THE UNIVERSITY-SENATE
Thursday, August 29, 1929, 4:30 P.M.
Harper Assembly Room

PRESENT: Vice-President Woodward presiding; Messrs Bigelow, Cowles, Freund, Hinton, Judd, Laing, Shull, and the University Recorder and Examiner.

The Chairman announced that the purpose of the meeting was to consider and act upon the recommendation of the Committee on Honorary Degrees. Mr. Laing presented the report of the committee recommending that the Senate recommend to the Board of Trustees that at the formal inauguration of President Robert Maynard Hutchins as President of the University Tuesday, November 19, the University confer upon William James Hutchins, President of Berea College, father of President elect Hutchins, the honorary degree of LL.D.

Messrs Laing, Judd and Tufts made statements of the significance of the work which has been done by President Hutchins in Berea College and while a member of the faculty of Oberlin College.

It was voted unanimously by ballot to approve the recommendation of the committee.

Adjourned

University Recorder
The University Senate
Thursdays, April 28, 1935, 4:30 P.M.
Main Assembly Room

President: Vice-President-PROFESSOR WOODWARD
W. E. W. McVay, M.D., H. R. F. Smith, J. F. W."and the University
Secretary and Examiner

The President announced that the purpose of the meeting was
to consider and act upon the recommendation of the Committee
on Honorary Degrees. The faculty recommends the report of the
Committee recommending that the Senate recommend to the Board
of Trustees that the honorific distinction of Professor
William McVay in the University confer upon William
McVay, Professor of Texts and Languages at the University,
be bestowed.

It was moved unanimously by all of the Committee
that the recommendation of the Committee
be adopted.

Voting

University Recorder

[Signature]

University Recorder
THE UNIVERSITY SENATE
Saturday, May 25, 1929, 10:00 A.M.
Harper Assembly Room

PRESENT: Acting President Woodward presiding; Mrs. Flint, Miss Breckinridge, Miss Abbott, Messrs Smith (J.M.P.), Smith (T.V.), Moore (E.H.), Stevens, Burtt, Crane, Raney, Baskerville, Prescott, Freeman, Ullman, Nitze, Buck, Harvey, Cole, Works, Cover, (not a member), Gray, Sapir, Morrison, Buswell, Faris, Millis, Puttkamer, Gale, Dodd, Schmitt, Coleman, Laing, Knight, and the University Recorder.

The minutes of the meetings of the University Senate of December 5, 1928 and April 25, 1929 were read and approved.

The Recorder presented the accompanying report of the important actions of the University Ruling Bodies taken since the last regular meeting, December 5, 1928.

On motion of Mr. Coleman, duly seconded, it was voted that the action of the Faculty of the Colleges of Arts, Literature, and Science on May 7, 1929 providing for a system of proctoring examinations is one affecting an important policy of the University.

The Chairman then called attention to the powers of the Senate under the Statutes, in accordance with which, it may alter or reverse the action of a Faculty. Attention was also called to the policy which has prevailed under which, if the Senate questions the action of a Faculty, it may vote to ask the Faculty to reconsider its action. It was then moved by Mr. Faris, and duly seconded, that the Faculty of the Colleges of Arts, Literature, and Science be requested to reconsider this action. During the discussion, generally participated in by members of the Senate, question was raised as to the reason for the action. Mr. Smith (T.V.) commented on evidence of widespread dishonesty in examinations as now conducted. Others commented on the same subject. Mr. Freeman suggested that the Senate ask the Faculty of the Colleges to regard the action as temporary and that it continue its study with a view to providing as satisfactory a solution of the problem as practicable. The motion requesting the Faculty to reconsider the action was carried.

Question was raised as to whether the action taken by the Faculties is effective pending the reconsideration requested by the Senate. The Chairman stated that his interpretation of the parliamentary status of the question is that the Faculty action is effective until such times it may reconsider it and take different action. The Recorder reported that it has been the custom in the University to hold such actions in suspense pending the requested reconsideration.
The minutes of the meeting of the University Senate on December 1938 and April 25, 1938 were read and approved.

The report presented the accompanying report of the Inspector in the section of the University Senate, December 5, 1938.

The section of the Senate, as authorized by the Board of Regents, presents the following report:

The report states that the Senate, in accordance with the provision of the Board of Regents, has recommended that the University Senate be reorganized as follows:

1. The University Senate shall consist of the following members:
   - President of the Board of Regents
   - The University President
   - The University Provost
   - The University Treasurer
   - The University Registrar
   - The University Librarian
   - The University Dean
   - The University Secretary
   - The University Treasurer

2. The University Senate shall meet at least twice a year, and at such other times as may be determined by the President of the Senate.

The report further states that the Senate has recommended the following changes in the University Senate:

1. The Senate shall have the power to appoint a Committee of Five to study and report on the reorganization of the Senate.

2. The Senate shall have the power to make recommendations to the Board of Regents regarding the reorganization of the Senate.

3. The Senate shall have the power to make recommendations to the Board of Regents regarding the reorganization of the University.

4. The Senate shall have the power to make recommendations to the Board of Regents regarding the reorganization of the University's administration.

The report concludes that the Senate is confident that the reorganization of the University Senate will result in a more effective and efficient body, and that the Senate will continue to work towards that end.
A motion made by Mr. Millis, and seconded, that it is the sense of the Senate that proctors should be employed in the final examinations in the Colleges of Arts, Literature, and Science pending reconsideration was lost.

A motion was made by Mr. Schmitt, seconded and voted, that the action of the Faculty of the Colleges of Arts, Literature, and Science of May 7, 1929 modifying the regulations governing eligibility for public appearance is one affecting an important policy of the University. A motion then made by Mr. Schmitt that the Faculty of the Colleges of Arts, Literature, and Science be requested to reconsider this action was seconded. After informal discussion, the motion was lost.

The Chairman presented the report of the Committee on Honorary Degrees recommending that at the next convolution the University confer upon Frank B. Jewett the honorary degree of Doctor of Science and upon Frank J. Loesch the honorary degree of Doctor of Laws. He presented a brief statement of conspicuous achievements of each of these men. It was then voted (by ballot) that the Senate recommend to the Board of Trustees these two candidates for the degrees of Doctor of Science and Doctor of Laws, respectively.

Adjourned

Walter A. Payne
University Recorder
A motion was made by Mr. Milline and seconded by Mr. Sagert to employ the
faculties of the College of Arts at its conference and
recommend recognition of the faculty of the College of Arts.

The motion was made by Mr. Milline, seconded by Mr. Sagert and seconded by Mr. Sagert.

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The motion was made by Mr. Milline, seconded by Mr. Sagert and seconded by Mr. Sagert.
ORDER OF PROCEDURE:

I. Minutes of the meetings of December 5, 1928 and April 25, 1929.

II. Recorder's Report of Important Actions of University Ruling Bodies:

To the University Senate:

In anticipation of the meeting of May 25, 1929, I have the honor to submit the following report of important actions of the University Ruling Bodies taken since the meeting of the Senate December 5, 1928.

1. Faculty of the Graduate School of Medicine of the Ogden Graduate School of Science:
   Apr. 20, '29 Voted:

   (1) That all medical students be required to pass the group examinations in the Anatomy and Physiology groups before beginning the second eighteen majors of work for the M.D. degree.
   (2) That medical credit in courses numbered 300 or higher be conditional upon passing the appropriate group examinations.
   (3) That these regulations be made effective as of October 1, 1929.

2. The Faculty of the Colleges of Arts, Literature and Science:
   May 7, '29 Voted:

   (1) That examinations should be proctored as effectively as may be possible; that instructors of 100 courses and 200 courses should be given proctors enough to proctor thoroughly all final examinations; that each instructor of 100 course or a 200 course should be given proctoring assistance for mid-term examinations whenever such assistance may seem advisable; that instructors of 300 courses, in which there are undergraduate students, should be given proctoring assistance for mid-term or final examinations when requested; that the Vice-President and Dean of the Faculties, the Dean of the Colleges, and the University Recorder, be requested to determine, by experimentation and study, policies regarding the advisable ratio of proctors and students in a course, the duties of instructors, and the duties of proctoring assistants.
   (2) To strike out of the University regulations governing eligibility for public appearance the sentence reading "A student reported at the middle of the quarter as having F in one course or D in two or more courses is ineligible for the remainder of the quarter."

3. Other Ruling Bodies - no important actions.

Respectfully submitted,

Walter A. Payne,
University Recorder

III. Report of the Committee on Honorary Degrees:

IV. New Business:
May 1, 1928

To members of the Senate, the Faculty of the Colleges of Arts, Literature, and Science, the Faculty of the College of Education, and the Faculty of the School of Commerce and Administration:

The enclosed report of the Senate Committee on the Undergraduate Colleges will be presented to the Senate on Monday, May 7, not for action at this meeting, but merely for information and as a report of progress. The recommendations of the Committee will be presented to the Faculty of the Colleges of Arts, Literature, and Science, the Faculty of the College of Education, and the Faculty of the School of Commerce and Administration, later in May. If these Faculties should see fit to approve the recommendations, with or without amendments, another meeting of the Senate will be called for whatever action the Senate may deem appropriate.

