My dear President Harper:

With reference to the enclosed request of Mr. Wiles, relating to Prof. Starr's work in Anthropology, I would state what I understand to be the situation. There are two or three other courses beside that of Prof. Starr that might very properly be counted as science courses, in so far as the general character of the courses is concerned. These are Prof. Angell's courses in laboratory psychology and Miss Talbot's courses in Sanitary Science. Miss Talbot's courses, as well as Prof. Starr's courses in physical anthropology, were at one time counted as science courses. I understand that the change was made at the instance of the Ogden Faculty. I suppose that the Ogden Faculty may have had some special reasons for this distinction. In any case, I do not think that it would be possible to have a reconsideration of the whole question and a rule passed, in time to be of any use so far as Mr. Wiles is concerned. If the three departments above named, or any one of them, should wish to have the case reconsidered, I think it would be perfectly legitimate to ask for it, but I do not believe that it will be of any use, so far as Mr. Wiles is concerned. Mr. Wiles is a man who is taking a scientific course, and it will be perfectly possible for him to take a laboratory course in one of the regular departments during the summer, so that it does not seem to be an absolutely necessary thing to have an exception made in his case.

Yours very truly,

[Signature]

Dean of the Senior Colleges
Mr. President, Honorable:

With reference to the enclosed tender of Mr. W. N.

I am writing to point out that work on Archeology is now under way, and

there are two or three other important parts of the course which might profitably be

conducted on a scientific course, as I am sure the general interest of

the course is connected with the work of the Museum and of the Biological Society.

In my opinion the course should be more of the nature of a course on the nature of the

scientific method, and the importance of the course would thus be magnified.

I am in no way a scientific man, but I think it would be

very much to the advantage of the course to have a lecturer or

instructor from the biological side, and I am sure that the course would

be greatly enhanced by the presence of such a person. If you will let me know of your

opinion, I will be very glad to send the enclosed letter to Mr. W. N., and it will

be perfectly correct.
May 18, '00

Dear Sir:—

In accordance with our interview of a few days ago I am writing you in regard to the giving of science credit for laboratory work in the department of Anthropology. I need one more major in Mathematics or Science and unless some such arrangement as the one I desire is made I shall be unable to take the work I want in that department. I am bringing this matter up, first, because I wish to get this credit in this department; and second, because I believe it is the wish of Dr. Starr that such credit be generally given for this laboratory work. Personally it would satisfy me as well to be given permission to substitute one major of Dr. Starr's work for one major of science as to have a general rule made; but I believe that it is the wish of Dr. Starr that a general rule be made. I am bringing this matter directly to you because as it is one that requires either a change or a suspension of the present rules, I believe the dean is powerless to act.

I understand that science credit was at one time given for this work and owing to the purely scientific character of the laboratory work in this department it seems only reasonable that it should again be. I need not go into any detailed account of the work. Its character is well known, and from a scientific standpoint
To Dr. [Name]

Dear [Name],

I am writing to express my concerns regarding the issues that have arisen in the Physics Department. I have been working closely with the professors and have noticed several problems that need to be addressed.

Firstly, the workload for the students in the introductory courses is overwhelming. The pace of the lectures and the amount of material covered in each class is excessive. This is causing a lot of stress among the students, and I believe it is affecting their performance.

Secondly, the laboratory classes are not being conducted as per the syllabus. The experiments are not being conducted in the order prescribed in the text book, and the students are often left guessing about the purpose and methodology of the experiments.

I have also observed that the professor's teaching style is not engaging enough to keep the students interested. The classes tend to be long and monotonous, which further reduces the students' motivation to learn.

In conclusion, I believe that there is a need for some restructuring of the department. The workload needs to be adjusted, the laboratory classes need to follow the syllabus more closely, and the teaching style needs to be improved. I would appreciate your attention to these issues and would be happy to discuss them further.

Sincerely,

[Your Name]
paras well with any work offered in the University, and
from this point of view it far exceeds many of the elementary
lecture courses about whose department there has never been the
slightest question. There is little need of saying more on this
point. Suffice it to say that I am convinced that this work is
as much entitled to science credit as any work I have ever had.
I do not want you to think that I am asking for this credit for
general work in this department. As a matter of fact I believe
strongly that such credit should be strictly confined to the
laboratory work which Dr. Starr calls research.

