and lecturers in the world, and their metropolitan situation. These and other like considerations will attract thousands of young men and women to the great universities. Ideal conditions would seem to be provided if an organization can be effected whereby men and women, enjoying in common, all that the metropolitan university affords, may at the same time enjoy the "atmospheric" conditions natural and favorable to each. This is the thought of those who advocate
time to do the thing that matters most.

The Smith Foundation has always been committed to helping young people achieve their goals. We believe that education is the key to unlocking opportunities and creating a better future. That's why we support programs that help students excel academically and develop the skills they need to succeed in life.

Our goal is to provide access to educational opportunities for all students, regardless of their background. We understand that education can be expensive, and we want to make sure that financial barriers don't prevent talented students from pursuing their dreams.

Through our scholarships, internships, and other initiatives, we hope to empower the next generation of leaders. Whether you're a high school student planning for college, a current college student, or someone who wants to make a difference in your community, we encourage you to apply for our programs.

So if you're passionate about learning and want to make a difference in the world, apply for a Smith Foundation scholarship today. Together, we can change the course of education and create a brighter tomorrow for all.
segregation at the University of Chicago. The way is clear for such a progressive step. Resources, space, wise and experienced councillors—all are or will easily be at hand in abundance. The University would by entering upon this course, and as soon as its real intent were understood, be found to have sacrificed none of its present constituency, and to have gained a new and large and much to be desired following. It would also be found to have acted consistently with the whole of its hitherto progressive life, it would command more entirely than ever the approval and confidence of thoughtful educators, and thus would greatly enlarge the scope of its usefulness. If the economic difficulties be removed, it would seem impossible to derive from the experience of thirty years any arguments other than those favorable to the proposed plan of segregation.

NATHANIEL BUTLER.

July 1902.
President Wm. R. Harper,

My dear Sir:-

Upon the recommendation of the Junior College Faculty, that, so far as possible, separate instruction be provided for women in the Junior Colleges, I vote no.

There are, to my mind, two reasonable types of education, the separatist and the coeducational. I have taught under both systems, and respect both. But they are, in their very natures, incompatible. If students are to be so placed that they shall not think of the other sex, they must not be placed in close proximity to a mass of students of that sex. If they are to be placed in close proximity, then all the surroundings and influences should be of a perfectly natural sort; and above all, there should be no separation at the point where sex plays the smallest part, namely in instruction. To cut off the common pursuit of intellectual aims in the class-room, and leave the common pursuit of pleasure in the ball-room or theatre or concert-room undisturbed, is to remove the best safe-guard of coeducation. If the University of Chicago desires to provide separate instruction for women, it should establish a college for women at a prohibitive distance from the present grounds.

But the University would have no moral right to establish such a college at a distance. Neither has it, in my opinion, a moral right to convert coeducation into non-coeducation for any part of the college course. It is true that our charter does not employ the word coeducation, and so obliges us only to furnish the same education for both sexes. But the only meaning which the phrase has at the time of the founding of the University was the meaning actually attached to it by the Board of Trustees in organizing its instruction. It is in that sense that the public at large has always understood the system of the University, and it is to that sense that we ought now to remain faithful.

But I go much farther than this. If it had been in my power to decide at the outset whether we should have separate education in the University of Chicago or coeducation in the ordinary sense, I should have decided for the latter. My own preference, for my children, may be for separate education,—though what I have of late come to know about separate education for boys, in its actual tendencies in the
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New England colleges, makes me suspicious of the soundness of my decision. But I hold that no state and no city has a right to refuse to its girls what it provides for its boys. And I hold that our own institution, which was meant to sustain a close relation to a great and leading city,—the most influential factor in the life of what is surely destined to be the controlling part of our common country,--should not have been founded upon a narrower basis.

There appears to me, then, to be but one rational answer to the question put to us. Arguments have, however, been advanced for the opposite answer. I beg to discuss these, as briefly as possible.

1. It is maintained that young men would be more willing to come here, if there were fewer young women.

It is not sure that there would be fewer young women under the proposed system. There would indeed be likely to be a less serious class of young women, since those who plan serious work might well avoid a place which openly discriminated against them. But this would not be a gain.

2. It is maintained that young men would not feel the presence of a large number of young women if they did not meet them in the class-room in the Junior Colleges.

Whatever the actual proportion might be, it would be felt,—with clearness the moment the two sexes began to work together in the classe of the Senior Colleges, but in effect in the general atmosphere, and for the beginning. The young men of the Junior College will not wear blind. In any case, however, the establishment of a Law School, a Medical School with hospitals, and Technological Schools, will give a large numerical preponderance to the young men.

3. It is maintained that separation in the first two years would lead to a feeling of greater solidarity on the part of the students.

Whatever solidarity might be produced would be a purely fractional one in the first two years, and an antagonistic one in the last two. I only solidarity for us is the solidarity of common interests and common attachments,—the solidarity of union, not of division.

4. It is maintained that our young men do not work well because they are easily surpassed by the young women.

I do not discover such a state of things in my Senior College teaching here, nor did I in my teaching at Cornell, where I always kept my hand upon the Freshman Class by giving regular instruction. I do, from personal visits in the present year, observe a general listlessness and indifference on the part of young men in Harvard University, in spite of the absence of young women,—possibly because of their absence; as I am told by observers who are themselves New England men that this has become a common characteristic of the eastern colleges, a fixed attitude toward that side of college life for which the colleges were originally established. I am by no means sure that the throwing open of Harvard College to women would not result, through the greater natural conscientiousness of women, in rousing the young men to the exercise of their faculties.
It is I who have been wanting to make this trip...
5. It is maintained that Chicago young men of the class that now
go to the eastern colleges (meaning of the wealthier classes) would
come to the University of Chicago instead, if it were not for the presence
of women.

To this there are three answers:
(a) Separation in the first two years would not remove women from
the University, nor relieve the young men from the sense of their presence.
(b) The young men referred to are sent east partly because of the
traditions of their families, partly because of the desire to give them
a larger experience through complete change of environment as possi-
ble, and partly from a mistaken idea that the eastern colleges give a
better training. We cannot meet the first reason except by the growth
of a tradition of our own. We can never meet the second reason, though
we can mitigate its influence, in some degree, by seeing that no persons
are appointed here, even to lower positions, unless they are evidently
people of cultivation as well as of intelligence. The third reason we
can meet by continuing to do our work faithfully, and doing it better and
better. But after all, it is said, we want as small a proportion of these y
young men of the wealthier classes as possible. It is an unfortunate
fact, but also an undoubtedly true, that most young men riches are a
hindrance to development rather than a help. It is to the risk far more
than to the young men of limited means that the setting up of a false
ideal of college life, — an ideal of comfortable inertia and purely
social distinction, — is due. It is they, together with weak and
indulgent instructors, who have brought about the feeling at Harvard
which any man can observe, and which is illustrated in the summary re-
cently quoted to me from a Harvard student, that "A is the mark of a dig,
B the mark of an unsuccessful dig, and C the mark of a gentleman". We
want a different spirit here. This University has thus far been democra-
ic, and I trust it will remain so.

6. It is maintained that the creation of separate rooms for the
instruction of young women would relieve the congestion in Cobb Hall,
and that the proposed gift offers an immediate solution of our diffi-
culties.

