Reply to a Memorial
Relating to the Plan for Separate Instruction
for men and women in the Junior Colleges.

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I.

Has the Plan been adequately considered?

Yes.

1. "The plan has only been before the Junior College Faculty at two meetings, and no consideration has been accorded to alternatives constructive plans".

It has been thoroughly debated at three meetings of the Junior College Faculty. The whole ground was traversed so exhaustively that the Faculty became impatient of further debate and unanimously ordered a vote.

Besides this a debate in private conversation has been going on ever since last Autumn. Every member of the Faculty has been fully informed as to the every phase of the discussion.

Such alternative constructive plans as were offered in the Senate were considered by that body, and negatived by a large majority as undesirable and impracticable. No tangible alternative plans were offered in the Junior College Faculty.

2. "It has been before the Congregation once, and was overwhelmingly disapproved".

The Congregation took the matter up at the end of a small meeting, (6:00 P.M.) after a large number had left. Those in the majority (the vote of disapproval was 24 to 7) refused to lay the matter over for until there could be a full meeting, adequate discussion, and refused to discuss the matter on its merits. They insisted on using their majority to put a vote of disapproval on record. Under the rules, the Junior College Faculty thereupon met, reconsidered the question, and reaffirmed their former action by a decisive vote (25 to 18).

3. "It has never been before a meeting of the United Faculties."

The United Faculties have no jurisdiction in the case, any more than have the Faculties of Law, Medicine or Theology.

The plan of a mass faculty was decisively voted down a year ago. It is hardly reasonable to protest now because business is not done in the very way in which at that time it was decided that it should be done.

4. "Many members of the Senate have never heard the plan discussed from the Junior College point of view".

Every member of the Senate has had ample opportunity to hear the Junior College point of view- both in the very abundant private discussion and in the report of the Junior College committee recommending the action. Moreover, in fact several members of faculties other than
"It's a great honor to have been selected by the Junior College Faculty as the Junior College Representative to the Board of Directors. I am grateful for this opportunity to represent the students and faculty of our college and to work towards the betterment of our institution.

In my role as the Junior College Representative, I will strive to ensure that the interests of our students and faculty are represented fairly and effectively. I will work closely with the Board of Directors to develop strategies and initiatives that will benefit our college.

I am looking forward to working with all members of the Board of Directors and to contributing to the success of our college.

Thank you for this opportunity."
that of the Junior Colleges did attend the meetings of that body in order to hear the debate— as any senator might have done had he so chosen.

5. "No committee of the Senate has ever considered the strictly educational aspects of the plan."

The Senate is so small a body and opinions on the matter were so clearly defined that debate in the full Senate easily covered the whole ground. In fact several meetings of the Senate have been devoted to debating this question alone; and there has been no subject before the University which has been more thoroughly canvassed on all sides than this question.

II.

Are the administrative features of the plan thoroughly worked out and understood?

Yes.

1. "Are the departments to be accorded responsibility in adminis-
tering the measure? If so, there will be radical variance in the mode of administration due to divergent opinion in many departments."

Departments will carry out the policy of the University, as in other matters, irrespective of personal opinions.

2. "There must be undesirable coercion of departments."

It is customary to administer what has been decided as it has been decided, and not as the personal judgment of individuals may dictate. This is order in place of chaos. It is not coercion for the minority to yield to the majority.

3. "Does the measure apply to elective work in the Junior Colleges, or only to required work?"

The plan applies to all Junior work, both elective and required, wherever the size of the class permits. This has been repeatedly stated and is well understood.

4. "What is there to preclude the transfer to the Junior Colleges of elective courses now offered in the Senior Colleges?"

This seems to imply that those who may be entrusted with adminis-
tration will by some underhanded means extend the working by the plan farther than is implied in its adoption. An answer is hardly necessary.

5. "Are co-education sections to be provided in elective courses?"

This will be decided by experience. It is not necessary to attempt forecasting every detail in advance.
The purpose of the Junior College is to provide a non-college environment in which students can concentrate on their studies and develop their skills and knowledge. The Junior College offers a wide range of courses in various fields, including arts, sciences, and vocational training. It is designed to help students prepare for further education at a four-year college or university or to enter the workforce directly.

The Junior College is part of the larger educational system, which includes elementary and secondary schools, as well as community colleges and universities. The Junior College's mission is to provide an alternative educational path for students who may not be ready for a traditional four-year college experience. It also serves as a stepping stone for students who wish to transfer to a four-year college or university.

In conclusion, the Junior College offers a unique and valuable educational experience that can benefit students in various ways. It is an important component of the educational system and plays a crucial role in providing opportunities for students to achieve their educational goals.

The Junior College is committed to offering a safe and supportive learning environment where students can thrive and reach their full potential. It is dedicated to providing high-quality educational programs and services to meet the needs of its students and the community. The Junior College looks forward to continuing to serve its students and the community for years to come.
6. "Will Instructors be allowed any choice of the sections they are to teach?"