In view of the facts it appears to me that there is no very
good reason why such a general rule as the one I desire should
not be passed, but if for some reason which I have overlooked
this is impossible or undesirable, will it be possible for me to
be allowed to substitute this work for one major of science?

Hoping that my request will receive favorable consideration,

I am

Yours very truly,

[Signature]

#5737 Washington Avenue,
In view of the above, it appears to me that there is no need to put any emphasis or no issue to any extent to any further action. In fact, it is of no importance to undertake any further action or any further work for the time being.

I have therefore decided to bring this matter to a halt for the moment. I am pleased to inform you that the work is now complete and that the project is now under your care.

Yours very truly,

[Signature]
May 28, 1901.

Mr. Russell Wiles,
3737 Washington Avenue, Chicago.

My dear Mr. Wiles:

Your request of May eighteenth has been received and considered. By the action of the faculty it was decided to treat this particular course of Professor Starr's together with certain other courses as belonging within the list of laboratory science courses. It is not possible at this time of the year to have the matter taken up again in the faculty. I am hoping that the three departments concerned will reconsider it. In the meanwhile it is perfectly possible for you to take a laboratory course in one of the scientific departments during the summer so that it does not seem necessary to make the exception in your case.

Very truly yours,
Mr. Russell Willee

2892 Western Avenue, Chicago

Mr. George Willee:

Your receipt of my application for the position of the

Assistant City Architect has been made within the last

weeks. I am very much interested in the position, and

very much desire to have it. I am also very much

interested in the position of the Assistant City

Architect, and I am willing to take a position in

one of the engineering departments, if it does not

appear necessary to take a position in your office.

Very truly yours,
President Harper,

My Dear Dr. Harper:

I return to you the correspondence with Mr. Salisbury.

It seems to me that he hardly recognizes the difficulty of publishing announcements which should apply to such cases as those he cites, and which would not utterly demoralize any system which attempts to prescribe certain definite things for the average student.

A blanket clause, to the effect that if there are individual cases which, on account of maturity or unusual genius, will not fit into our plan, we should be glad to consider them, would involve no end of difficulty.

Our regular plans and our announcements must be adjusted to the needs of a certain average of age, ability, and preparation. Exceptional cases must be treated as exceptional cases, but we ought not advertise that we make a practise of doing this. These men, for example, wrote to Mr. Salisbury, and it is perfectly legitimate to intimate that if they would present all the facts involved, we should be glad to concede all we can.

I see no other policy which it would be safe for us to follow. We may from time to time lose a chance of giving a degree to an able student, but to advertise flexibility would be to invite a more serious evil than this.

Yours sincerely,

George Elgin.

Dean.
Chicago
May 6, 1903.

[Handwritten text]

I return to you the correspondence with Mr.

[Handwritten text]

Dr. Del. Dr. [illegible]

[Handwritten text]

[Handwritten text]

[Handwritten text]

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[Handwritten text]
Nov. 26, 1902.

Principal J.H. Pillsbury,

My Dear Mr. Pillsbury:

Your letter of Nov. 21st was referred to this office for reply.

We have four curricula in our undergraduate work. All require four years of Latin on admission, and if that amount of Latin is not offered it must be made up before graduation. The A.B. course requires Greek as well as Latin. The Ph.B. course in Literature requires a year of Latin after admission. The B.S. course requires no Latin in college if the four years of Latin are offered on admission. The Ph.B. course in Commerce and Administration requires no Latin provided the full amount has been offered on admission.

Of those who entered the undergraduate department on the 1st of October, 1902, 59% entered the A.B. and Ph.B. course in Literature. 13% entered the strictly classical course in which Greek is required.

The average age of the Freshman Class on entrance was eighteen years and eight months.

The youngest freshman was fifteen and the oldest, thirty.

60% of those who entered were above eighteen years of age.

279 students entered the Junior Colleges, that is the Freshman Class, on October 1st. This does not include certain students who entered with advanced standing. The total number of those who entered with the simply the admission requirements fulfilled, together with whose who offered additional advanced standing, was 335.

Trusting that this information will meet your needs, I am

Very sincerely yours,

V.