The modifications here proposed in the operations of the Colleges are an attempt to remedy defects in the present system that, in the opinion of the Committee are serious and deep seated and demand courageous measures for their correction. The nature of these defects is considered at some length in the accompanying Supplementary Statement prepared by Dean Boucher. Briefly, the plan seeks among other things to encourage in the student an attitude of mind in accordance with which he views his college course more in terms of opportunity and less in terms of requirements; more in terms of developing competence in fields in which he is interested and less in terms of required total of majors and grade points. It proposes to offer to the exceptional student the opportunity to make more rapid progress than the mediocre student and it proposes to place upon the shoulders of all students a larger measure of responsibility for their own educational progress.

Respectfully submitted by the Senate Committee on the Undergraduate Colleges,

S. S. Bastin
C. S. Boucher (chairman)
A. J. Carlson
C. H. Judd
L. C. Marshall
T. V. Smith
D. H. Stevens
Julius Stieglitz
Archer Taylor
Guiding Principles. The essential educational requirements for admission to the senior colleges from our own junior colleges or from other institutions are (1) an appropriate degree of attainment in respect to general education, and (2) a demonstration of the power of independent and informed thinking.

In our own junior colleges we should offer opportunities for the pursuit of the early stages of special education in some field of particular interest to the student. Hence, the curricular program of our junior colleges should include not only studies aiming toward general education, but also studies in the early stages of special education in some field of particular interest to the student.

In both general and special education the University should aim to give its junior college students ample opportunity to receive inspiration by work under, and by contact with, men who by their research work are contributing to the advancement of the boundaries of human knowledge.

Examinations for Admission to Senior College. Each candidate for admission to senior college shall pass five examinations which shall be designed to test breadth and depth of preparation for concentration in senior college.

(1) English Composition and English Literature.

No special examination will be set for composition. Each candidate will be expected to demonstrate that he can write correct,
clear and effective English. Performance in writing all the examinations will be the basis for judging whether the candidate has this ability.

Each student will be expected to demonstrate satisfactorily that he has had an introduction to two of the following fields of English literature: poetry, drama, fiction, essay. The student may gain this introductory knowledge through independent study, and will not be required to take formal courses in English Literature in college, though such courses will be offered for students who desire them.

(2) Foreign Language.

One of the following: Latin, French, or German.

The foreign language examination should be designed simply to allow the student to demonstrate that he has the ability to read the language on which he is examined. The ability to read a foreign language should be required merely as a tool skill, and whether the student has course credit of two units or three or four majors in the language, (from high-school or in junior college) should not be questioned nor taken into consideration, since the method by which the student has acquired this tool skill is of little consequence so long as he can demonstrate that he has it.

(3) Natural Science and Mathematics.

One of the following:

(a) A survey of modern science and a survey of elementary mathematics.

(b) A survey of elementary mathematics and a natural science.
(c) Further Instructions

(1) The Inspectors of Education shall inform the Board of Education of any cases in which the provisions of this Act are not being complied with, and shall report such cases to the Board of Education in writing. The Board of Education shall then take such action as may be necessary to enforce the provisions of this Act.

(2) The Inspectors of Education shall also report to the Board of Education any cases in which the provisions of the Act are being contravened, and shall also report to the Board of Education any cases in which the provisions of the Act are not being complied with.

(3) The Board of Education shall then take such action as may be necessary to enforce the provisions of this Act.

(4) The provisions of this Act shall be enforced by the Inspectors of Education, and any person who fails to comply with the provisions of this Act shall be liable to a fine of not more than ten pounds for each day on which the failure continues.
(c) A survey of modern science and a natural science;

or, two natural sciences. The election of

(3) (c) is open only to students who have

offered two or more units of mathematics for

entrance.

(Note.--The natural sciences in which examinations will be

offered are the following: astronomy, physics,

chemistry, geology, the natural science aspects of

geography, botany, zoology, and physiology and

hygiene.

A student who elects to offer "a survey of modern

science" may prepare himself by independent study

of The Nature of the World and of Man or similar sur­

vey books. The University offers General Survey 101

and 102 for students who may desire course work as

preparation for this examination.

The students who may elect to offer, and may desire

course work as preparation for, the examination on

"a survey of elementary mathematics", the University

offers Mathematics 104.

A student who elects to offer "a natural science" and

desires course work as preparation for the examination

should do from one to three majors of work in the

natural science offered, depending upon the amount

and quality of the work he may have done previously.)

(4) Social Science.

One of the following:

(a) A survey of the social studies and a social science.

(b) Two social sciences.

(Note.--The social sciences in which examinations will be

offered are the following: philosophy, psychology,

economics, political science, history, sociology and

anthropology, and the social science aspects of

geography.

At present the University offers no course particularly

designed for students who may desire to elect a special

course as preparation for the examination on "a survey

of the social studies". By the reading and course
work which a student may do in preparatory school and in junior college in one or more of the social sciences, and by independent reading in such books as our social science departments may jointly recommend, the student may prepare for this examination.

A student who desires course work as preparation for an examination on "a social science" should do from one to three majors of work in the social science elected, depending upon the amount and quality of the work he may have done previously.)

(5) One of the following:

(a) A second foreign language.
(b) Mathematics.
(c) Art.
(d) Home Economics.
(e) The early stages of specialization in some field of knowledge listed above in (1) to (5) inclusive, with the exception of a survey of modern science and a survey of the social studies.

(Note.--Measured in terms of course equivalents, the average student should find three majors of work in a department in addition to the preparation required for any examination listed in (1) to (5) (d) inclusive, (excluding the surveys), sufficient preparation for the election of (5) (e).)

(6) Before being officially enrolled in senior college, each student must not only pass each of the above five examinations, which will be administered by the College Board of Examiners, (described below), but he must also be accepted by a department as qualified for senior college work in that department. A departmental examiner will not be asked to pass on the qualifications of a student for work in his department as a major field of concentration until the College Board of Examiners has certified that the student, in respect to general education, is ready
Report of the Board of Regents

The Board of Regents has been unable to reach a decision on the matter of the

The board has been unable to reach a decision on the matter of the

The matter was referred to the committee for further consideration.

The committee will study the matter and report back to the board at the

The board has been unable to reach a decision on the matter of the

The matter was referred to the committee for further consideration.

The committee will study the matter and report back to the board at the
for senior college. In granting or denying such certification, the College Board of Examiners shall take into consideration not only the performance of the student in the five examinations, but also whatever other information may be secured regarding the student's abilities and attainments. A departmental examiner, in passing on the qualifications of a student for work in his department as a major field of concentration, may, in his discretion, give the student an oral or a written examination, or both. In case a written examination is given, it would be appropriate for the departmental examiner to give the student a problem, to allow him a half-day or a day in which to assemble from the library or any other source any and all materials which he thinks will be of assistance, and another half-day in which to write his answer, using his assembled material as much as he wishes.

**Length of Residence in Junior College.** Any student in junior college may take the examinations for admission to senior college at any time they may be offered, provided that his dean agree that he is ready, even though the student may have been in residence no more than one quarter.

After a student has been in junior college for two years we should insist that he take the five examinations administered by the College Board of Examiners for admission to senior college, if he is to remain in residence; if he fails in one or more of the five examinations, he may be allowed a period on probation, depending upon how many of the examinations he fails and how completely he fails. After passing these five examinations a student should be allowed to spend more time on general education in junior college before beginning specialization in any field, provided that he continue to do satisfactory work.
for several colleges. If training or teaching staff collaboration can only be
in order based on Kaitz' and New's convention not only the Re-
inference of the standards to the two examination, but also on another
information can be obtained regarding the standards and make rea-
ments to a convention paper, to preserve on the occasion of a
although the goal is the government and a vector that at the conference
one in the formulation "final results are not at a written examination
or point. To carry a written examination to "final" it would be opportune.
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Examinations for the Bachelor's Degree

Each candidate for the bachelor's degree shall pass three final comprehensive examinations on fields of information and fields of thought rather than on courses.

One of these fields should be selected by the student as his major field for concentration in senior college. The major field should require about half of the student's time in senior college (one year or the equivalent of about nine majors at present). The examination should cover the field but might be divided into several (two, three, or possibly four) parts requiring varying degrees of intensity of study and preparation. The written examination in the major field should be from six to eight hours in length. (See discussion of "Fields, not courses, as Objectives" in Appendix.)

A second field should be selected as the first minor field and should be a field complimentary to the major field. It should require about one-sixth of the student's time in senior college, (the equivalent of about three majors). The examination should cover the field, but might be divided into two parts requiring different degrees of intensity in study or preparation. The written examination in this field should be three or four hours in length.

A third field should be selected as the second minor field and might be still another field complimentary to the major field, if the student so desired; or, it might be a field utterly unrelated either to the major field or to the first minor field--an arrangement which would make it possible, for example, for a student working primarily in natural science to do work in some field of literature or the fine arts.
Communications for the President's College

[The text is not legible due to the quality of the image.]
or any field in the humanities and social science groups. This field should require about one-sixth of the student's time in senior college, (the equivalent of about three majors). The examination should cover the field but might be divided into two parts requiring different degrees of intensity in study of preparation. The written examination in this field should be three or four hours in length.

(Note -- The allotment of a student's time in senior college suggested above would still leave one-sixth, the equivalent of three majors, which might be devoted to any one of his three fields, to all of them, or to still a different field, either working with or without the guidance and assistance of an instructor.)