Those of us who have been here for any length of time have seen
difficulties removed too frequently to feel that we must despair, in des-
pair, at the first possible means of meeting them. It is obvious that
the creation of any buildings for instruction would relieve this con-
gestion; and we believe that such buildings, for the better carrying out
of the work of the individual departments, or groups of departments, will
come.

As these buildings go up, Cobb Hall will be more and more set free
from Seniors, College and Graduate work. If, later, a corresponding
building were erected in line with it, standing on the north of 58th St.,
as Cobb Hall does to the south, there could be an enormous growth in the
Junior Colleges before the capacity of these two buildings would be
exhausted.

I see no strength, accordingly, in the arguments, advanced in favor
of the proposed change. I see clearly, also, that every one of them
makes for separation throughout the four years of the course, and not
for two years alone. I observe, likewise, that a number of adherents
to the proposition openly say that they believe in complete separation,
but will take now what they can get. The proposition, though still
highly objectionable, would to my mind deserve more serious consideration
if it had an appearance of being framed to accord with the reasons given
for it. As it is, I deeply deplore the whole discussion as an undeserved
rebuke to the character and conduct of our students of both sexes, and as calculated to do us a quite unnecessary injury in the eyes of the public at large.

I am, Sir,

Very respectfully yours,

(Signed) W. G. Hale.

July 25, 1902.

COPY.

Dr. A. K. Parker,
The University,
Chicago.

Dear Sir:

In reply to your letter of June 27, I beg you to record my vote, as a member of the Senate, in favor of the proposition that provision be made for the separate instruction of men and women in the Junior Colleges.

The statement which you request I cannot give. No members of the Senate are near enough to me for a conference that might result in a collective statement, and the Trustees certainly haven't time to read all we have to say individually. Perhaps I can best indicate my position by saying that I thoroughly agree with the President in this matter and should follow his line of argument if I discussed it. He says that our agreement is not so fundamental as I suppose; but in regard to this problem I should be glad to have his views and arguments serve as mine also.

Yours very truly,

(Signed) John M. Nanly.
Dear Sir,

In reply to your letter of June 28, I beg leave to protest against the proposition that, as a member of the Senate, I favor the proposition at the moment to the adoption of any measure in the Junior Chamber. I cannot vote to increase the number to the number of the present members, any more than I can favor any measure in favor of it.

Yours truly,

[Signature]
President William R. Harper,
The University of Chicago,
Chairman of the University Senate;
Mr. President:

Upon the motion made at a meeting of the University Senate Wednesday, June 20, 1902, to approve the action of the Junior College Faculty in adopting the recommendation of its Committee "that in the development of Junior College instruction provision be made for separate instruction for men and women" I vote No for the following reasons:

1. The University of Chicago is committed to the principle of coeduction and we are assured that the promoters of the "segregation" proposition have no intention of repudiating this principle; but the sobering, steadying, and saving feature of coeducation, that reduces vagaries of sentiment to the minimum and makes student life under coeducational conditions wholesome and uplifting, is the meeting of the sexes in the class-room on a plane of intellectual comradeship. This class-room contact renders normal and harmless social meetings of the sexes that are fraught with peril when not thus safeguarded. The proposition in question suggests the removal of this safeguard with no even remote recommendation of anything to take its place.

2. When students are, from inexperience and consequent immaturity, most susceptible to vagaries of sentiment and most liable to acts of indiscretion, it would seem that they stand in greatest need of safeguarding by daily contact in the lecture-room, on a plane where thoughts of sex are least in evidence. Not the Senior College student or the Graduate student, but the students of the Junior College seem to me, therefore, to need most of all just that safeguard that the proposition under discussion would withdraw from them. Attention observers of the experience of Amherst and Smith Colleges, devoted to separate instruction of the sexes at a distance from each other permitting social intercourse outside the class-room, have an object lesson of what may be expected on our own campus, aggravated by the closer proximity of the Chicago colleges.

3. However stoutly the University of Chicago may proclaim its intention to keep the instruction it offers young women, under the proposed changed conditions, on a par with that offered young men, the
public will persistently refuse to believe this possible. It will point triumphantly to the notorious discrepancy in favor of young men characteristic of the Harvard-Radcliffe and Columbia-Barnard experiments and shrugs its shoulders. Wealthy and fashionable families, seeking a boardingschool atmosphere for the education of their daughters, will quite likely be attracted by the adoption of the proposed change. The proportion of women students may, therefore, rather increase than diminish. But this probable gain in mere numbers will be more than offset by an inevitable deterioration in quality: for the really, strong, able young women, who crave and deserve the very best educational opportunities obtainable, will go elsewhere, where coinstruction is a corollary of coeducation.

4. The majority of the arguments urged in behalf of the proposition are really urged against the principle of coeducation—a principle to which the University is committed by the terms of many of the gifts it has received. Those who urge these arguments assure us frequently that they themselves are by no means opposed to this principle. This means, if it means anything, that they believe in an untried policy wholly out of harmony with their own arguments.

5. If the proposition be carried out "as far as possible", it means a very considerable increase in the instructional force for duplicating courses, now offered to both sexes in single sections and for duplicating apparatus and expensive illustrative material to say nothing of duplicate lecture-rooms, laboratories, museums etc. Or, if, as we have been told, it means no additional expense and the intention be to secure the needful extra instruction from the present staff of instructors, then it means very numerous administrative difficulties within the various departments, the overburdening of individual teachers and a correspondingly deterioration of their service. In other words, it means either a large new investment in an experiment of very doubtful utility or an exaction of more hours of service from the present instructional force with an inevitably falling-off in the quality of the work.

6. If the proposition be urged as a necessary measure of relief from the evils of an over-burdened campus, it does not appeal to my reason. The question of the location of the campus homes for young men and women has, it seems to me no necessary connection with the question
of "segregation" or coinstruction. The advisability of using blocks of land east and west of the present campus for student homes may be conceded without any implication, whatever, as to whether the instruction shall be given upon the western block, or the eastern block, or both blocks, or upon neutral ground accessible to each. There has been no thorough-going business-like discussion of alternate plans.

7. It seems to me that an adoption of the proposition of the Junior College Committee would, at the present moment be hasty and extremely unwise. Some members of the University Faculty, belonging neither to the Junior College nor the the Senate, have had no opportunity for expressing an official opinion upon the proposition.

I should like, therefore, to urge in conclusion the wisdom of reasonable delay in the premises, for the purpose of securing thorough discussion of all the bearings of the question, before committing ourselves to a change of policy so serious as the one proposed.

(Signed) Starr Willard Cutting.

July 25, 1902.

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Mr. A. K. Parker, Recorder,

Dear Sir:

The report of the Senate Committee approving the action of the Junior College Faculty and recommending that "In the development of Junior College Instruction, provision be made as far as possible for separate instruction for men and women" has been received.

I wish to vote "No" on this proposition. In view of the charter and the history of the University during the past ten years, it does not seem to me a wise or consistent policy for the University to proceed towards the establishment of separate Junior College instruction for men and women.

Yours truly,

(Signed) J. U. Neff.
Dr. A. E. Parker,
Recorder University of Chicago.