Dean.
Dear Mr. Piddington,

You letter of Nov. 22nd is receiving

to take action for repair

we have your instructions in our employeering works. All repairs and

work done will be done in a manner as to make no partion of labor or

particular work as well as labor. The P.R. course in literature

instructor a year or labor after graduation. The R.R. course in literature

no labor in college if the home labor at home on account of no

reason. The P.R. course in commerce and administration besides

no labor bringing the full amount of work and even on completion

of those who enter the mechanics must department on the job of

October 1st. By obtaining the A.R. and P.R. course in literature

is sufficient the publicity of classes in which clean is needed.

The average age of the present class on entrance was eighteen.

year and eight months.

The minimum attendance was fifteen and the greatest thirty.

Of those who attend. The junior college. That is the maximum

25 attend the senior college. The total number of students were

enrolled with satisfactory attendance. The total number of students who

met their obligations. The satisfaction department of the college, together

with those who failed. The college, satisfied, and the other

Treating this information with mean known lead, I am

Very Sincerely yours,

[Signature]
Chicago July 23rd, 1904.

My dear Miss . 

Will you please get this from Mr. Vincent and send up with mail? - It is urgent to have immediately. - Y. R. P.

My dear Mr. Vincent:

I would like to have a copy of the last report of the Junior College Curriculum Committee in which they present the and difficulties of the separate college scheme.

Yours very truly,

W. R. Harper
The Curriculum Committee of the Board of the Senior Colleges has considered the question submitted to it by the Board as to whether the required courses in Psychology and Ethics should be considered as Senior or as Junior College courses, and reports as follows:-

1. As to present status. The Committee are unanimously of the opinion that since the reconstruction of the curricula in 1896, the courses in question were under the jurisdiction of the Senior College Faculty, until the recent merging of this Faculty with the Graduate Faculty, and that they are therefore now under the jurisdiction of the United Faculties of Arts, Literature and Science, or other co-ordinate bodies such as the Faculty of the College of Commerce and Administration.

2. The Committee are also unanimously of the opinion that with reference both to the nature of the courses and to the control by each Faculty (viz., the Faculty of the Junior Colleges and the United or other co-ordinate Faculties), of one half the undergraduate course, it is desirable that these courses should be regarded as Senior College courses.

J. H. Tufts
E. Freund
Committee
F. Shepardson
J. Stieglitz
The Committee on the work of the General College

The Committee on the work of the General College of the University of Wisconsin will conduct a comprehensive study of the college in order to evaluate its current status and recommend improvements.

The Committee will focus on the following areas:

1. New Faculty
2. Curricula
3. Administration

The Committee will present its findings and recommendations to the Board of Regents for consideration.

T. J. White
Chair

Committee on the work of the General College
February 1905.

My dear Doctor Harper,

Chandler gave you my message. I don't think the minority scored any points yesterday. They have yielded several essential points:

1. Latin in S. B.
2. 3 yrs of Latin in B. B.
3. Admitted me of my necessity — but because it on paper only.
4. Will credit 1 year of Latin or Greek on admission. This
is the price they paid for Davenport. Every did they get stuck?

Steiglitz, Smith, and I discussed last night. They met with Steere at noon today to draft the report in the new form. Proof will be submitted to the majority to-morrow at four and the final form will be printed Saturday morning. If enough turn out a good deal of progress should be made. The differences will gradually simmer down to Latin or theRB in Lib. We may not be able to carry that but possibly we can split the RB in some into two degrees. (1) RB in Mod. Subjects (Math, Economics etc.) without Latin, and (2) RB in languages a lit. with Latin. This would really accomplish our Chief Pur- pose.

I hope one day may be avoided - the 2 philosophy courses. Angle and Juffs are in sympathy with our request but they will fight any compli-
March 22, 1905

My dear Dr. Harper:-

I cannot refrain from sending you a line to let you know how much I enjoyed the visit to New Orleans. The exercises were interesting, the people were friendly and I hope the interests of the University were furthered by my visit. Once more let me thank you for the delightful trip.

I will not obtrude business further than to say that I think Mr. Judson now feels differently about the new curriculum. I think I can establish these propositions successfully:

1 - That the curriculum is based upon principles
2 - That it is as simple as the situation permits
3 - That it will reflect credit upon the University.