The examinations for the bachelor's degree shall be conducted under the general supervision of the College Board of Examiners, with the cooperation and assistance of the examining committees of the respective departments (described below). In deciding whether to grant or to deny to any candidate a recommendation for the bachelor's degree, the College Board of Examiners shall take into consideration not only the performance of the student on the final comprehensive examinations, but also whatever other information may be secured regarding the candidate's abilities and attainments.

Length of Residence in Senior College. Any student in senior college may take any or all of the examinations for the bachelor's degree at any time they are offered, provided that his counselor agree that he is ready. A degree will not be granted to any student who has done less than full work in residence for three quarters or the equivalent thereof during a longer period of residence.

College Board of Examiners

There shall be created a College Board of Examiners which shall
Report of the Senate Committee

consist of not less than three members, each one of whom shall be a member of the faculty who teaches not more than one course a quarter or three courses in any academic year. Each of the three groups of subjects, (natural sciences, social sciences, and humanities) shall have at least one representative on this board, which shall be responsible administratively to the dean of the colleges. At least once a year the dean and the board shall make a complete report of the faculty regarding general policies and practices, details of operation, and their experiences and observations generally.

Each department shall have an examining committee of one, two, or preferably three members, to assist the board in framing and administering the examinations for admission to senior college and for bachelor's degrees, and to act as departmental examiners as described in (6) above.

It should be fully realized that the success of this whole plan will depend upon the whole-hearted cooperation of the entire faculty and particularly upon the intelligent, faithful and enthusiastic performance of the College Board of Examiners and the departmental examiners. Whenever the duties of any departmental examiner become sufficiently heavy, the administration should recognize the fact and grant an appropriate reduction of teaching schedule. Great care should be exercised in the selection of the members of the College Board of Examiners and salaries should be large enough to attract the best persons available. Similarly, the selection of the departmental examiners should be made with great care, and successful performance in this capacity should receive due recognition in promotions in rank and advances in salary.

The faculty action creating the College Board of Examiners should not be too specific in definition and detail but should be enabling
legislation with the understanding that the board will act continuously as a bureau of educational research, conducting always an on-going study of all educational problems with which it may be confronted. This board should have either in its membership or at its service at least one person who may be classified perhaps as an educational technician, qualified to do effective work in educational testing, educational measurements, statistical studies, etc.

The cost of instruction under the plan here proposed will probably be no less than at present. It should be recognized that the printing and administering of the examinations will entail additional expense,

Regulations Concerning the Two Sets of Examinations

The examinations for admission to senior college and for bachelor's degrees should be offered twice a year--toward the end of the Autumn Quarter and toward the end of the Spring Quarter. These examinations could be held on the two or three Saturdays and the two or three Mondays, preceding a ten-day period before a given convocation day. This schedule would put the examinations in the latter part of November and the early part of December, and again in the latter part of May and the early part of June. A student should be allowed to take all of the examinations in either set during one examination period, or to distribute the examinations in either set over three successive examination periods. He should be given an opportunity to try any examination a second time in case he fails in a first attempt.

For admission to senior college all of the first five examinations (not including the sixth examination which may or may not be required by
a department), must be passed within fourteen months of the taking of the first examination, which may be any one of the five. Similarly, all of the examinations for a degree must be passed within fourteen months of the taking of the first examination, which may be any one of the set.

Course Examinations.

Since no effort should be made through the dean's office or by means of faculty legislation to dictate a method which an instructor must use in arriving at his estimate of a student's performance and progress each quarter, we should abolish the present requirement of examinations on all courses at the end of each quarter. Of the three days now devoted to the quarterly course examination schedule, the first two should be included as part of the regular work of the quarter. The third day should be dropped out, and instructors should be given four days instead of three days following the last scheduled meeting of the class, in which to file their reports. An instructor should be free to use any class period for an examination.

Quarterly Reports

Each instructor conducting work in junior college or in senior college will be asked to send a report to the college dean's office on the work of each of his students each quarter. In these quarterly reports an instructor will not be required to grade a student either by numbers or letters, but he will be asked to write a brief statement regarding the performance of the student and to indicate whether the student has or has not made satisfactory progress. Reports for senior
Clearing up the "Pineapple Cigarette"

The "Pineapple Cigarette" is a popular brand of cigarettes that has been gaining in popularity. Due to its unique flavor, it has become a favorite among smokers.

In recent years, there has been a rise in the number of people switching to "Pineapple Cigarettes." This increase can be attributed to the brand's successful marketing campaigns and the growing demand for natural flavorings.

Manufacturers of "Pineapple Cigarettes" have been quick to capitalize on this trend by producing a variety of flavors and packaging that cater to different preferences. As a result, the market has expanded significantly.

Despite the growing popularity of the "Pineapple Cigarette," there are concerns about its health effects. Many smokers are unaware of the potential risks associated with smoking.

Health officials have issued warnings about the dangers of smoking, particularly in regard to "Pineapple Cigarettes." They advise smokers to consider quitting or switching to electronic cigarettes, which are considered safer.

Overall, the "Pineapple Cigarette" has had a significant impact on the cigarette market. Its popularity has shown that there is a demand for unique and appealing flavors, and it will be interesting to see how the industry evolves in the future.
college students shall be made in duplicate; the original will be sent by the dean's office to the student's departmental counselor, and the duplicate will be retained in the dean's office.

Each junior college student shall deposit in the dean's office a report on what he has done each quarter. The student will be expected to report what he has accomplished in each of his studies; what independent reading he has done; what time he has devoted to music or art, to student activities or employment for self-support, to recreation or exercise; what have been his living conditions, and his general health; and a statement of his future plans.

Probation and Dismissal

The Board of the Colleges, of which the members of the College Board of Examiners shall be members ex officio, shall have power to work out whatever policies regarding probation and dismissal for unsatisfactory work may seem advisable in the light of experience. At least once a year the Board of the Colleges shall make a report to the faculty regarding its policies and practices in cases of probation and dismissal for unsatisfactory work.

Junior College Certificate

We should give an appropriate junior college certificate to any student who, upon passing the examinations for admission to senior college, may desire to terminate his formal education at that point.

Course Offerings and Methods of Instruction

Departments that have not done so, should be encouraged to
The extent of the general concession to the principle of freedom of action varies with the character of the subject matter and the stage of the argument. The argument, which is based on the premise that the principle of freedom of action is essential to the development of a free and democratic society, is presented as follows:

**Hypothesis and Assumptions**

The extent of the general concession to the principle of freedom of action varies with the character of the subject matter and the stage of the argument. The argument, which is based on the premise that the principle of freedom of action is essential to the development of a free and democratic society, is presented as follows:

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restudy their course offerings with a view to reducing the number of isolated and unrelated course units, and with a view to organizing their course offerings in terms of larger units extending over two or three quarters. (See "History used as an Example" in Appendix.)

The departments should be encouraged to conduct experiments in methods of instruction which may involve considerable deviation from the present stereotyped methods and routine, particularly in lecture courses. (See "History used as an Example" in Appendix.) Each department should be requested, when making such experiments with new methods, to send to the Dean of the Colleges, a preliminary report giving the details of the method and a final estimate of its degree of success. The Dean of the Colleges, on the basis of these written reports and such conferences as they may prompt, will make a report to the faculty annually on all such experiments, in order that each department may have the benefit of the experiences of all other departments.

When to Put the Plan in Operation

If the plan here proposed should receive the approval of the Faculties and the Senate, it should be agreed that the plan will be announced to be put into operation for the members of the freshman class entering in the October following the time when the Senate Committee on the Undergraduate Colleges may be assured (1) that the departments have made adequate preparation, (2) that suitable members for the College Board of Examiners are available, (3) that adequate library service is available, (4) that the President and the Trustees have canvassed the financial implications of the plan and have agreed that the University is prepared to
Research into coniferous agriculture with the aim to boost the number of trees could lead to increased habitat variety and a view to agricultural grain. The idea of agriculture in terms of forest management appeared in the literature as a way to encourage public participation in forest management. A study on the "Agriculture and Environment" in Europe.

The objective of the study was to encourage public participation in forest management. Public participation by means of forest management participation in local and national forums

(see "Local News or "Local News ") by the German activist "Local News ."

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meet whatever financial obligations may be entailed; provided that the announcement shall be made not later than the first day of April prior to the October when it is to go into operation for an entering freshman class. It should also be stated, in the public announcement referred to above, that beginning with the June Convocation of the fourth academic year following the announcement of the adoption of the plan, the bachelor's degree will be awarded only on completion of the requirements of the new plan.

**Faculty Organization and Building Program**

It is the judgment of this committee that the most effective execution of the plans proposed in this report will be secured by continuing the present form of faculty organization which does not separate the instructors of the junior college from the instructors of the senior college and the graduate school. It is believed that participation in the teaching of freshmen and sophomores by the strongest and most mature instructors in the University is necessary in order to secure the highest efficiency at all levels of college work.

It is the judgment of the committee that the land owned by the University on the south side of the Midway can be used most advantageously for residence halls. If later it is found to be desirable to provide buildings on the south side of the Midway for purposes other than residence, the principle laid down in the foregoing paragraph should control the development of the plant. The construction of the physical equipment should never be allowed to interfere with the maintenance of the highest possible standards of teaching for all branches of the University.
January 19, 1927, the Faculties of the Graduate Schools and of the Colleges of Arts, Literature, and Science, adopted the following: "With regard to housing--that the faculties should make known to the trustees their sense of the great need of residence halls, both for graduate and for undergraduate students, which shall be satisfactory in respect to suitable opportunity for study, opportunity for thoughtful companionship, location, comfort, and general attractiveness; and that it should be indicated that the need for such halls for graduate students is the outstanding need in this connection".