Dear Sir:

Upon the proposition to separate as far as possible the men and women in instruction in the Junior Colleges I record my vote in the negative and append herewith the following reasons:

I. The reasons proffered in support of the measure are not sufficiently weighty, being largely mutually contradictory, or else irrelevant.

The burden of proof in this matter rests with the affirmative, not with the negative. The University has stood committed, since its inception, to a certain principle and policy of action. This was adopted at the outset deliberately and with a full knowledge of the meaning and consequence of what was done. Through this action a situation has been created, involving relations of trust and of reasonable expectation on the part of the University to the community, the faculty, and the body of students. Only the most weighty reasons can justify a change of policy in a fundamental manner, and then only after there is a general understanding on the part of the community as well as of the faculty of what is contemplated, and after every effort has been taken to secure the proposed measure from such misinterpretation as will damage the University. Such departure from an established principle also clearly demands, both in equity and for its own success, a much larger majority within the faculty than would be needed to justify any measure along established lines, or any measure in a purely new and hitherto untried direction.

In support of the statement that the reasons for the proposed change are not of a sufficiently serious and weighty character I submit the following:
(1) There is a fundamental ambiguity in the proposition. Is its character educational or administrative? When it is urged that the present measure suffers from the same objection as the proposition upon which the Senate voted in the winter, namely of tying up an educational principle with the prospects of additional material prosperity for the University, (save that buildings are now substituted for the million and a half dollars of the other proposition,) it is replied that the existing proposition is in reality what it is in name: namely, a purely educational matter. On the other hand, when it is urged that no adequate reasons of a strictly educational sort exist, and that such as are proffered are really in the nature of subversion of coeducation, it is replied that the measure is essentially one of administrative detail in the general expansion of the University, simply indicating the lines along which such expansion may most successfully proceed. And particular arguments continually shift from one point of view to the other.

In this connection it may be noted that the present proposition comes to the Senate as the seventh of a series of motions passed by the Junior College faculty, the other six relating wholly to the matter of architectural program and material development; also that both of the two forms in which the matter has been before the Senate have been formulated and submitted to the Senate from outside its own body, and, consequently, it has never had any opportunity for positive constructive consideration of alternative schemes. Such discussion and formulation might be expected to develop plans which would relieve present difficulties more economically and more effectively than the present scheme; which would not raise in any way the sex issue with all its attendant dangers; and which would directly secure desirable results in departmental development, only remotely touched upon by the proposal before us. Such plans might, for instance, direct some
portion of the large funds necessary for the triplication of recitation halls, laboratories, and libraries into the erection of departmental buildings, either singly or in groups. This would equally well relieve the present congestion; and would have the additional advantage of keeping the elementary and Junior College work in intellectual contact with the higher and research work – a condition upon which alone the former can obtain its maximum efficiency.

(2) The measure receives a cordial and respectable element of support from those persons who are inherently and constitutionally opposed to coeducation. It is frankly welcomed by them on the ground "that a half of a loaf is better than no bread;" and because they expect and intend that in its future operation it will extend itself to upper class work as well. On the other hand, it is presented as a distinct forward step in the administration of coeducation, necessary to the full realization of that idea.

(3) It is supported by arguments not always offered as against coeducation as such, but which, if valid, certainly apply to its very essence. Such arguments are:

That boys and girls are distracted each by the presence of the opposite sex; thinking more of each other than of their work, the latter suffers; that the boys are too gallant to compete with the girls, and so fall behind in scholarship; that the girls are so much brighter and quicker at this period that the boys cannot compete, anyway, and become discouraged; that instructors have to be so courteous in the presence of women students that they cannot apply to them the measures of stern discipline required; that boys' and girls' minds and tastes are so much unlike that they need to have different modes of instruction.

If such arguments have any force, they apply to the fundamental principle and policy of coeducation. On the other hand, if the proposed measure does not attack coeducation, all such arguments must be eliminated. If they are eliminated, very
portion of the future space necessary for the implementation of satisfactory public transportation and to minimize and the existing and projected traffic congestion.

The report also discusses the benefits of expanding the public transportation system, including improved traffic flow and reduced congestion. It highlights the importance of public transportation in reducing reliance on personal vehicles and promoting a more sustainable mode of transportation. The report emphasizes the need for continued investment in public transportation infrastructure to meet the growing demands of the region.

In conclusion, the report calls for a comprehensive and coordinated approach to public transportation planning and implementation. It recommends the establishment of a dedicated public transportation authority to oversee the development and operation of the system. The report also underscores the importance of public engagement and stakeholder involvement in the decision-making process. It urges policymakers to prioritize public transportation as a key component of the region's transportation strategy.
much of what has been said in faculty meetings in favor of the measure, and a very considerable portion of the votes in its favor, would have to go also.

(4) The argument that the separation will give opportunity for the growth of a more distinctively feminine and a more distinctively masculine college life, respectively, implies, in my judgment, the most profound, because most subtle, of all the attacks upon the coeducational principle. The fundamental reason for coeducation is that by association in intellectual inquiry and discussion men and women become acquainted with each other's points of view, ideas, and methods of work, and learn mutual sympathy and respect; and that such intellectual sympathy and respect is a profound factor in the proper social and moral attitude of the sexes to each other. The adjustment of individuals of different sexes to each other must presumably be made at some period of life. Deliberately to suppress the most favorable conditions for a right adjustment, made in an objective way upon an intellectual basis; deliberately to encourage the formation of habits of isolated feeling, thinking, and acting (under the name of a distinctively masculine and feminine life) is to cut at the very roots of coeducation at its

The argument implies that the proper basis of the relation of the sexes is the life of amusement and recreation, instead of that of serious pursuit of truth in mutual competition and co-operation. The proposed measure thus takes away the chief safeguard of coeducation and leaves all its weak points exposed and multiplied. Quadrangles contiguous to each other for social purposes and absolutely remote for intellectual purposes are a standing invitation to silliness, flirtations, and even scandal. When such results come, as they surely will, will they be attributed to their original cause or used as arguments for going further along the path of separation?

(5) It is argued that when women first come to college, away from home, they need a period of rest and shelter in which to get adjusted to new surroundings; and that later on, they can stand the strain of being in the same class with men.
Why should this period be two years, rather than three months or three years? The simple fact is that nineteen-twentieths of the students come from schools where they have been in continual association with each other, without even the thought of the possibility of any different arrangement; and that the first difficulties and embarrassments will arise, when, after two years' separation, they are again brought abruptly into contact with each other, with habits fixed by separation, with spurious questions in their minds raised by it, and with positive prejudices engendered in the minds of many against any such association at all. Moreover, the expressions of the most mature women of the University, its alumnae, show that their experience has not taught them the need of any such artificial protection, but that, on the contrary, they resent its implications.

(6) Other arguments are crowding and close physical contact in Cobb Hall; the undue amount of visiting alleged to exist there; the monopolizing of stairs and halls by the girls, etc. These arguments are so logically irrelevant that they would not even be mentioned were it not for the positive evidence that they have had great weight in causing momentary irritation with the present situation and a reaction in favor of some change. Clearly, such matters will be remedied by any scheme of building expansion; and as soon as any such scheme is under way, a large part of the genuine opposition to the present system will die out from lack of material to feed upon.