I shall have a statement prepared for you on your return.

With best wishes, I am

Very sincerely yours,

President William R. Harper

Lakewood, New Jersey
I cannot remain from sending you a line to
let you know how much I value the gifts to our University.
I hope the influence of the University and the benefactors
will not be lost and that we may enjoy the advantages
which I think I can secure from your generosity.

I will not detain you longer.

With best wishes,

W. E. Chamberlin

President William E. Chamberlin

Ithaca, New York
January 24th, 1907.

Professor H. P. Judson
The University of Chicago.

My dear Colleague:

I am sending this report to the Head of each of the Arts and Literature departments.

The replies which reached me in re the memorial presented by the Fellows Club on the subject of increasing the distinction between graduate and undergraduate courses may be summarized as follows:

I. It does not seem to be generally admitted that the evidence wholly sustains the specific allegations of the Fellows. At the same time nearly every department indicates a belief that the general situation justifies the dissatisfaction which the memorial expresses.

II. Like most of our University problems, the question raised in this instance evidently affects at last the whole range of our policy, i.e. Junior College and Senior College as well as Graduate School interests.

III. The points suggested, but in no case fully discussed, in the brief comments on the memorial by the departments may be reduced to a series of questions. It is requested that each head of department contribute to the study of the problem by answering for his own department as fully as convenient each of these questions: viz.

1. Are we devoting an undue proportion of our means to the support of introductory courses? Are we repeating
to the support of introductory courses? Are we repeating
or duplicating required courses oftener than necessary?

2 In case 1 is answered in the affirmative by a de-
partment, what feasible policy of restricting the number of
such courses is suggested?

3 Could courses now open to undergraduates, and not on
a distinctly research level, in any case, with advantage to
the graduate work of the department, be discontinued and the
time of the instructor be devoted to advance work not now
offered?

4 Could your department, with advantage to the grad-
uate student, make larger use of advanced courses offered
in cognate departments?

5 Could our system with advantage be made more flex-
ible in the ways suggested by the Fellows' Memorial: i.e.
by less insistence upon classroom attendance in the case of
graduates; by accepting work done on special topics (not
out of residence) as an equivalent for a certain amount of
attendance on classes; by introducing two or three hour
per week courses, &c?

6 Please enumerate by number, as used in your de-
partmental announcements, and as nearly as possible in the
order of sequence in which students should be advised to
take them, the courses in your department which you accept
for the master's or doctor's degree.

The paramount question whether our research work is
atrophied by inadequate equipment, either of men or of
to the support of introduction committees. Are we representing
our graduate students adequately? Are they from necessary
in case I am planning to the ultimate go.

2. What can we do to retain the number of some committee members?

3. Can we open up to undergraduate members not on
a graduate research level, in any case, with a committee to
the graduate work of the department, be accessible and the
time of the instructor be geared to graduate work not now

elsewhere?

A: Can it happen, graduate, with any type of the graduate

are right, make larger use of graduate committee, alertly

in cooperative department.

B: Can it happen, graduate, with any type of the graduate

life in the wave according to the following: Memorists, for

by less influence, when alone room attendance in the case of

graduate work gone on special topic (not

emphasized ) as an attachment to a certain amount of

attendance beyond attendance in introductory two or three your

per week committees.

C: Please enumerate your members, as nearly in your ge-

department announce, and as nearly as possible in the

order of experience, which students should be scholastic to

take from. The committee in your department which you select

for the master's or doctoral degree

The paramount determinant matter, our research work in

stranger's graduate committees, after one year or of
research facilities, has hardly been approached in the comments received. It has doubtless been discussed to some extent between the President and the Heads of Departments in considering the budget. I am hoping to use the answers which may be given to these more specific questions in a way to promote the interests of all the departments in the Graduate Schools.

Sincerely,

[Signature]
Research facilities have partly been influenced in the

committee receiving. It has unfortunately been discovered to some

extent between the President and the Heads of Departments in

considering the budget. I am hoping to see the answer

which may be given to these more specific questions in a

way to promote the interests of all the departments in the

Graduate School.