The following paragraphs are taken from Vice-President Woodward's statement in the President's Report for 1926-27:

"Student Housing. We frequently speak of the University as a large "family". We like to believe that a spirit of friendliness and mutual interest pervades the Quadrangles. We recognize the fundamental importance, in the educational process, of habitual discussion outside the classroom, of wholesome companionship in work and play. We know that a university ought to provide for every student a splendid opportunity to develop the qualities which will make him a good neighbor and a useful citizen. These are our ideals--but they are far from realization.

"Only a small minority of our students live in University dormitories. Many live in homes distant from the Quadrangles. The majority are scattered over the Hyde Park and Woodlawn districts, some in fraternity houses, some in privately owned rooming houses, some in small apartments, some in the spare rooms of resident families. The University, through its housing bureau, has tried to secure at reasonable rent, for all who seek its assistance, quarters which are at least decent and respectable. Even this is yearly becoming more difficult. But the point I now wish to make is that as a result of this dispersion of our students--steadily increasing--we have far too little community life. Too many of our students, when they leave the classroom, the library, or the laboratory, leave the real atmosphere of the University. Too many of them escape almost entirely the stimulating associations and wholesome influences which should play an important part in their education.

"There is only one effective way of dealing with this serious condition. We must bring together the great majority of our students, graduate and undergraduate, in comfortable and attractive residence halls, with common rooms, dining halls, recreation space, and headquarters for student organizations. Until this is done, it will be impossible to achieve the social solidarity and esprit de corps which are essential to the carrying out of a well rounded educational program. When it is done, our faculties and administrative officers, if they seize the opportunity, can immensely increase their effectiveness. The University will be in a far better position to attract the more promising students, and to make their University experience wholesome, happy, and fruitful."
The following paragraphs are taken from the document:

"..."
While believing that the changes in educational practice herein proposed constitute the most important step in the improvement of the conditions of student life, this committee recognizes that the social life of our students at all levels should be enriched. In proposed developments south as well as north of the Midway these social problems should receive careful consideration.

Respectfully submitted,

E. S. Bastin
C. S. Boucher (chairman)
A. J. Carlson
C. H. Judd
L. C. Marshall
T. V. Smith
D. H. Stevens
Julius Stieglitz
Archer Taylor
APPENDIX

Supplementary statement by the Chairman of the Committee.

The features of the plan herewith presented are designed:

(1) to establish educational standards with measurements of achievement or accomplishment, (for the mental and intellectual development of each student), which are more meaningful than those we are now using;

(2) to give more meaning to the bachelor's degree than it now has, since it too frequently represents only so much time served in order to accumulate a required number of course credits;

(3) to give the student an opportunity, which he will gladly seize, to assume more responsibility for his own education, and thus give greater opportunity and encouragement for self-development and growth in power;

(4) to encourage the student to think of his education as a life-long and continuous process, which, to be effective, must be a well ordered process, at various stages of which he should have rather definite objectives and should demonstrate his capacity for successful achievement;

(5) to encourage the student to take a broader perspective and to work and to think in terms of fields rather than small, isolated and sometimes meaningless units;

(6) to save time for the better students, who are able to develop themselves both faster and more thoroughly than the average student, by awarding the degree on the basis of demonstrated accomplishment rather than on a required number of course credits, and thus break up the lock-step system;
ANNEX A

Supplementary statement on the Cano's of the Cano's

The President: The first point of the present paper, the President, may I ask you, before we proceed further, to consider carefully the importance of your next meeting? What is the purpose of the next meeting, and how can we best prepare for it?

(1) To consider the membership qualifications of new members of the association.

(2) To consider the membership qualifications of new members of the association.

(3) To consider the membership qualifications of new members of the association.

(4) To consider the membership qualifications of new members of the association.

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(19) To consider the membership qualifications of new members of the association.

(20) To consider the membership qualifications of new members of the association.
Appendix

(7) to award the bachelor's degree to no student who cannot demonstrate a certain degree of accomplishment in mental and intellectual development, even though the student may have "passed" any number of courses;

(8) to set for high-school administrators, teachers, and students a fairly definite goal at the end of the period of secondary education, which, in our present scheme of institutional divisions, begins with the first year of high-school and ends with the second year of junior college;

(9) to give assurance to high-school administrators, teachers, and students, that the more thoroughly and more wisely a student applies himself in high-school, the sooner, possibly, and certainly the more surely will the student be prepared to demonstrate by examination his fitness for entrance into senior college.

Introductory Discussion

Only a short period of critical observation in the office of the College Dean is necessary to convince any one, who may not previously have become convinced, that our present system of stating degree requirements in terms of thirty-six courses with as many credits, turns out, too many cases, to be almost totally deficient as a measurement of education and, all too frequently, is without meaning as a certification of achievement, accomplishment, or even an important change in the mental and intellectual development of the student. Of course, a number of our students do get an education, because, very fortunately, no institution has ever been able to set up a system of instruction and administration so bad that at least some students did not succeed in educating themselves in spite of the short-comings and deficiencies of the in-
In order to ensure the proper function and performance of the information systems, it is essential to develop a comprehensive approach to security. This includes the implementation of robust security controls, the establishment of clear standards and guidelines, and the regular assessment of system vulnerabilities. The importance of security cannot be overstated, as the integrity and confidentiality of the data are critical to the success of any organization. It is therefore imperative to continuously monitor and update security policies and procedures to ensure that they remain effective in preventing unauthorized access or misuse of the information systems.
The aim of each educational institution should be to provide a system of instruction and administration which will stimulate and assist the greatest number of its students, who are sufficiently endowed with ability and who come with adequate preparation, to acquire that stage of education which the institution is presumed to sponsor.

I sometimes think that it is a cause for wonder that a respectable number of our students do achieve as much as they do and develop their powers as far as they do, in spite of the obstacles and positive inducements to do otherwise which are inherent in our present system in which book-keeping in terms of numerous small course units is the only common denominator.

Our system of educational guidance through deans for junior college students and departmental counselors for senior college students has done much to induce the student to plan and to think seriously of his education as a matter of logical and continuous development over a period of years; but even this service cannot accomplish what it should in a considerable number of cases because after all, even a senior college sequence is stated in terms of course units supposedly related, but too frequently in reality simply a given number of little hurdles, each one an objective and an end in itself. In theory, it would seem that educationally we were expecting the student to develop the skill and ability of a high-jumper as a result of running over hurdles; to develop into a distance runner as a result of practicing short dashes; or, to change the figure, to build a house out of the bricks which are made for him in courses. He is advised to splice his course units together, to fill in gaps left between courses, to develop the power to think as an educated person in at least one
I sometimes think that it is a certain fear before a catastrophe,
image which is made up so as to serve as much as may be in this way.

In order to keep the balance a bit, we ever try to strike at a certain
position themselves to the best of our knowledge and understanding of
the situation, to which our own capacities in terms of our own ability,
and to try to keep the balance in such a way that we may try to frighten
ourselves to the maximum of our own knowledge and our own
ability to handle the situation in the best way that we can.

As far as we can, we try to keep the balance in such a way that we
may try to handle the situation in the best way that we can.
large field of thought. However, a student rarely works such a miracle for himself, because he is not required to do so, and because the only objective we keep ever present before him is one of small unit credits, two or three at a time, and he soon quite naturally settles down with the philosophy "sufficient unto the day is the evil thereof." Each course is a game in itself--student versus instructor--the student's objective being to beat the game, get his credit and grade points entered on the books, where each/credit is a stake worth one-thirty-sixth of a degree--a stake which no claim-jumper can ever remove--a cash value which no one ever contest, in this university or most others, as part of the purchase price of a degree. It is installment buying with a fatal weakness, because no credit agency insists on any time limit in completing the purchase, and because our regulations which are supposed to guarantee that a student's installment purchases are properly matched and fitted to make a structural unity in form, are so weak and so nearly meaningless that they fail to achieve their purpose in too many instances.

The present system of installment buying of automobiles is a highly reasonable and enlightened one compared with the installment purchase system in college education. In the case of the automobile a purchaser gets a complicated but well articulated piece of machinery which will be of service and pleasure to him; he is allowed the privilege of paying for it within a reasonable length of time under strict regulations. In the case of a degree (not necessarily an education, though supposed to represent such) the purchaser may buy small parts from many different plants over a period of ten, twenty or even thirty years. It is as though a
APPENDIX

[Text not clearly visible due to image quality]
Appendix

man began the purchase of an automobile by paying for and receiving a chassis from the Ford Motor Co.; a year later bought an engine from the same company; two years later bought a carburetor from the Cadillac Co. (a six weeks' summer term at the University of Chicago); three years later bought a radiator from the Chevrolet Co.; and five years later bought what were supposed to constitute all of the remaining necessary parts from the Packard Co. These parts, all put together eventually, supposedly, make an automobile, but surely one of doubtful value; similarly, a degree purchased in such fashion is of doubtful value as an evidence of an education or any meaningful intellectual development.

Junior College and Admission to Senior College

Throughout the United States it has come to be quite generally agreed that the first two years of college are really a continuation part of the period of secondary and general education begun in high-school. This is the period in the education of an individual when he should acquire a reasonable amount of factual information and an introduction to the method of thought in several fields and should also acquire some tool skills. During this period the student, who may desire it, should have open to him an opportunity for the pursuit of the early stages of special education in some field of particular interest to him - an opportunity to begin the concentration which may be continued in senior college.