This will of course be decided, as all other matters are, by the head of the department in consultation with the President. There will be such conformity to the wishes of Instructors as is usual in other cases.

7. "Is it judicious to enforce a measure with the disapproval of many instructors?"

This is merely asking whether the policy of the University shall be decided by majorities or minorities.

III.

Have the general educational consequences of the plan been sufficiently considered?

Yes.

1. "Aggravated by the proposed change which leaves untouched the real danger point", etc.

It is not a question of a "danger point" at all. The plan is favored by its advocates from no apprehension of dangers in the present system, but because it is believed that better results can be secured by the new one—better results in scholarship, and in dignity and refinement of life.

The steadying influence of association in the class rooms doubtless is of value; but those who have had the opportunity of observing the reciprocal influence of men and women studying in adjacent schools, or in different divisions of the same school, but not in the same classes, as are strongly of the opinion that this influence is in every way healthful at a certain stage of education as that which is exerted where the plan of full co-instruction is followed.

In this connection much stress is laid on the assertion that men and women by meeting in the class-room, learn a just estimate of one another, free from the glamour which comes from partial knowledge.

There is truth in this proposition; but like many sweeping generalizations on educational subjects, it should be received with caution. It is true in many cases. In many other cases it is not true at all. In still other cases it would be impossible to tell whether it is true or not.

Further, even if assumed to be true in all cases, it by no means follows that it is desirable that men and women should in every instance
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be associated in the class room. Quite enough of the desired disillusion-
ment may be secured by association for a part of the time. Sooner or
later all students who receive the University degrees will have ample
opportunity for association in mixed classes. Meantime being for a while
kept in separate classes they may receive the undisputed benefits which
come from separate instruction. Thus at least a measure of the good
results of both systems may be secured.

2. "The wisdom of seeking more rather than less of such competition
is a stimulus"

The opposite inference should be drawn. It is not a question,
however, of inability so much as of unwillingness. Men will compete
with one another, but not with women. This is especially true at the
age at which college is usually entered.

Further, it is a fact of common observation that at that age girls
are usually further developed socially than boys, and for that reason
are far from exerting such an influence on the latter as will draw them
rather out. The reverse is likely to happen. It is well known that girls
who enter the Junior Colleges commonly have their associates among men
who are older, and are apt to think and speak slightlyingly of young men of
their own age. There is little mental stimulus for either in such an
attitude.

IV.

"Where is the System to End?"

The arguments in favor of the plan must distinctly do not apply
from kindergarten to graduates school." On the contrary it may easily
be pointed out that the considerations which lead the majority to favor
the plan apply with especial force in the Junior Colleges, very little
in elementary schools, very little in real University work (which begins
with the Senior Colleges). Moreover, the financial consideration would
render separation in real University work impracticable. There are no
sections in Senior College and Graduate Classes. To multiply sections
at this point would be expensive to such an extent as would not be warrant-
ed by any considerations now apparent.

V.

Will not the adoption of the proposed plan reflect inevitably and
unjustly on our students?

No more, for instance, than revision of our athletic rules, or
adoption of revised definition of professionalism, or improvements in the
administration of the house system, or any other changes which experience suggests. It is wholly gratuitous to imply that culpable conduct on the part of students is the ground urged for the change. The conditions which it is desired to modify are a handicap upon the most wholesome development of student life. Change of those conditions is no more a reflection upon the conduct of students under those conditions than giving to them better dormitories, or better dining room and club facilities would be. It is not true that the observations upon which these conclusions are based were made recently for the first time. They have been the subject of private comment among many members of the faculty from the opening of the University. They did not think it would be timely, until very recently, to attempt creation of better conditions.

VI.

Have the effects of the measure on the higher education of women at the University of Chicago and elsewhere been sufficiently recognized?

The dangers recited in this paragraph may seem very real to certain members of the faculty. To others they seem wholly groundless. How either of the consequences suggested can follow from the plan is surely not apparent. The plan is an attempt to diminish the ratio of distractions which interfere with serious attention to college work. The course of reasoning is surely not apparent by which it can be concluded that the attainment of such result, or even an honest effort after it, can either be stigmatized as "coercive", or can "set back the cause of woman's education", or can put a premium on the presence of an undesirable class of women. These conceivable consequences can hardly be considered sufficiently within the range of probability to rank as practical objections.

The attitude of the women of the University toward the plan may be explained by their fears of possible results, and by the persistent contention on the part of certain members of the faculty that the whole plan is an attempt to drive women out of the University; perhaps by the apprehension that in case the change women will presently be allowed to teach only women.

VII.

Has the influence of recent changes affecting the men in the University been thoroughly considered?

The establishment of new divisions in the University which will increase the number of men, and the erection of new buildings intended especially for the use of the men, do not favor the recommendation to delay. For no one of these buildings or new schools will be sufficiently
of constitution to the peace, safety, and order of the Union, and that the said Constitution, together with all amendments thereto, shall be subject to the following conditions, to wit:

1. It is hereby declared that the said Constitution shall not be amended or ratified by the States except in accordance with the provisions of this article.