Sincerely,

[Signature]
My dear Mr. Small:

In answer to your circular letter of the 24th inst. I beg to say

1) I do not believe that in my department an undue proportion of means is devoted to introductory courses;

2) therefore needs no answer.

3) Not at present. If my department in the future can be developed as I should like, some changes in that direction might be made.

4) Yes. For instance, I suggest that we confer again on the matter which at one time was before us, namely, the subject of political philosophy. This was once treated in the Department of Philosophy as a department and in mine. We could agree to have offered work of the cognate departments and call attention to some which I should be glad to accept.

5) It seems to me that without offering specific courses some instructors could take on themselves special work on behalf of graduates which might be
equivalent to class room courses. I have often disposed of that in my own department and in any case have regarded it as a part of the regular work which I offered. I should regard the introduction of two or three hour per week courses as objectionable. You know of course what that would mean in a very short time. The work in my department is so largely of graduate character that I should not regard it as necessary to enumerate those courses any other way.

The plant discussed in the annual report seems to me to have been mentioned on this whole subject. The growth of undergraduate numbers necessarily draws away the time and attention of instructors from advanced work.

Very truly yours,
Sponsorship to close room comes. I have often conjectured
in my own department and in response have neglected it as
a part of the required work which I offered. I enjoyed
regard the introduction of two or three more per week
concern as appropriate. You know of course what first
monetary means in a very short time. The work in my
department is so far really of graduate character that
monthly not regular it is necessary to supplement those
concerns in other ways.

The report assumes in the summary report seems to
be to have individual the more abstract. The growth
of interest in the necessary have generally been the time
and attention of interaction from secondary work.

Very truly yours,
CROSS REFERENCE RECORD

FIRM NAME OR SUBJECT: Curriculum Council

DATE: 3-8-23

REMARKS: Articles by Abraham Flexner

SEE ALSO: Addresses + Articles

YAWMAN AND ERBE MFG. CO.
ROCHESTER, N. Y.
CROSS REFERENCE RECORD

FIRM NAME OR SUBJECT

DATE

FILE NO

SEE ALSO

SIGN.

DATE
Dear Sir,

I have been instructed by the University Extension Board of this University to ascertain whether there is at the principal Universities of America any system under which the Universities are in a position to influence the framing of the curricula of schools, and, more particularly, whether there is any special scheme for the guidance of schools which provide special courses for pupils intended for a commercial career. Are there any examinations specially designed for such pupils, to be taken at or before the time of leaving school? And, if so, what are the requirements of the University of Chicago in such cases, and what method is adopted to secure the co-operation of experts in commercial matters in the arrangement of the syllabuses and schemes of instruction and examination?

My Board would be very much indebted to you for any information relating to this matter which you are in a position to give them.

Yours faithfully,

Henry P. Judson, esq.,
President,
University of Chicago,
Illinois. U.S.A.

Registrar of the University Extension Board.
Dear Sir:—

Your favor of the 8th inst. is at hand. The universities of the United States have no direct and authoritative relationship to the secondary schools in such way as to control the framing of the curricula of the latter. There is more or less indirect influence which no doubt affects to some extent the framing of those curricula. I am asking the Dean of our College of Commerce and Administration to answer in detail with reference to the provision for commercial education. So far as "examinations specially designed for such pupils to be taken at or before the time of leaving school" are concerned, of course you are aware that the American system does not contemplate examinations of that character in secondary schools or colleges.

Very truly yours,

N.P.J. - L.

Mr. John Lea,
University of London,
South Kensington, S.W., England.
Dear Sir:

Your letter of the 8th inst. at hand. The matter

of the United States being in the hands of the Secretary of the Treasury reverts to the

Washington Office. I am therefore unable to


give you the information you desire. I am therefore unable to


give you the information you desire.

Very truly yours,

[Signature]

Wm. Kendall

[Date]

[Address]
February 21, 1914.

1. "The Committee approves the principle of recognizing high quality of college work as justifying some reduction in the period of time required for graduation.