From the old fixed college curriculum, the same for each and every student, the pendulum swung to the opposite extreme and the elective system was allowed to run riot for a time, with no specific degree requirements save quantity of course credits.
Appendix

May 1953, an I.S. program at the State College of New York, was a pioneer program in the field of technical education. It was designed to prepare students for careers in the field of engineering, specifically in the areas of electrical and mechanical engineering. The program was developed in collaboration with industry and provided a strong foundation in both theoretical and practical aspects of engineering.

The program included courses in mathematics, physics, chemistry, and computer science, as well as specialized courses in electrical and mechanical engineering. Students were also provided with opportunities for internships and research projects, which helped them gain valuable experience and develop their skills.

The success of the I.S. program at the State College of New York was evident in the high quality of the graduates, who went on to work in leading companies and industries across the United States. Many of them went on to become leaders in their respective fields, contributing to the advancement of engineering and technology.

Conclusion

In conclusion, the I.S. program at the State College of New York was a pioneering program in the field of technical education, providing a strong foundation in both theoretical and practical aspects of engineering. The program was successful in preparing students for careers in engineering, and many of its graduates went on to become leaders in their respective fields.
This was soon to be a mistake and the better colleges have now in operation certain distribution group requirements, which are supposed to be met in the junior college years, leaving the senior college years largely for concentration and depth of penetration into one or two or possibly three fields. The University of Chicago at the present time has some junior college requirements stated in terms of distribution groups, measured in terms of entrance units from high-school and course credits in college. It is proposed to keep these distribution requirements much as they are, with some slight change, but to change quite radically the method of measurement. Instead of accepting entrance and course credits it is proposed to introduce a series of examinations which would really measure the achievement of each student in each of five fields.

With these five examinations open to any student whenever he and his dean agree that he is prepared to take them, regardless of the number of course credits the student may have, a student would know when he entered high-school that if he selected his subjects wisely and applied himself thoroughly during the next four or five or five and one-half years (taking for granted that he has average or better than average ability) he might save a half-year, a year, or even more time out of the period of six years now automatically required of virtually all students for high-school and junior college.

Furthermore, the student all through high-school and junior college would have a definite objective—to prepare himself for an exhibition of his intellectual wares and capacities as a necessary prerequisite to entrance into senior college. High-school would not mean a mere passing of courses of no real significance in college—
Appendix

The report seeks to convey the need for the federal government to defend wildlands from the threat of uncontrolled development. It argues that the preservation of wild areas is crucial for maintaining ecological balance and ensuring the continued existence of many species. The report emphasizes the importance of a comprehensive approach to land management, which includes both federal and state efforts. It recommends the establishment of national wilderness areas to protect these areas from development and to provide opportunities for public recreation.

The report also discusses the role of private landowners in the conservation of wildlands. It highlights the importance of working with private landowners to develop conservation agreements that protect the ecological integrity of the land. The report suggests that federal assistance and incentives could be provided to encourage private landowners to conserve their land.

In conclusion, the report urges the federal government to take a lead role in protecting wildlands by implementing comprehensive land management policies. It emphasizes the need for collaboration between federal, state, and local governments to effectively manage wildlands and ensure their long-term viability.
a series of hurdles each one of which must be negotiated successfully simply as initiation stunts strung out over a period of years. If the student knows that the end of his period of secondary education is to be marked by a series of tests covering all that he has done in high-school and in junior college; if he knows that any student of ability who thinks continuously of his own education in a meaningful way and applies himself thoroughly will be able to determine his own rate of advancement by shortening his length of residence in junior college; if he knows that the tests for admission to senior college cannot be passed on the basis of a few weeks of intensive cramming just before the examination, (and if the tests are properly framed he will not be able to do so); if he knows that the acquisition of a reasonable amount of factual information and certain tool skills together with the development of ability to think and to use his information effectively, are to be insisted upon as a demonstration of his fitness for more advanced work in senior college; then and then only will his whole period of secondary education have some meaning for him and cease to be a series of short games to be contested with this, that and the other teacher, the object of each game being a unit of credit which has as its own intrinsic value merely the fact that it is one of a series of such unit credits which must necessarily be accumulated in the leisurely and aimless stroll towards a degree.

**Length of Residence in Junior College**

In the chart on page 8 an attempt is made to visualize the different amounts of junior college work which would probably be required by three different types of students in preparation for admission to senior college, depending upon the amount, variety and quality of their high-school work.
Appendix

A series of figures show one of which would make a decorative monteau.

In the spirit of determination, let us make a new beginning.

Let us incarnate the essence of our purpose to perfection.

In the context of this project, we aim to build a comprehensive framework.
### Appendix-2-

<table>
<thead>
<tr>
<th>GROUP I</th>
<th>JUNIOR COLLEGE WORK</th>
<th>GROUP II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEST STUDENTS</strong></td>
<td><strong>GOOD STUDENTS</strong></td>
<td><strong>FAIR STUDENTS</strong></td>
</tr>
<tr>
<td>0 majors English</td>
<td>2 majors English</td>
<td>3 majors English</td>
</tr>
<tr>
<td>0 majors foreign language</td>
<td>1 major foreign language</td>
<td>3 majors foreign language</td>
</tr>
<tr>
<td>1 major mathematics</td>
<td>1 major mathematics</td>
<td>0 major mathematics</td>
</tr>
<tr>
<td>2 majors natural science</td>
<td>4 majors natural science</td>
<td>6 majors nat. science.</td>
</tr>
<tr>
<td>3 majors social science</td>
<td>4 majors social science</td>
<td>6 majors social science</td>
</tr>
<tr>
<td>3 majors fifth optional</td>
<td>3 majors fifth optional</td>
<td>3 majors fifth optional</td>
</tr>
<tr>
<td><strong>Total (examination)</strong></td>
<td><strong>Total (examination)</strong></td>
<td><strong>Total (examination)</strong></td>
</tr>
</tbody>
</table>

**GROUP I**
Students with high-school credits similar to the following:
- 3 units English
- 2 foreign language
- 2 units mathematics
- 1 unit physics
- 1 unit chemistry
- 2 units history
- 4 miscellaneous
- **Total 15**

**GROUP II**
Students entering with high-school credits similar to the following:
- 3 units English
- 4 " foreign lang.
- 2 " mathematics
- 1 " physics
- 1 " chemistry
- 1 " botany
- 2 " history
- 2 " civics
- 1 " economics
- **Total 15**
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The Bachelor's Degree

Under the present almost universal system of awarding the bachelor's degree on the basis of book-keeping in terms of credits, the degree really has little meaning beyond being a testimonial that an individual has served four years of time in an institution called a college. College credits, for which a certificate of deposit or a check is issued to a student who may wish to deposit them for entry on the credit side of his account at another institution, and college degrees, which are paraded by an ever increasing number of persons, are currency of unstable and hence almost meaningless value, and of purely fictitious value in too many cases; course credits are fiat money of the most unstable value even within one institution, and this is true to perhaps an even greater degree in many a case when a student changes his bank of deposit. In the case of one student a degree may represent gold, but in another case a much baser metal or even merely mud. The time is at hand when the colleges reputed to be the best are going to be forced to adopt the gold standard in education, if they would hold their envied and somewhat unmerited ranking, because one institution, Harvard, has already successfully taken several important steps which have raised her bachelor's degree nearer to the gold standard than is true of any other college in the United States at the present time, in my opinion.

In the last few years honors courses and various systems to provide special opportunities for the better students to work for a degree with honors or with distinction have literally swept across the country, and the institution which does not at present have such a system is considered backward and unprogressive. This is but a sign of the general desire to give real meaning and value to the degree and point the way toward which all students should be directed for the sake of their own educational development as well as for the sake of raising the degree to a gold standard value. Harvard has already adopted one feature common to most honors systems for all of its students—the comprehensive final examination in terms of fields and not in terms of courses. But Harvard has not as yet had the courage to abandon its course credits system for degree purposes, except to a very limited extent for some students working for honors, and has not materially revamped its course offerings and course methods, as might logically be done as a concomitant of the plan of getting students to work and think in terms of fields and to be responsible for fields rather than courses.

It was proposed above that at the University of Chicago we should admit to senior college not at all on the basis of a required number of course credits, but solely and entirely on the basis of demonstrated accomplishment in knowledge and power at the appropriate level in five fields. Simply it is proposed that we should award the degree not at all on the basis of a required number of course credits, but solely and entirely on the basis of demonstrated accomplishment in knowledge and power at an appropriately higher level with a greater degree of depth and intensity in three fields or departments, which might be individually selected by each student, with the one restriction that two of the
Appendix

The Problem's Kernel

The problem's kernel is described in terms of a set of first-order logical formulas. These formulas are intended to capture the essential aspects of the problem at hand. The kernel is designed to be as simple as possible, yet still able to represent the problem accurately.

The formulas are structured in a way that allows for a clear and systematic approach to solving the problem. This approach involves breaking down the problem into smaller, more manageable parts and then combining these parts to form a complete solution.

The formulas are presented in a logical format, which makes it easy to understand and work with them. This format is also useful for computer implementation, as it can be easily translated into a machine-readable form.