(7) The argument that there is danger of so great an increase in the number of women as will make the institution a female seminary, and the other argument that the change will be so attractive to parents and to women as to draw here many who would otherwise go to woman's colleges, may be left to deal with each other. It may be worth while to call attention, however, to the fact that ten years' experience in one of the few colleges which have adopted the proposed policy—namely, Colby College—shows under this regime a doubling of the number of women and a positive falling off in the number
Why should I bother to vote? Let's talk about some of the arguments that can be made for and against voting. On the one hand, if everyone votes, then the election results will be a true reflection of the will of the people. On the other hand, if only a small percentage of the population votes, then the election results may not accurately represent the preferences of the entire population. It's a complex issue, and there are no easy answers.
of men. It is also pertinent to add that the development of the professional schools, the addition of advantages appealing particularly to men, and, still more, the educational development of an advanced type of work, will almost surely attract such numbers of men as will entirely shut out the anticipated danger.

II. WHATEVER THE ACTUAL INTENTION AND DESIRE, THE PROPOSED MOVE WILL, AS A MATTER OF FACT, AFFECT VERY UNFAVORABLY THE CAUSE OF COEDUCATION BOTH AT THE UNIVERSITY AND ELSEWHERE.

(1) It will inevitably be quoted both in this country and abroad as proof that coeducation has been a failure at the University of Chicago, and that some drastic remedy has been needed. As a matter of fact, in a German newspaper of Vienna, during last winter, the statement was made, in a conspicuous way, that coeducation had been abolished at the University of Chicago because it was such a failure there; and this fact was seriously used in that city as an argument against further educational privileges to women. Taken in itself, this fact may be dismissed as trivial; but it is indicative of what will inevitably happen. Surely the University is under some moral obligation to the cause of women's higher education not to take a step which can everywhere be used by those opposed to such education.

(2) The move will tend to lower the level of instruction of women in the University. It will be impossible to keep both sides evenly balanced; and experience as well as reflection shows which side will suffer. Gradually but surely the women will get, I will not say the relative failures, but the less forcible and less taxing and more emotional teachers. Few if any men teachers maintain the same method and standard, teaching women alone, that they maintain with men alone, or with men and women together.

(3) The proposed move is an undeserved reflection upon the conduct of our men and women students. It will be regarded everywhere as an indication that the past conduct of the college men and women in relation to each other has been so
foolish or so immoral as to require condemnation. Doubtless, no such criticism is intended; but with equal certainty the inference will be drawn.

(4) The tendency of a separation would be to introduce an undesirable spirit of aristocracy into the university; attracting a class of men and women more interested in social diversion, and with the wealth necessary to indulge in it, rather than those of a disposition to serious work. There is the more reason to anticipate such danger in so far as the proposed change is based upon the idea that the University, since located in a wealthy and socially advanced city, must develop a type of institution in accordance with its own surroundings, rather than that of the more democratic state universities.

(3) The scheme is sure to accomplish just what it is supposed to avoid—the fixing of attention upon sex matters. It at once draws the attention of students coming to the University to the matter of sex as a fundamental consideration in determining the instruction they are to receive. While for other reasons, optional sections in which men and women may recite together, if they so choose, are preferable to a purely coercive scheme, yet as regards the matter of concentrating attention upon sex as a basis of college work such provision is to be deprecated.

(8) The limits of the scheme are as undefined that in many important respects I do not know the exact nature of the measure upon which I am voting. In the January Convocation address some change was suggested in the way of extending wider privileges of choice to both men and women. Amendments in the Senate to this effect that optional sections should be provided, as far as possible, in which men and women might recite together, and that the measure should apply only to required, not to elective, Junior College work, were voted down apparently by the same members who are supporting the main proposition.

The limits of the measure are also uncertain. In form it applies only to Junior College work, but the line between Junior
College and Senior College work is an administrative rather than an educational one - that is to say, large numbers of Senior College and even graduate students are constantly taking Junior College work. The natural tendency will be either for the Senior College work to encroach upon the Junior in such a way as to break down the proposed scheme in its execution; or else, in order to secure the measure in its Junior College application, to extend it further into Senior College work. Moreover, it is possible for this separation to be extended throughout the entire Senior College without legislative act bearing directly upon the question. The development of Junior College work to the point of giving a Bachelor's degree, the reservation of the Senior College for professional and quasi-professional work, are already breached. Add to this the possibility of continual transfer, especially in departments heartily favoring the scheme and not heartily supporting the principle of coeducation, of Senior College electives to the Junior College, and the whole thing is done.

III. There will be administrative difficulties of a nature to provoke continual friction. The assignment of instructors to the men and women sections, respectively; the coercion of departmental instructors who are in favor of coeducation, and who believe that no much thing as coeducation without coinstruction is possible, or, (if there is no coercion) the granting of freedom of choice, creating continual odious comparisons and contrasts of different departments, indicate some of the difficulties.

IV. The experiment of building up a Junior College as a distinctive feature of the university system is a most important educational matter, and one which may be expected to exercise, if it has a fair chance, a wide influence. Is it not a mistake to complicate and make more difficult its success, and to obscure the interpretation of the results reached by it, through attempting to build up at the same time two junior colleges and by introducing a further experiment along sex lines?
College and Junior College work in an educational sense.

General College and junior college students are prepared for the junior college work to enable them to enter the junior college.

The junior college work is a preparation for the senior college work.

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It is necessary to have a junior college education to enter the senior college.
V. Either the experiment will not cost any more money than any other scheme of development, in which case the quality of work will inevitably suffer, or else it will be decidedly more expensive, and all this additional expense will be diverted from present needs in the development of departments.


There is no one point upon which public sentiment is so deeply and extensively sensitive as upon the question of sex. Even the labor question shrinks beside it. Admitting for the sake of argument that many or even most of the previous statements are not well grounded, it still remains a fact that after an institution has taken a certain policy regarding the relation of the sexes that policy cannot be changed without leaving in the minds of a large part of the community the belief that it is either calculated to work harm to the interests of women; or else, as a matter of fact, irrespective of intention, will have that result. Such a situation is full of peril. No university, however great its financial resources, can contemplate with equanimity a move which makes it the center of acrimonious discussion and which tends to lessen its command of the moral confidence of the community.

Respectfully yours,

(Signed) John Dewey.
The proposed measure would be clearly in the interest of the community.

I humbly

therefore request your favorable consideration of the matter as soon as practicable. I am, etc.,

[Signature]
To the University Recorder, University of Chicago.

Dear Sir:

On the question pending before the Senate, viz, the adoption of the action of the Junior College Faculty recommending that as far as possible separate instruction be provided for men and women students in the Junior Colleges, I vote in the affirmative.

My reason for this vote is briefly that from my own experience as a student and my observation as a teacher and otherwise I am strongly of the opinion that it is a healthful thing for a boy to receive a part of his education in an atmosphere decidedly and predominantly masculine, and that it is also a healthful thing for a girl to receive a part of her education in an atmosphere predominantly feminine. This period of separate education should not be very long, nor should the separation at any time be so complete as to be monastic in character; but the boy or girl who has not spent a portion of his or her school days in measurable separation from students of the opposite sex misses, in my judgment, a valuable element of education. The plan recommended by the Junior Faculty seems to me to be excellent. I should hope that in the carrying out of the plan, the two divisions of the Junior College would meet together in Chapel service, and I assume that they would participate in common in the general University service on Sunday.