2. The Committee further approves the principle of recognizing high quality of high school work and high school credits in excess of 15 units if done at high grade, as justifying credit either for college entrance or for advanced standing, provided

3. That the student maintain a high record in his college work (e.g., this record may involve a certain period of time, for instance one or two years at an average grade to be determined, possibly B, or it might involve simply the passing at a high grade of courses in continuation of those upon which claim for advanced standing was based. These details would require subsequent adjustment.)"
512 Melrose Street.

Doctor Harry Pratt Judson,
President, University of Chicago,
Chicago, Illinois.

Dear President Judson:

Will you please tell me why it is that in spite of the fact that college requirements are trying to reflect the Time-spirit in Education, and that while the College of Education of your University has strenuously emphasized the need of meeting the demands of the present century as far as our educational work is concerned, our alma mater still clings with such great pertinacity to medieval culture as to address a graduating class in Latin, a tongue in which, I dare say, not one half of the graduates had had any training? How does the University justify its act of handing me a diploma that I cannot read? And why is it, that without the consent of those who paid for a diploma from the University, it dares to go to the extent of even mutilating the names of persons to whom the document belonged?

After years of struggle and hard work after school hours to gain a degree, I must say that the final document from your institution was a sore disappointment.

Yours very truly,

Mary K. Plumb.
DEAR PROFESSOR FRIESE,

Office, Sept. 6, 1916

Doctor Melrose Street

President, University of Chicago,

Chicago, Illinois

Will you please tell me why it is that in spite of the fact that college administrators are trying to tell the people from the University of Chicago, and that quite the College of Education of the University has emphasized the need of making the University a center of the present century as well as a center of educational work to some extent, one still will find college departments with many great bastions of science and philosophy as an adequate substitute or as a substitute of the training of college teachers? What may the future hold for the University? How can the University begin to understand the new field of education? Will it be possible to make a university a genuine school of the future? How can we train teachers? And why is it that without the content of those who hold for a philosophy of the university, it seems to be the extent of the teaching of the university to concern itself with the training of the future teachers? I mean we must get the highest possible from every institution and those in some institutions.
Chicago, September 7, 19

Dear Miss Plumb:

Your favor of the 5th inst. is received. I am sorry that you don't like our long-standing custom of using the Latin language for diplomas and for the Convocation exercises. It is an academic custom which we have seen no occasion to change. I can hardly agree that the latinizing of the names can be considered as a mutilating of them.

Very truly yours,

R.F.J. - L.

Miss Mary K. Plumb,
512 Melrose St., Chicago.
Dear Mike Trump:

Your letter of the

very much to receive. I am sorry
that you didn't like our performance
of 'Faith in America' for the Chicago
exhibition. I am an academic person
which we have been on occasion to
change. I can hardly believe that the
fulfillment of the dream can be so
elected as a fulfillment of dream.

Very truly yours,

K.B.J. Jr.

Mike Marj.K. Trump

The Correction of Chicago
FROM THE MINUTES OF THE FACULTIES OF ARTS, LITERATURE AND SCIENCE.

June 8, 1916.

"The following resolution on the reorganization of the curricula and administration of the Junior and Senior Colleges, was read by the University Recorder, and after discussion participated in by the President and Messrs. Shorey, Hale, Lovett, and Linn, was approved:

"Resolved that the President be asked to appoint a committee to consider the following program and if it be found practicable to put it in operation for the academic year 1918-19, or as soon thereafter as possible:

1. The Junior College. - Treat the first college year as in the main a continuation of the secondary course, complete during it all elementary work; designate it a Junior College; eliminate the present Associate's title.

2. Selection of Sequences. - Require all students by the end of this year to select a principal sequence of studies. This sequence must be either (a) distinctly vocational or professional; or (b) one designed to train for citizenship. Students who fail to make a choice of a sequence either (a) or (b) during the first year will be entered for the sequence in citizenship. At least one new sequence will be provided for this latter purpose. New vocational sequences for women will be supplied. The secondary sequence may be selected later.

3. The Senior Colleges. - Organize the final three college years as the Senior Colleges of Arts, Literature and Science.

4. Administration of Present Requirements. - Retain the present requirements for the Bachelor's degree, but disregard such limitations as are connected with the conferring of the Associate's title, administering the distributive group requirements as at present, so that they may be absolved within the first two college years."
FROM THE MINUTES OF THE FACULTIES OF ART & SCIENCE

June 8, 1946

The following resolution on the reorganization of the departments and faculties of the University, was read by the University President, and after the discussion participate by the President and Members present.