In summary, the problem's kernel is a set of logical formulas that provide a clear and systematic approach to solving the problem. These formulas are designed to be as simple as possible, yet still able to represent the problem accurately. They are presented in a logical format that is easy to understand and work with, and that can be easily translated into a machine-readable form.
Appendix -10-

fields of concentration must be related.

Fields, not Courses, as Objectives

The word "field" as used here is intended to be synonymous with "department" as used in our present system of organization. However, an increasing number of leaders in higher education are registering the opinion that our departmental divisions have been carried too far, and point to a tendency for these division lines to be broken down because they are artificial barriers which tend to impede clear vision in fields of thought which really run through and across many of these departmental divisions.

The "field of a"department" might well be divided into a reasonable number of parts—a number much smaller, however, than the number of parts now listed under the titles of courses. For example, in the place of the considerable number of units into which the field of history is now divided in the form of courses, the history department might simply announce senior college work in five parts of the field—ancient, medieval, modern, English, and American history. A senior college student who elected history as a major field should be held for a general grasp of the field—all five parts—and for an intensive mastery of at least three of the five parts. A senior college student who elected history as a minor field should be held for a general grasp of the field and for an intensive mastery of at least one of the five parts. In either case, with history as a major or as a minor field, the student would not be allowed to think or work in small quarter units called courses, his responsibility for each such quarter course to be ended when he passed the course and secured a credit on his record sheet in the Recorder's office. However, any senior college student who was not offering history either as a major or as a minor should be allowed and encouraged to work as much or as little in any part of the field of history, with or without instructional guidance and assistance, as interest or purpose might lead him to desire to do.

If we are to expect our senior college students to think and work in terms of fields and to demonstrate an appropriate degree of mastery of fields at the time of the comprehensive final examinations, it would seem that some departments should materially reduce the number of small unit course offerings which at present are "taken" by students in almost any order and amount, and in many instances without any very definite prerequisites.

Some of the natural science departments have their senior college courses arranged in a clearly defined order, with each one a prerequisite for the one to follow, and with the last senior college course requiring for successful work a constant application of all the information, knowledge, technique, tool skill, and intellectual power supposed to be derived from the previous and prerequisite courses. Such a department usually starts all of its students climbing the same base ladder up to a certain level from which several special ladders lead to as many special objectives within the general departmental field. For some of these science
It is the purpose of this chapter to summarize the various methods of determining the physical characteristics of a protein. These methods are based on physical properties which can be measured directly or indirectly, and which provide information about the structure and function of the protein. The methods include ultracentrifugation, light scattering, circular dichroism, and X-ray crystallography. Each method has its own advantages and limitations, and the choice of method depends on the specific characteristics of the protein under study.

Ultracentrifugation is a powerful technique for determining the molecular weight and sedimentation coefficient of a protein. It is based on the principle that a protein solution will separate into two layers when centrifuged at high speed. The lighter component (the supernatant) contains the unbound protein, while the heavier component (the precipitate) contains the aggregated protein. The sedimentation coefficient is a measure of the size and shape of the protein molecule.

Light scattering is a technique that measures the intensity of light scattered by a protein solution. It is based on the fact that a protein molecule scatters light in a specific way, and that this scattering is proportional to the size and shape of the molecule. Light scattering is a sensitive technique that can be used to measure the molecular weight of a protein, and it is also useful for determining the conformation of the protein.

Circular dichroism is a technique that measures the difference in absorbance of left and right circularly polarized light. It is based on the fact that a protein molecule has a preferred orientation of its electrons, and that this orientation can be detected by circularly polarized light. Circular dichroism is a powerful technique for determining the secondary structure of a protein, and it is also useful for monitoring the conformational changes that occur during protein folding.

X-ray crystallography is a technique that uses X-rays to determine the three-dimensional structure of a protein. It is based on the fact that X-rays can be diffracted by a crystal, and that the diffraction pattern can be used to determine the arrangement of atoms in the crystal. X-ray crystallography is a powerful technique that can be used to determine the structure of a protein at atomic resolution, and it is also useful for studying the interactions between proteins.

In conclusion, the methods of determining the physical characteristics of a protein are powerful tools for understanding the structure and function of proteins. Each method has its own advantages and limitations, and the choice of method depends on the specific characteristics of the protein under study.

In addition to these methods, there are also other techniques for determining the physical characteristics of a protein. These include gel electrophoresis, mass spectrometry, and nuclear magnetic resonance (NMR). Each of these techniques provides a different perspective on the structure and function of a protein, and they are often used in combination to gain a more complete understanding of the protein.

In summary, the methods of determining the physical characteristics of a protein are essential tools for understanding the structure and function of proteins. They provide valuable information about the size, shape, and conformation of the protein, and they are used in conjunction with other methods to gain a comprehensive understanding of the protein.
Appendix

departments, in which the advanced work is largely laboratory work, and in which all of the work proceeds in well-ordered sequence, the suggestions in this section have little application. Any science department that does not have its work ordered and offered in the fashion just described, might well profit by some reorganization of its offerings. All of the science departments, however, might profit by use of the final comprehensive examination system, as each student's general perspective of his major and minor fields would be improved and developed in a manner required of no student at present and actually attained by too few.

In the case of most of the social science and humanities departments a student who centers his senior college concentration in one of these departments is at no time required to think of his major or related departmental fields as a whole, and all too frequently he does not properly orient his specialized course pursuits. Under the present system, for which no single department is responsible and under which a department is really as much a victim as is the student, the student always has before him the degree requirement of a specified number of course credits and is led quite naturally to think and work only in terms of course credits.

**History Used as an Example**

The history department may once more be used as an example. In the discussion above, it was suggested that, in place of the considerable number of units into which the field of history is now divided in the form of courses, the history department might simply announce senior college work in five parts of the field—ancient, medieval, modern, English, and American history. Not all of these five parts need be offered each year, but all five should be offered in each two successive years. Each part should be offered on the basis of a full academic year of work extending over the three quarters, autumn, winter, and spring. Since the majority of our offerings in the summer quarter are for graduate students, who outnumber our undergraduate students in that quarter considerably, the history department might consider the summer quarters as constituting another series, in which all five parts of the field of history would be offered in any successive three summer quarters. In what for most of our students is the regular academic year of three quarters, autumn, winter, and spring, most of the students would be expected to work for the three quarters consecutively on one part of the history field.

Let us use the medieval part of the history field as an example. Any student who offered medieval history as a part of his major field or as one of his minor fields would be held responsible for medieval history—not simply a part of medieval history—and this would mean for most students three quarters of work done in three consecutive quarters, autumn, winter, and spring. Of course it would be possible for a student to work up this part of the field of history, medieval history, entirely on his own account without ever registering for the "course"; it would be possible for a student to work "in course" in one or two quarters and work
Appendix

History Used as an Example

To be clear, the government does not own much of the land nor do they own anything else. In fact, they own the same things as the private sector. The land is owned by individuals who have invested in the land.

The government is in charge of a project that will allow the land to be used for development. This project involves the construction of a new road and the creation of a new park. The project is expected to create jobs and stimulate the local economy.

The government has partnered with a private company to finance the project. The company will be responsible for constructing the road and park. In return, the government will provide tax breaks and other incentives to encourage the company to invest in the project.

It is important to note that the government is not in the business of making money. The goal of the government is to improve the quality of life for its citizens. In this case, the government is using its power to create a new development that will benefit the local community.

In conclusion, the government is not a monopoly on power. They are just like anyone else, and they are subject to the same laws and regulations. The only difference is that they have a higher authority.

For more information, please visit our website at www.example.com.
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up independently, "out of course", the balance of the field; it would be possible for a student to break into the work "in course" at the beginning of the second or the third quarter, provided he were willing to do extra work to build up the necessary background already covered by the students "in course" during the previous quarter or quarters; any student not offering medieval history as part of his major field or as a minor field should be welcome to come into any part of the work in medieval history if interest and inclination should lead him there; but the majority of the students in medieval history would be "in course" during the three consecutive quarters, autumn, winter, and spring.

Let us presume still farther that Professor James Westfall Thompson were to conduct the senior college work in medieval history in a given year. There should be available for his students in published form a good syllabus which should include adequate and well arranged bibliographical suggestions. Professor Thompson now has in print a syllabus which, he tells me, could readily be brought up to date and made suitable for the plan of work here suggested. The students who might elect to work with Thompson in medieval history would have had, presumably, some training in the general field of history in high-school or junior college or both, and would have had some training in preparation for work in the social science field as witnessed by the successful passage of the examination in this social science field for admission to senior college.

It is suggested that Mr. Thompson might work with his senior college students in medieval history in some such fashion as follows. At the opening of the autumn quarter he might spend a week or two weeks, or whatever length of time he thought appropriate, showing his students how he thinks and works in the field of medieval history—his technique, the way he handles the different types of materials with which he works, his methods of evaluation, criticism, and organization.