If it should be found practicable to maintain in most subjects, if not all, mixed sections, i.e. sections composed of men and women, in addition to the sections for men and women separately, students being perhaps assigned to these mixed sections on request of parents, this would seem to be desirable. But I should not think it wise to condemn the adoption of the plan of separate sections for men and women on the possibility of maintaining mixed sections also.

Yours truly,

(Signed) Ernest D. Burton.

July 21, 1902.

COPY.

Marine Biological Laboratory.

Wood's Hole, Massa July 3, 1902.

Mr. A. M. Parker,

Recorder.

Dear Sir: I vote in favor of separate instruction for men and women in the Junior Colleges.

Yours truly,

(Signed) C. O. Whitman.
To the University Registrar, University of Georgia

Dear Sir:

On the authority of the Finance Officer, I authorize the expenditure of funds for the purchase of equipment and materials necessary to the operation of the University. Further, I authorize the expenditure of funds for the purchase of books and supplies necessary to the operation of the University.

I authorize the expenditure of funds for the purchase of equipment and materials necessary to the operation of the University. Further, I authorize the expenditure of funds for the purchase of books and supplies necessary to the operation of the University.

Yours truly,

[Signature]

[Date]

[Addressee: University Registrar, University of Georgia]
COPY.  

Dr. A. K. Parker, Recorder  
The University of Chicago.  

Dear Sir:

In reply to your letter of June 27, requesting my vote on the proposition before the Senate regarding the separation of men and women in the Junior College, I wish to be recorded as voting against the motion to approve the action of the Junior College Faculty.

Speaking generally I do not favor coeducation in undergraduate work. I consider it impossible to give men and women the same advantages in a coeducational institution that they may receive in institutions where the curriculum and methods of instruction are adapted to their respective needs. I hope to send my son to a men's college and my daughter to a woman's college, where they have advantages of association and atmosphere which in my opinion cannot be found in a coeducational college.

The present plan, however, would apparently give few of the advantages to be found in existing colleges for men or women. I have been informed by the Dean of the Junior College that in the last quarter of the Junior College work students would very likely select courses in the Senior College. Thus, taking three quarters for the average College year, the separation would last only five quarters. A large proportion of these students would come from high schools where the sexes were educated together. It hardly seems probable that separation for a brief period would offer any considerable advantages. I am told that there is no possibility of continuing the plan of separate instruction throughout the Senior College. Thus it can count for little as "a step in the right direction". It has even been said, though I have heard it on insufficient authority, that women who so desired may be permitted to attend classes in the men's quadrangle. As this would render the whole plan futile, I suppose it is not to be taken seriously.

The advantages which might come from separate instruction for even so brief a period would perhaps make the step advisable, were it not for serious disadvantages which in my opinion outweigh them. The women's quadrangle is to be within a very short distance of the men's quadrangle, permitting the men and women to be together as much as they chose except at recitations. There would very likely be a strong
Dear Sir:

In reply to your letter of June 21, transmitting the report of the Committee on the University of Chicago, I wish to express to you my appreciation of the same.

I am glad to have the opportunity to express my appreciation of the report of the Committee on the University of Chicago. I am particularly pleased with the recommendations made in the report, as they are in line with the educational philosophy of the University College, where I have always been interested.

I believe that the University College should be encouraged to continue its work of developing a curriculum that will prepare students for a variety of careers. The University College has a unique opportunity to do this, and I hope that it will take advantage of it.

Yours truly,

[Signature]
tendency, as in the case at Radcliffe, to entrust the instruction of the
women to the less experienced men of the faculty. In my opinion, they
should enjoy equal advantages with the men. A very serious objection is
the expense which the duplication of recitation hall, laboratories,
instruments, and books would entail. In the case of books, for instance
if a sufficient number were not provided on each campus, both men and
women could fairly ask for the privilege of using the general library on
the present campus. So long as the funds of the University are insufficient
to provide existing departments with absolutely necessary equipment,
leaving them in certain instances decidedly inferior in equipment
to some of the small colleges, it appears to me that such duplication
would not be justifiable, unless it could be shown to embody very great
advantages.

Very truly yours
(Signed) George E. Hale.

COPY.

The University of Chicago.

Chicago, July 21, 1902.

Mr. A. K. Parker,

Dear Sir:

In reply to your letter of June 27th I wish to state that I
cast my vote in favor of separate instruction for men and women. It is
a physiological fact that young men show a higher degree of mental
concentration in the absence than in the presence of girls. I am con-
vinced that the present system of coeducation in the Junior Colleges leads
to effeminacy and is contrary to the best development of the intellectu-
al forces of the country.

Yours respectfully,
(Signed) Jacques Loeb.

COPY.

The University of Chicago. Chicago July 26, 1902.

To the Recorder:
You are requested to cast my vote in favor of the action of
the Junior College Faculty which recommended that provision for separate
instruction be provided as far as possible, of the sexes in the work of
the Junior College.

Yours very truly,
Very truly yours,

[Signature] (Officer's Name)

[Date]

The University of Chicago

[Address]

Mail Box

The University of Chicago

[Address]

[Signature] (Officer's Name)

[Date]
President William R. Harper,

The University of Chicago.

My dear President Harper:

I am in favor of giving Junior College instruction to men and women in separate sections under one condition, viz: that Junior College teaching and administration be entrusted, as now, to a single faculty, all the members of which shall teach both sections of men and sections of women.

The reasons which lead me to favor such segregation are:

1. Social. Under the present conditions of co-education, especially in a large city university, the social benefits of the earlier, simpler, type of co-education tend to disappear while the admitted advantages of life in the man's college or the woman's college are almost wholly absent. Large numbers of young men and young women coming from many schools and communities are suddenly thrown into each other's company in corridors and classrooms under conditions utterly different from those of their high schools. Distraction is inevitable. From the outset, comradery between men is impaired on the one hand, while on the other, women are not drawn as closely together as they should be. The selective factors which always appear where young men and young women are associated work against the unsophisticated man and the "unattractive" woman, both of which types have much to contribute to the comradery of their own sex. Class-room and corridor association is not essential to rational acquaint ance between man and woman, but it is a source of distraction.

Segregation in the earlier part of the course, when conditions are new and strange, when this distraction is most to be expected, cannot fail to make at first for a sense of solidarity and comradery in each sex group--a very different thing from so-called "sex consciousness."

This segregation, under the proposed arrangement would, with the maturing of the student, gradually yield to a system of co-instruction in junior electives, senior courses, and graduate work. The association at this later period would secure the advantages asserted of such co-instruction and avoid many of the distinct difficulties and dangers connected with the sudden wholesale association of young men and women under present conditions. In short, the proposed plan might be expected
to combine some of the best elements of both the co-educational and the separation systems.

2. Pedagogical. While it may be admitted that co-instruction in higher work has educational advantages, yet, in the earlier disciplinary and drill courses these advantages tend to disappear. The alleged stimulus to study of each sex upon the other is much misunderstood. It is not true, so far as my experience and observation go, that the idealized types which college freshmen and sophomores build up are studious types. They are, rather, types of athletic prowess, personal charm and "society" success.

The further fact, that women excel in certain studies, while men are more at home in others, is likely, in the case of co-instruction, to discourage, rather than to stimulate, those who feel themselves at a disadvantage.