Henceforward, our aim and effort are to support a resolution that the President be ready to support and endorse the proposed committee to consider the following program and if it is to be long

maturity to this in operation for the academic year 1946-47.

of new representative and other precautionary measures as follows:

1. The Junior College - That the Junior College, as it now function as the University's junior college, be made a full-fledged department.

2. Administration of Academic Requirements - That the following recommendations be made to the Dean of the College:

(a) that the academic requirements for admission to the junior college be revised to meet the needs of the present student body;

(b) that the academic programs be expanded to include more advanced courses.

3. Administration of Art, Literature, and Science - That the following recommendations be made to the Dean of the College:

(a) that the art, literature, and science programs be revised to meet the needs of the present student body;

(b) that the programs be expanded to include more advanced courses.

4. Administration of Department Requirements - That the following recommendations be made to the Dean of the College:

(a) that the department requirements be revised to meet the needs of the present student body;

(b) that the requirements be expanded to include more advanced courses.

The above recommendations are made with the understanding that they may be modified by the committee.
December 14, 1918.

"The request of the Senate that the Faculties of the Colleges reconsider the action of June 8, 1918 on the question of reorganization of the Junior and Senior Colleges was referred to the special committee appointed by the President to consider this question with the request that a report be made at a later date."

January 11, 1919.

"The accompanying report of the Committee on reorganization of the Junior and Senior Colleges was presented by Vice-President Angell. The report was accepted and placed on file. The following motion made by Mr. Linn and seconded by Mr. Miller was carried unanimously.

"The Faculty of the Colleges recommends that the action of June 8, 1918, on the subject of the reorganization of the Junior and Senior Colleges be held in abeyance pending investigation of and report upon practical methods and probable results of putting that action in force, and requests the special committee appointed on authorization of Faculties of June 8, 1918, to make such investigation and report!"

January 10, 1919.

Report to the Faculty of the Colleges of the Committee Appointed June 8, 1918, to Consider the Practicability of Legislation Enacted on That Date in Reorganization of the Junior and Senior Colleges.

"The Committee of the Faculty of the Colleges, provided for by the action of June 8, reports, in response to the action of December 14, that in its judgment the legislation of June 8 is not impracticable of administration, but the Committee would call attention emphatically to the necessity of explicit definition of the term "vocational" in Paragraph 2, Section A, of that legislation, with particular regard to its
The report on the matters of the faculty of the college and the executive committee of the board of trustees regarding the preparation of the college for the fiscal year 1919, and for the consideration of the executive committee of the board of trustees of the college.

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The report of the committee on the faculty of the college and the executive committee of the board of trustees regarding the preparation of the college for the fiscal year 1919.
bearing on the existing sequences now offered in departments, or groups of departments, with a general cultural, in distinction from a vocational, purpose. If these sequences are to be approved as meeting the conditions of a principal sequence prescribed in Paragraph 2, only provided they can be given a definitely vocational trend, considerable alterations will be needed, and the Faculty should be asked to interpret this situation by unambiguous instructions.

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

Respectfully submitted by the Committee,

JAMES R. ANGELL, Chairman
CHARLES H. JUDD
JAMES H. TUFTS
FRANK J. MILLER
HORATIO H. NEWMAN

JAMES P. HALL | Not in residence.
ROBERT M. LOVETT |
present on the existence of severe areas now affected in departments of
acupuncture. The department, with a general orientation, in acupunctu-
from a medical perspective, is chosen because it is to be

"situated in practice and only training can be given to neg-

needing and the faculty to seek to interpret the stic-


The Committee, moreover, would report that in the
integration, the acupuncture program involving a very much inter-
their legislation at some 8 seem to imply and want to
further participate in a plan to give to this legislation further study
be renewed to the program as a whole and that the people should
be interested with some measure statement of the economy upon

which the legislation is based.

Respectfully submitted by the Committee,

JAMES R. ANGEL, Chairman
CHANGE H. JUDD
JAMES H. TURK
THOMAS W. MILLER
HORACE H. NEWMAN


James P. Hall
Robert M. Loeb (Licensing)