After devoting an appropriate amount of time to showing his students how he works in his subject, Thompson might indicate a unit of work in the syllabus on which the average student might profitably spend two weeks, working sixteen hours a week, including the class and conference hours—presumably the student would be working in three fields or parts of fields at a time, and thus spending about forty-eight hours a week on his college work, in and out of class-rooms. When he assigned the two weeks' unit, Thompson might appropriately give one guidance lecture on the unit—giving some critical bibliographical suggestions, some indication or caution concerning the type of problems in evaluation, criticism and organization which were likely to be encountered. He might quite appropriately not lecture to them again until the end of the two weeks period; he then might give one or two lectures of purely interpretative character on the material covered by the students during the two weeks. Between these two lectures on this unit, a guidance lecture at the beginning and an interpretation lecture at the end, Thompson might go to his class-room each of the regular class days, not to lecture each
day as at present, but to spend the class-hour in conference with as many students as cared to attend the conference to talk over problems which they had encountered. Thompson might spend some of these scheduled hours in discussion with the entire group, or he might divide them into smaller sections with a specific day for each section, or he might devote some of the periods to individual conferences by appointment. Throughout the quarter's work and the year's work it should be understood that Thompson would not give his students in lecture form the factual and informational material readily available in books. It would be up to the student to carry the main responsibility for getting from books the necessary factual and informational material in order to know what his own difficulties and problems were, and to understand and appreciate the lectures devoted to guidance, criticism, and interpretation.

After the completion of one such unit in the manner suggested, Thompson might then start his students on another unit worthy of one week, ten days, two weeks, or even three weeks.

Tutors

If Thompson should have as many as fifty or seventy-five students working with him in medieval history, perhaps it would be impossible for him to give enough attention to his students individually or in small groups in only the four or five hours a week he is supposed to devote to conferences and lectures; and he could not read and criticize adequately the written work which should be suggested. Perhaps, therefore, he should have one or two tutors working with him, doing conference and paper work. For this tutorial purpose we might legitimately use younger instructors or even second and third year graduate students working in the same field, medieval history. Each student would be able to have some conference work with Thompson; any student who needed more individual attention than Thompson could give him in justice to other students would get this additional assistance from a tutor.

Departmental Freedom

In suggesting this plan of work in medieval history the attempt has been made merely to indicate one of the many possible variations from the present lecture system. It must be understood, of course, that no effort should be made to dictate to any department how it should conduct its work; in fact the greatest freedom should be extended to each department to experiment and work out its own most effective methods and technique. The departments seem at present to be bound by the straight-jacket of the "hours" and "credit" system as much as are the students. It is inherent in the proposed plan that the departments would have a great deal more freedom in the conduct of their work in senior college than they have at present under our stereotyped course system each course having the identically same value for book-keeping degree purposes as every other course. Particularly with their better students each department should have the greatest freedom. Any one of the smaller departments—smaller in terms of number of students and number of instructors—which under the present system
finds it almost impossible to offer enough courses for sequence and degree purposes to students who wish to major in such a department, should have complete liberty to arrange a program of work for each such student on any basis it might see fit to approve; and all that the Dean's office should ask in quarterly reports should be a statement for each such student, (working on an individually arranged and entirely irregular program--judged by present standards), indicating the nature of the student's program of work, the character of his performance, and whether he had or had not made satisfactory progress.

"Opportunity, not Compulsion"

President Mason has more than once used the phrase "opportunity and not compulsion"--a phrase which appeals to me as a happy one. During the junior college years, each student's dean should endeavor to guide his program of work so that he would round out and strike the proper balance in the various parts of his general education; and, what is just as important, his dean and each of his instructors should make an effort to see that he learned how to work effectively and with an increasing amount of independence and self-reliance as a necessary part of his preparation and training for the senior college years when he should be given a much greater degree of freedom and self-responsibility in his educational development. Each student, should be made to realize as early as possible that he is the person whose business it is to be most interested in, most vitally concerned with, his own education; that his dean or his departmental counselor and his instructors are ready to help him, in any way they can, to help himself, but are neither interested in, nor responsible for, forcing him to do anything, because no one can successfully force him to develop in himself the power and mastery which alone constitute what in any field is rightly termed an education; that the slogan "opportunity and not compulsion", is really an operating practice and not mere verbiage.

"Inspiration"

There are various guesses and real explanations as to how and why any student may acquire an intellectual interest strong and vital enough to carry him far in its pursuit. One student may come to college with the avowed purpose of pursuing a well defined interest; another student may acquire his interest in a subject in college from contact with a professor whose brilliant presentation of a subject has proved to be an inspiration, from a professor whose pleasing personality and enthusiastic interest in his subject have proved to be contagious; another student may acquire his interest solely from being given an opportunity, (or from being confronted with a method of instruction which requires him), to be responsible for his own educational development, with more reliance upon his own efforts particularly in his senior college years than is now the case; another student may be absolutely impervious to, and completely inoculated against, the acquirement of any intellectual interest--and while such a student may easily accumulate enough course credits to gain a degree at present, it
Departments

Concern

Please be advised that there have been several cases of misinformed employees. It is imperative that all employees are well informed on the importance of our mission and the role they play in its success. It is crucial that every employee understands their responsibilities and the impact of their work on the overall organization.

It has been brought to our attention that some employees have been传播 misinformation. It is essential that we work together to ensure that accurate information is disseminated.

Thank you for your attention to this matter.
is quite unlikely that he would win a degree under the system proposed.

It is perhaps impossible to do any more than express an opinion on the relative efficacy of the two sources of interest development suggested above—an inspiring teacher and hard work by the student. Personally, I think that both should be provided in a properly constructed educational system. An occasional student might be sufficiently inspired by an instructor to get down to real work for himself in a particular subject, even though the educational program under which he was working did not require him to do so; another student might acquire a vital interest in a subject solely by virtue of his own hard work in the subject and in spite of deadly and uninspiring instruction. In the case of the student who might actually be inspired by an instructor, this inspiration would be of no value unless it should lead to intensive work on the part of the student. The student who was actually inspired by an instructor would soon discover that he could not live very long intellectually on this type of inspiration alone, for unless it were reinforced by the more vital and more lasting type of inspiration which comes only from hard and intensive work on the part of the student—work which to him might become thoroughly delightful and fascinating—the instructional inspiration would cloy and cease to be nourishing.

Hence, instructors should be persons who can inspire a reasonable percentage of students, (for no instructor can inspire all students who may come to him), and the educational system should make provision for, and should demand, a considerable amount of independent work on the part of the student, for the sake of an additional source of original inspiration to some students, for the sake of keeping alive and nourishing the inspiration which may have come from any instructor, and for the sake of a degree of development of the powers of the student which can come only from his own efforts.

Desirable Results

With students no longer assuming, as they do now in many courses, that the instructor was responsible for telling them everything for which they were ever to be held responsible—at the end of the quarter and in each particular course examination only; with students knowing that they must assume enough of the responsibility for their own educational development to get their teeth into some meat worthy of its chewing for the real digestion and assimilation which must take place; with the students knowing that a particular course was not simply a game with the instructor, the major object of which was to beat the instructor out of a grade—since the student would know that a particular quarter's work in any subject was but part of the intellectual and power structure which he was building for exhibit when he hoped to take a degree; with the instructor ex-
expected to lecture only when there was real occasion for a lecture on something which would be vitally important and valuable and interesting to the student who was obliged to make his own development of primary importance to himself; under such circumstances an instructor or a lecturer would have the chances greatly increased that he would be found inspiring by a larger percentage of students, for it is indeed an exceptional man who can be interesting and inspiring four or five times a week, every week during even a quarter, when students have the general attitude which is now forced upon them, or at least greatly stimulated, by the course credit system. With the instructional and principal examination functions separated— with the most important examinations, for admission to senior college, and for a bachelor’s degree, administered by the College Board of Examiners; with our present grading and grade point system materially changed; more wholesome relationships between students and instructors would soon be established.
Appendix

The Senior College Student's Program

Under such a plan for senior college work as sketched above, each student could arrange his work on his major and two minor fields in whatever ratio in each of the two years seemed best for him, after he had conferred with his departmental counselor on his program for the two years.

Library Facilities and Service

For such a plan of conduct of our work as here outlined our present library facilities and service would be utterly inadequate. If students were to be expected to use books in larger numbers and for longer periods and more frequently than is at present the case, more books must be made more easily accessible and more reading room facilities must be made available, particularly for senior college students. For junior college students I am inclined to believe that an expansion of our rental library facilities could be made almost entirely adequate.

The Quarter System

Our quarter system, under our present plan of operation, has certain marked advantages and disadvantages. All of the present disadvantages of the quarter system are not necessarily inherent, for most of them can be very largely eliminated under the system of reorganized conduct of our work here proposed and all of the real advantages can be
The Senior College Student's Program

Under each plan for senior college work as selected by the student, each student should strive for the work on the major and two minor fields in addition to each of the two years covered under the major after he had completed with the departmental counselor on the program for the two years.

Library Facilities and Service

For each plan of course of work to be done.

Library and other facilities and service may be necessary to accomplish the goals. The student must be expected to use these facilities. It is expected that the student will purchase and use more books in the course of the major. More books must be made available and more teaching room equipment must be made available for senior college students.

For further college assistance, I am willing to believe that an expansion of our library and other facilities would be more satisfactory.

The Upper Years

Our college years make our present plan of courses a

plan for certain studies and careers and for assignments. This plan for the years of the graduation of the senior year may not necessarily be rigid, but may of them can be made

necessary. I am willing to assist in the years of our students in

the upper years through our library and other facilities.
Among the advantages is the fact that our students normally work on no more than three subjects or courses at a time, instead of five, six, or even seven, as is the case at many institutions on the semester system. It is an advantage to a faculty man to be able to take any one of four quarters as his quarter out of residence. But it is certainly a disadvantage educationally for students to flit in and out of residence as frequently as they do, or, even when in residence three consecutive quarters, to shift from course to course and from department to department as frequently as they do; the personnel of classes changes too much and too frequently even in the three quarter sequence courses offered by several departments and running regularly through three successive quarters. Since course credits are the only sine qua non, and since students are not forced to think and work seriously in terms of fields, they flit like a butterfly from flower to flower and then back to take a second nibble at the first one.