It is my conviction that better work in introductory and drill courses—which are to be sharply contrasted with later kinds of work—can be secured from both men and women when they are taught in separate sections. Consciously or unconsciously, an instructor's attitude toward a class differs with its sex composition. Methods which will stimulate men often fail with women, and vice-versa, while with a class made up of both men and women, still another and less effective method is likely to be developed. For these earlier years, therefore, I firmly believe that separate instruction would raise the standard of exertion and accomplishment. I must not be misunderstood as implying that women are to be any special favor or laxness. As a rule, they need far less urging than men, and respond more promptly and faithfully to requirements.

In conclusion, let me say emphatically, that I favor the proposed change because I believe it to be quite as desirable for women as for men.

Yours sincerely,

(Signed) George E. Vincent.
To complete come of the farm, asems of the ake of the boro and the co-operative in

Success.

The farmer leaves the money story to co-operative societies, alone. In the case of the co-operative, to the co-operative, "Take one case of the mixture, and you can have any other case you want."
Chicago, July 25, 1902.

To the Recorder
of the University of Chicago.

Dear Sir:

In accordance with the action of the Senate of the University providing for a written vote on the proposition to approve the action of the Junior College Faculty relative to providing, so far as possible, for the separate instruction of men and women of the Junior Colleges, I beg herewith to cast my vote in the negative, for the following reasons.

I. The consideration of the subject has not been in my judgment, as full, explicit and deliberate an as vital a matter required. While some considerable time has been occupied in discussion about and around the general subject, there has been little or no close consideration of a definite and explicit proposition embracing all important features, such as would be thought essential in any large business undertaking, or as would be regarded as absolutely indispensable in any vital scientific or scholarly matter.

II. The proposition presented is extremely general and has already been found to be equivocal in meaning. In the brief discussion in the Senate it occurred that one party understood the phrase "so far as possible" to mean that the proposed separation was to be pushed to the extreme degree practicable, while another party regarded it as essentially equivalent to "far as found advisable." Those who favored the proposition denied that the
COPY.

phrase meant that the separation was necessarily to be carried to the utmost possible extent. It is therefore clear that the precise nature and extent of the proposed separation of the sexes is not defined in the motion submitted for approval. Nor has it been explicitly set forth in the discussions in the Senate, or, so far as I can learn, in those of the Junior College Faculty. The omission does not concern mere details that might to be left to be worked out as not in practice; it includes matters of radical moment that involve principles and required rights. These cannot be adequately reviewed here, but a part of them may be mentioned.

1) It is not specified, or even clearly indicated, whether the students of the Junior Colleges will have any option as to coinstruction or separate instruction, or whether they will be forced to take separate instruction without regard to their own preferences, or that of their parents or guardians, or the privileges supposed to have been acquired by established custom or the gifts of patrons.

2) It is not specified, or even clearly indicated, whether departments will be at liberty to continue their present systems, developed through ten years experience and adaptation, or whether they must abandon these and make new preparation for a new set of classes in new localities, irrespective of their own judgment of its wisdom in their departments, or its compatibility with their resources. In some departments the question is a very serious one because of the nature of their equipments.

3) It is not specified, or even clearly indicated, whether individual instructors who prefer to teach classes formed of students selected solely on their merits, without regard to sex, color, or previous condition of social servitude, will be permitted to continue to teach such classes, or whether they will be morally compelled to teach classes founded on sex distinctions, however
obnoxious it may be to their judgment and preferences and their highest possibilities of success.

4) It is further left indeterminate whether the Junior College students shall be separated only in the required work of the Junior College Curriculum, and be free to choose co-instructional classes in their elective work, or whether all work by Junior College students must be done in classes of a single sex. The latter alternative means in practice a serious restriction of the student's opportunities for the adaptation of his work to his personal talents and prospective needs.

These and other vital features are not covered by the proposed legislation, nor have they been adequately considered in the discussions connected with it. Many of them must be decided before the scheme is put into operation; they should therefore be fully considered before it is adopted, for they bear upon its practicability.

III. I am opposed to the proposition because it seems to remove from co-education its most vital and beneficent feature.

Co-instruction is the one great safeguard of the co-educational system. It is this more than anything else that reveals to young people the realities of intellectual life as opposed to the illusions of inherited sentiment and formal society. It is a disenchancing influence that offsets the glamor of the imagination and the fictions of tradition, and contributes effectually to a wholesome intellectual and social life.
information as the executive director of the organization.

The work is the beneficiary from my perspective.

Service to the community is not necessary for the program.

Innovation, not imitation, of our models and practices must be the rule.

The current economic climate makes it difficult to obtain necessary funding. Yet our peers have managed to do so. This is significant.

In conclusion, I am confident that the future is bright for our organization.
IV. To segregate the young men and the young women of the Junior College is to convey to them by implication an official prejudgment that they have not yet reached years of discretion and control, and to emphasize this by placing them in quadrangles far enough apart to give point to their disserverance, but not far enough to offer any serious barrier to intercourse, it is to invite them to respond to this derogatory implication as spirited young men and young women naturally do. It may be safely predicted that the students so segregated will give evidence, in their own fashion, of the qualities that are imputed to them. There is an instinctive impulse among students to justify the assumptions of their teachers, whether good or bad, but they usually do it in their own way.

V. The distinction which the proposed measure draws between the Junior College men and women and the Senior College men and women is artificial, and I see no sufficient justification for it. If there be physiological reasons for regarding a special period of life as unfavorable to co-education, this is not the period. In so far as the Junior College students are younger on the average than the Senior College and graduate students, the separation is unfortunate because it removes the younger students from intimate association with the older students, and deprives them of that good influence which the more mature students naturally exert upon
It was a common practice for banks to charge interest on loans, which led to economic problems. In order to address this issue, the government introduced new regulations to control interest rates. These regulations aimed to reduce the burden on borrowers and encourage lending. Furthermore, the government implemented policies to support small businesses and encourage entrepreneurship. As a result, the economy began to recover, and the standard of living improved. However, the challenge of balancing economic growth with social justice remains a significant concern.
the more immature. So far therefore as it is a mere question of age, it is inherently objectionable; as well vote for the segregation of children in nurseries away from contact with their parents and their elders, as is the manner of certain sections of abnormal society.

VI. The proposition carries a derogatory implication relative to the system of the past ten years. If that system has not proved inferior, why should it be changed? There may be reasons why an alternative system, with free option, might be introduced in an attempt to satisfy at once the advocates of the co-educational and of the coordinate systems, but the proposed action does not seem to provide for this. If it really does, it should be explicitly so declared. Apparently the proposed system is to displace the existing system, which necessarily implies that this system has proved unsatisfactory. This implication seems to be unjust.

To my mind there is no ground for reflection either upon the department or upon the intellectual progress of the students of our Junior Colleges. They may certainly be challenged to name a female college in which the department or the scholarly attitude of the young women has been more laudable than that of women students of our Junior Colleges. I feel morally certain that the separation of the young men and the young women in the Junior Colleges will result in degeneration, both in scholarly attitude and in exemplary bearing. I predict that both department and scholarship would decline. Among the young men it is morally certain that there will develop those corner phases of life which so pronouncedly characterize young men's colleges. Among the young women there will develop those peculiarly effeminate characteristics that distinguish the female seminary. The masculine and feminine mental characteristics were not were not developed by isolation or for isolation. They were developed by normal association and by the natural stimulus and reaction of each upon the other. Every normal
man is at his best in the presence of women, and every normal woman is at her best in the presence of men. They two are essentially and mutually reactive. In the history of the evolution of the race they have grown up together and have been developed by the normal social and intellectual relation of the one to the other.