2. The said Constitution shall not be amended or ratified by the States except by a majority of the members thereof, and in such case it shall be deemed to have been ratified by the States in accordance with the provisions of this article.

3. The said Constitution shall not be amended or ratified by the States except by a majority of the members thereof, and in such case it shall be deemed to have been ratified by the States in accordance with the provisions of this article.
far advanced within a year to furnish data. Besides it has never been suggested that the plan was intended to do away with the danger of femininizing men. It is intended rather to reinforce the effects of the new gymnasium, the club house, the commons, and like agencies.

VIII.

Has public opinion been sufficiently regarded?

It is Utopian to expect the general public to succeed even in correctly presenting to itself the problem of an academic situation until it is first before them in the concrete. The agitation thus far conducted has thrown so much dust in the air, and has stirred up so much irrelevant feeling, that trial of the question in the court of public opinion can result in nothing but more confusion, until the public can be confronted with the plain facts in working form. When the real character of the plan is on exhibition in its operation, it can be judged intelligently by the public, whereas further speculative argument would simply result in greater confusion and increased incapacity to maintain a judicial attitude. Everybody familiar with the educational history of Chicago, knows that the public was led to fight Colonel Parker relentlessly when he was making some of his most important experiments. The analogy throws direct light upon the question of permitting the general public to dictate the policy of the University. That policy should be determined by those to whom the institution has been entrusted.

Furthermore, the epithet "Irrevocable" is entirely inappropriate. On the contrary, the plan is not irrevocable. The majority believe that with full trial the disposition to reverse it will diminish. Should experience prove the plan a mistake, return to co-instruction in the Junior Colleges will be entirely practicable.

IX.

Have the financial consequences of the plan been adequately considered in their bearing on the University's educational procedure?

The financial consequences have been carefully studied; and it is evident that large sums of money are not necessarily involved. For example:

a) Greek, Latin, French, German and English, Mathematics and History, are subjects which require no laboratory equipment. The ordinary books used by Junior College students must in any case be duplicated many times.
It makes no difference in cost whether there are 12 copies of a book in one place, or 6 copies in each of two places.

b) It costs no more to arrange laboratory accommodations for 600 or more students in two places than in one.

c) It is necessary, in any case, to provide other space for laboratories, or crowd out the higher students. The present laboratories are about full. In a year or two there must be further provision for laboratory work. The most economical plan of extension would involve a building or buildings for elementary work. It can make little difference in cost whether there be one large building for such purposes, or two smaller ones. This is a very different problem from that involved in constructing highly specialized laboratories for advanced work.

d) In only one department is there possible increase of cost, that of physiography, the entire equipment of which for an elementary course does not exceed $8,000, to $10,000.

e) Additional dormitories would be erected only as needed, and these would, as heretofore, furnish an income on the investment. The separation question is therefore entirely distinct from the architectural question.

f) If, for any reason, the expense of separate sections for instruction proves to be serious, the plan provides that in such cases the separation shall not be made. But in few cases would it be necessary to provide more sections than now.

It should be kept in mind that the plan of buildings for a woman's quadangle is one thing, and the plan of providing separate instruction for men and women in the Junior Colleges is quite another thing. It is the second of these only which is now under discussion.

X.

Is it certain that the proposed plan meets more efficiently than any other the asserted difficulties of the present situation?

If the reasons for the proposed change were to any great extent architectural, it would be wise to postpone action until all reasonable schemes for its amelioration of the architectural situation had been considered. If, however, there are good and sufficient reasons for the change independent of the matter of buildings, and if the question has already been so fully discussed that further delay could only bring fruitless and harmful agitation, then delay is unwise.

The Junior College Faculty voted unanimously (May 17) for
the adoption of a report recommending a residence quadrangle for women on the east and for men on the west of the central grounds. There is no confusion of architectural and educational questions. It is clear that the buildings can be so constructed as to call for the slightest possible change in case later it shall be desired to revert to the co-instruction plan.

Finally:

To throw the matter back for further discussion by the faculties could answer no good purpose. It has been fully considered by each faculty body which has jurisdiction, and further discussion would be quite unlikely to give any new light or to change any opinions.

Further agitation by the public, who are not charged with the administration of the University, and who are not in a position either to understand all the facts at issue or to judge without bias the questions involved, can do no good. The matter can be decided quite as well now as a year hence, and its early determination will be a benefit to all concerned. It is true that the memorial asking for delay is signed by members of the faculty who are entitled to all respect. But the signers comprise only about a fifth of the entire faculty, and several of these are in favor of the plan. Under these circumstances it is respectfully urged that the plan repeatedly and deliberately recommended by the faculty and by the senate be put into effect.

In behalf of the majority who favor the plan.

E.P. Judson