VII. I am opposed to the proposed system because it would involve needless expense. My estimate is that in the department with which I am connected it will require $250,000 to provide two additional sets of collections, charts, relief maps, photographs, lanterns, libraries, and laboratory facilities, and to provide the rooms necessary for utilizing these and a fund for their care. Two additional sets will be necessary if maintenance of Junior College instruction is to be given in separate quadrangles to separate sexes, for practically all the collections and facilities now possessed will be still needed for the Senior College and more advanced work. To provide an endowment for the excess of instructional labor incident to division on Junior College lines and on sexual lines would require a large additional sum.

VIII. Before any trustworthy action can be taken on so vital a proposition, it should be clearly disassociated from incidental and confusing considerations. The need for relief from congestion in Cobb Hall and elsewhere has been one of the most prominent arguments used in urging the measure. But this congestion can not only be relieved without the separation of the sexes, or of the Junior College students from the other students, but can be accomplished easier, cheaper and more effectually without such separation. It is a proposition capable of the most rigorous demonstration that the furnishing of adequate room and adequate instruction is accomplished with least cost and least practical difficulties if unstreamed by sex distinctions, collegiate classifications, or other divisions that hamper the adjustment of numbers to space and teaching force. The true argument for relief from congestion is therefore opposed to sex division and should not be permitted to obscure the real question, much less to do duty on the wrong side.
So also the desirability of providing dormitories in a separate quadrangle for a retired home for the women, and for the men if so desired, with secluded grounds and buildings for athletic work and sports, should not do duty as an argument for separation in the class room, for the two are independent propositions. The separate quadrangle can be provided under the present system just as well as under the proposed system.

So again the desirability of certain studies not now given is not an argument for a change of system. These may be added under the present system.

Those and other sources of confusion should be eliminated from consideration, as they would be under adequate discussion and deliberation, before a final decision is reached. Until these are thoroughly expurgated, and the study of the problem is reduced to its legitimate lines, final action should be held in abeyance, for action on false premises involves hazard. I am therefore opposed to the approval of the action of the Junior College Faculty until the considerations urged in its favor are clarified by the elimination of misleading factors, and the proposed radical change is made to rest on its own distinctive grounds.

Very truly yours,

(Signed)  T. C. CHASE
(Συνεχεία)
The University Recorder:

On the motion pending before the Senate, to approve the action of the Faculty of the Junior Colleges looking towards separate provision for men and for women, I vote AYE.

The change in question I regard, under all the circumstances, as a distinct advance in educational method. It must be taken in connection with the system of the University as a whole, and in that sense is a proposition new, original, and eminently suggestive. There are institutions in abundance in which separate education is practiced throughout. There are institutions on all sides in which coeducation is practiced throughout. There is no institution in which the varying needs resulting from difference of age and circumstance are taking into account in such way as to secure for students in large part the best results of both systems, without loss of anything vital in either.

Coeducation should not be held as a fetish— as something so perfect and so mysterious in its efficacy that it is dangerous to look into it and impossible to modify it without destroying it. Between coeducation at all points and coeducation at no point there is room surely for much diversity of practice. Construction in gymnasium classes and in college sports is not usual. Reasonable decorum requires separate homes for men and for women students. In many cases elective classes are taken only by men, others only by women, thus losing the inestimable benefit of coconstruction, if that benefit is to be held as omnipresent and equally vital at every point.

Social life is a good thing, but every individual needs the opportunity for solitude. The life of men and women together is a good thing. But the best development of both demands that each should have the opportunity for some life by themselves. Young men should have some regular, concentric and definite activities in which women are not concerned. The same is true, mutatis mutandis, of women. This is very far from saying that all student life should be of this character.
It does recognize an actual need of human nature, and it seeks to provide for it.

Education, it may be assumed, is a preparation for life beyond school or college. But there is a large part of such life in which men act together, quite aside from their ordinary social relations. This is true to a great extent of business- of politics - of clubs. Perhaps there ought to be no point at which a man ought to be able to escape from womankind, and to live and commune with his own sort for a while. Perhaps that is the tendency of present social progress, so that in time this freedom of what may be called sex solitude will be lost. Perhaps - but meanwhile one may be permitted to believe that in these present conditions there is material benefit to the energy and the interest in life of those concerned - that in fact these separate activities by relief and contrast rather strengthen than weaken the general social instincts. They are not in themselves non-social forms of social organization. And is not all this quite as true of women as of men?

But uncompromising coeducation provides little opportunity and little training for these forms of separate sex activity. Athletics do something - but the athletes are few. Fraternities do something - but the majority of students are not in fraternities. Adapted coeducation recognizes the special needs of the case and affords a reasonable opportunity for separate life and action for all, beside the mere ephemeral accidents through which students stumble in the ordinary college course.

In the old-fashioned men's colleges there is a sense of unity, a feeling of social solidarity, which is notably lacking in coeducational institutions, and which in itself is a powerful educational agency. The flavor of it and the force of it ought not to be lost to any system of college education. This is not necessarily an argument against coeducation. It may perhaps be worth while to lose this particular benefit of separate education in order to attain the undoubted benefits
It goes without saying that our community, and its natural
provision for education, is a responsibility of the whole
society. It is not just a moral or ethical obligation, but a
vital necessity for the development of our future leaders.

In this era of globalization, education is more important
than ever before. It is not just preparation for college,
but also a gateway to a broader understanding of the
cultural and historical contexts in which we live. By
embracing diversity, we can create a more inclusive and
enriched educational environment. Our society must
come together to ensure that every individual has the
opportunity to pursue their dreams and aspirations.

The role of education is not just to provide knowledge,
but also to foster critical thinking and creativity. It is
about empowering individuals to become active
participants in shaping our future. Let us work together
towards a brighter and more equitable future.
of education together. But is it necessary to lose it? May it not in great part be attained, without losing the good results of coeducation, if adapted coeducation is adopted in a judicious form? It is my belief that this is exactly what can be done, and in large measure, provided that the new system be adopted in the right time, in the right place, and to the right degree.

The Junior College, as it exists in the University of Chicago, affords a peculiarly favorable opportunity for this new departure in method. The students come from many states, from many communities, from many homes, they are to a large degree strangers to one another. They come in a great number of cases from small places, and are at once brought into a large city - the second largest in America, and one of the largest in the world. This, then, is the time, as they enter their new life and are introduced to the college, for giving them careful attention, for enabling them at the outset to form a definite notion of mass solidarity, and for keeping them interested in such college activities and aloof from such adventitious distractions as may tend to dissipate their energies and to make them effeminate. Let the men have for a while a man's life - let the women have a while have a woman's life. The influences which at this particular time they need most can best be given them apart.

Whether the same things are possible to the same extent in all coeducational colleges need hardly be asked. Institutions in small towns and an institution in a large city are under very different conditions, and cannot be compared safely as on the same basis. We are concerned at present with no doctrinaire theories, but with the applications of general principles to actual conditions as we find them. In such cases, theories often need material modification. The theory of coeducation is no exception. It should be applied in the first place so as not to deprive men of the essentially masculine or training, and women of the essentially feminine training, which is best for them. It should be applied in the second place so as to be adapted to local circumstances and needs.
COPT

The Junior College is it engine to the University of
Compared to a bucket of feathers to an eagle in
the air, it's a small step in the journey to education.
The purpose of this letter is to inform you that we have
improved the communication process. Before this, you
had to wait for your parents or guardians to come
and collect your assignments. Now, our system is
automated and you can check them online at
our website. We hope this will make your life
easier.

Thank you for your patience and cooperation in the
past. We are looking forward to serving you better
in the future.

Yours sincerely,
[Signature]
In a great city there are many things which can best be attained in education by having men and women for a time apart.

The same considerations do not apply to the Senior Colleges or to the Graduate or professional schools. With the Senior Colleges real University work begins. Students are older and more thoughtful. The period of preparation is ended with the Junior College. From the first it has been the policy of the University of Chicago to make sharp this distinction between the lower and higher college work—between preparation for the University and the University to which the preparation leads. In this preparatory work, especially in so far as students are away from their homes and while the transition period in life is passing, students can to advantage receive the special benefit of training in separate groups. Later they become more individual with more advanced development, and may well at that time broaden the social conditions in which their intellectual work is done.

Between the separate work thus arranged for the Junior Colleges and the co-instruction of the Senior Colleges it is quite as well that the transition should be gradual. It is not essential to the plan that all Junior College work should be separate—only that that should be its general character. As the students approach the higher college they will gradually pass into Senior College methods—there will thus be no abrupt change.

Objection is made that the instruction to be provided for the women will be of inferior quality to that provided for the men. This is a bald assumption, without any foundation in fact. As in the Senior Colleges men and women are to go on together in the same classes it would be the most absurdity for the University to provide inferior instruction for either group. From the nature of the case there must be identity of instruction in the two quadrangles. It would be quite as reasonable to hold that large classes should not be divided into sections at all, for fear that some may be taught by inferior instructors. Who can doubt that the University will under all circumstances do the best in its power equally for all students?
The proposed plan will sacrifice no material benefit of coeducation, and will secure some of the essential advantages of separate education. It will provide, in the quadrangle for women, a means of ensuring a dignified and wholesome life, and of establishing traditions impossible under other conditions. In the quadrangle for men there will be room for a distinctively masculine development. In the central quadrangles all doing higher work will meet on the common ground of advanced scholarship. If the plan succeeds as its advocates sincerely believe that it will, it will be a contribution to education, by solving some of its most perplexing problems. No other institution is at present so favorably situated for attempting the solution of these questions as is the University of Chicago. The solution should certainly be attempted - and I have entire faith in the issue.

(Signed) Harry Pratt Judson.
The proposed plan will effect a variety of social and economic changes in the community. It is a measure to address the need for a balanced development of the area and to improve the living conditions of the residents. The plan includes the construction of new roads, the expansion of public services, and the development of green spaces. It is designed to promote the well-being of the community and to ensure a sustainable future.

In the execution of the plan, it is important to consider the needs and desires of the residents. Regular consultation sessions will be held to gather feedback and suggestions. The plan will be monitored and evaluated to ensure its effectiveness and to make necessary adjustments.

In conclusion, the proposed plan is a comprehensive approach to enhancing the quality of life in the community. It is a step towards a brighter future for all its residents.
A. K. Parker, Recorder,

My dear Sir:

Please record my vote in favor of the motion before the University Senate approving the action of the Junior College Faculty in adopting the report of its Committee on the Development of the Junior Colleges.

I also wish my name signed to the statement prepared by Senator Judson.

I need only add that the apprehension of some of the Senators who vote against this measure seems to me altogether out of proportion to the gravity of the situation. There is nothing in our charter which forbids this modification, and if, upon trial, it proved unsatisfactory, a return to the present methods could be easily made.

Very truly yours,

(Signed) Eri B. Hulbert.

Dr. A. K. Parker, The Recorder,

My dear Sir:

In reply to your note of June 27th I write that I vote in favor of the proposition of the Committee on Development of the Junior Colleges, and desire to add my name to the statement made by Prof. Judson.

Yours very truly,

(Signed) C. S. Goodspeed.
The University of Chicago

A. F. Trowbridge, Regent

It now remains to take up the present question of the University's financial position. The University Senate, acting as the selection of the University, has authorized the Board of Trustees to make a report on the financial condition of the University.

I have no wish to enter upon the management of the University's business, nor do I wish to enter upon the management of the University's financial affairs. I only wish to present to you a statement of the financial position of the University for the past year.

Very truly yours,

(Signed) N. E. Harper

The University of Chicago

A. F. Trowbridge, Regent

[No date, 608.6x996.1]
To Mr. A. K. Parker, Recorder:

My dear Sir:

In reply to your favor of June 27, providing for a vote in writing on the Senate motion of June 25 that the Senate approve the action of the Junior College Faculty adopting the report of its Committee that "in the development of Junior College instruction provision be made as far as possible for separate instruction for men and for women", I wish to record my vote in the negative. My reasons may be stated as follows:

1. The University if fully committed to the principle of coeducation and the scheme of segregation proposed is in violation of it.

2. The essential feature of coeducation is coinstruction, and this is the only feature of coeducation that the proposed scheme of segregation changes.

3. Most of the arguments I have heard in favor of the plan of segregation are either against coeducation in general, and therefore are not pertinent; or arguments against congestion in recitation halls, to relieve which has no necessary connection with the segregation of the sexes in instruction.

4. Segregation will be a serious reflection upon the men and women who have passed through the Junior Colleges in previous years, provided the objectionable features of coinstruction urged are valid.

5. Segregation will be a serious reflection upon.

6. Public sentiment is so strongly opposed to such segregation, especially in the middle west, that I believe such a movement in this University is perilous. The raising of the sex question is peculiarly unfortunate, since the women of Chicago and elsewhere, whether in favor of coeducation or not, will regard it as a discrimination against women.

7. The proposed segregation involves such serious problems of administration, and such extensive duplication of equipment, that the former would seem well nigh insurmountable, and the latter a direct menace to the proper development of the departments as already established.

As a single illustration of administrative difficulties, the case of one course in the Department of Botany may be cited. Course 1 in a Junior College course, and necessarily so, but the great majority of those who take it are Seniors and Graduates. Segregation in this course would demand either that Seniors and Graduates take this course in the segregated laboratories of the Junior Colleges, which would result in Seniors and Graduates avoiding the course; or that a special laboratory be provided for Seniors and Graduates taking a Junior College course, which would be a wasteful duplication of equipment.

(Signed) John M. Coulter.

The Recorder of the University of Chicago. Dear sir:

Your letter of June 27 regarding the proposal for separate instruction for men and for women in the Junior Colleges came duly to hand. I regret that I have had no opportunity to hear the arguments on the affirmative. As it is, I feel obliged to record my vote in the negative.

Very truly yours,

July 8, 1903.

(Signed) Frank Bigeelow Parbell.