**Educational Bargain Hunters.**

The quarter system and the course credit system conspire together to produce educational shopping of the most picayune variety. A student comes into residence any quarter he may choose to buy one credit and is likely to ask but one question: "What have you got at nine o'clock?" He desires to purchase course credit and a sale is easily
Appendix

arranged, if it is early in the registration period and all the nine o’clock courses are not posted as "full". Sometimes I think that for many students we are running a "Cash and Carry" store with one important weakness: in a real cash and carry merchandise store the purchaser pays his cash and carries away his purchase; at our educational bargain counter we ask that cash be paid, but we do not insist that he carry his purchase away with him, for our system provides that in all too many instances he need carry no part of his purchase away from the final meeting of the course; he may deposit in his final examination paper all he has bought, leave it with the instructor, and we will carry all further responsibility for the performance on his record sheet in the Recorder's office--the course has become and will remain forever simply one of many marks on a record sheet, thirty-six of which make the mystic number necessary for a bachelor's degree.

Definite Objectives

With two very definite and fairly large objectives confronting the student in the educational process set up for his intellectual development--one at the beginning and another at the end of his senior college period--the end of a quarter would not be an end in itself and he would at once realize that a considerable amount of independent reading and study could be done with real profit during the long summer vacations in preparation for first one and then the
struggling it is to carry in the relationship being one of the main components of the overall score. I find that for many students who struggle with a "can't" come to only their actual knowledge at a fast speed and any early calculations above the halfway point on the graph can be very helpful. But with more inertia, one can always go backwards very fast and find how the final meeting of the committee may happen.

To fit the examination paper will be the starting point, with the information, and our full strength of knowledge. Through collation, we can see that the process and will remain forever. At this point, one can make a decision on a research paper, and apply it to our research.

Before making the market immune necessary for a perpetually...

Definitions

After two early sessions and fairly large operations, consultation to the adequate and precise set of tools for the appropriate development, one of the beginning may include the use of one of the senior college students who are ready to move. It may not be an easy task to make effective and successful in the form of a comprehensive survey of those professional laws, and any criteria. One can make a decision on a research paper, and apply it to our research.

unseen metrics in parallel to develop on a clear and clear path.
Appendix

other of these objectives. There seems to be no effective substitute for a fairly definite, large-sized, long-time objective to demonstrate to a student that the most effective way for him to work for his own development and advancement is with enthusiasm, verve, vital interest, and seriousness of purpose. One large-sized and long-time objective has much more significance and value than the total significance and value of many small, transitory and ephemeral objectives. It has been demonstrated that students working with the former type of objective in view are more vitally interested and are better satisfied with results than are students working with the latter type of less significant objectives in view.

It is surely an interesting and strange situation when it happens so frequently as at present that a student develops the attitude that the only important thing in college is merely for him to "get by" with as little effort as possible and yet secure the necessary number of course credits; that if he does succeed in this endeavor and at the same time resists all advice given, and all efforts made by others, to get him to endeavor to become an educated person, the joke is on the institution. Apparently he does not realize that the loss, resulting from time misspent and opportunities neglected, is his and not that of the institution; but surely the shame and the blame that such practice has become too common must be lodged with the institution and not with the students—a fact which students in increasing numbers are beginning
Appenix

After a phase of operations, there seems to be no advantage
of keeping the force trained in the same conditions. It
is more economical for the service to go to a field
not far from the area to which the next operations
will take place and to train the troops to an extent
and in a manner that will enable them to take
an active part in the next operations. It is then best
if the troops are trained in the areas where
they will be operating after the next operation
has taken place. This will enable them to
become familiar with the terrain and with
the conditions under which they will have to
operate.

In order to make the training as
realistic as possible, it is necessary to
include the use of equipment that will be
used in the next operations. This will enable
the troops to become familiar with the
equipment and to learn how to use it
effectively.

The training should be
continued throughout the year
and should be adapted to the
specific conditions of the area
in which the troops will be
operating. This will enable
them to become familiar with
the terrain and to learn how
to adapt their tactics to suit the
specific conditions.
"Eligibility" for Student Activities

For Western Conference competition we would have to be able to certify that each contestant had done full work satisfactorily for the required length of time; but in the case of campus activities any student who was retained in the University should be allowed to participate at his own discretion--there should be no probation for local ineligibility purposes. However, each student who had been reported as doing work which was not satisfactory in any part of his program should be so notified and should be warned that unless he could and did do better he was likely to be dismissed.

No better method could be found to put "student activities" into their proper place in a university community, receiving a proper and wholesome amount of attention, interest and emphasis, than the adoption of a plan like the one here presented; under such a plan all varieties and phases of university life and activity would very soon gravitate to proper and merited levels, judged by intrinsic and basic values.
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Combined College and Law School Course

At present we count a year's work in the Law School on a degree from the Colleges of Arts, Literature, and Science, as well as on a degree from the Law School when the first year's work in the Law School is taken as the last year's work in the Colleges. Under the proposed plan the Law School might see fit to become a graduate school, requiring a bachelor's degree for admission. The six-years plan for both degrees, however, might be continued; the student might work in his two minor fields and prepare for his two minor comprehensive examinations during his first year of senior college; he could then spend his next year entirely on law and take his major final comprehensive examination in the field of law at the end of the year's work in law.

Importance of the Two Sets of Examinations

One of the most important and most difficult features of the administration and successful operation of this proposed plan would be the examinations at the two levels. A considerable amount of time, careful effort, critical judgment and evaluation would be required on the part of a number of individuals. Each field examination at each of the two levels should be set by a committee of three or more persons and not by a single individual.

The College Board of Examiners would be forced to use extreme care to see that each part of each set of examinations--for entrance to senior college and for the degree--is kept at the
proper level (neither above nor below where it should be), and
that there is an appropriate degree of uniformity in the
standards of achievement demanded to pass the various parts
of each set of examinations.
No one of the set of examinations for entrance to senior
college should be a mere test of factual information which
might be acquired by mere diligence and memory; nor should
any one be such as could be passed by a small amount of
superficial cramming. Each one should require besides
factual information an appropriate degree of ability and power
to think and to reason in the field covered. Each one of
these five examinations might use the various types of "new
plan" or multiple question examinations together with the
problem and essay type of questions.
Each of the three comprehensive field examinations required
at the end of senior college for the bachelor's degree should
be a test not only of a student's general grasp of the field
but also his depth of mastery of the field as shown by his
power to marshal the factual material, orient it, correlate
it, evaluate it, and generally use it in an effective way in
the solution of big problems or in the discussion of big
questions. Examinations at this level should certainly re-
quire a demonstration of powers and abilities of types other
than the type of ability possessed by a parrot. A student
should be expected to demonstrate not only that he had ac-
quired the factual information necessary for an intelligent
discussion of a field, but also that he had actually thought
and worked in the field long enough and effectively enough to
VOL.

To the Mayor: Mr. Mayor and Members of the Board of Education,

I wish to express my appreciation for the opportunity to serve in the field of education. My experiences in the past few years have been rewarding, and I believe that my contributions to the Board of Education have been significant. I have been fortunate to work with dedicated professionals who share my commitment to improving the quality of education for all students.

I am committed to continuing my efforts to ensure that our schools provide the best possible education for our children. I hope to work closely with you and the other members of the Board to address the challenges facing our schools and to develop innovative solutions to improve student outcomes.

Thank you for your support and for giving me the opportunity to serve. I look forward to working with you in the future.

Sincerely,

[Signature]

[Name]

May 25, 1992

[Address]
have mastered the technique and method of thought of that field.

Effects upon Number and Quality of Students

A question suggests itself as to how many of our present senior college students both could and would adjust themselves to successful performance under the plan here suggested. My own guess is that perhaps ten per cent could not do so, and perhaps another ten per cent would not do so. For the sake of safety let us presume that twenty-five per cent could not or would not do so, but would prefer to follow the line of least resistance in an institution where the course credit system was in force. Would we cripple ourselves financially to the extent of twenty-five per cent of our tuition receipts? Perhaps yes, for three or four years. The opinion of each of many educators with whom I conferred in the East—an opinion in several instances based upon critical observation and experience—was as follows: any institution which raises its requirements for a degree above those of its competitors (within reason, of course), will find that its degree will be generally recognized as of greater value than the degrees of its competitors, and will soon receive more and better applicants for admission; it will succeed in eliminating the weakest members from its student body, but will soon more than replace these, if it so desires, with a better type of student; the young people in the United States are keen enough to recognize the best to be had in education quite as quickly or even more quickly than in any other line, and are interested enough in their own welfare and development to seek the best wherever it is to be found; there-
fore, these Eastern men predicted, if Chicago were to adopt such a plan as here outlined, it would at once be recognized the country over as a performance superior to the old stereotype and almost universal plan, and in a short time Chicago would have more applicants of better quality than ever before. I have discussed this general plan as here presented with three different groups of our undergraduates totaling something over forty individuals. One group consisted of fifteen members of the Senior Class Council—a group having if not one or two Phi Beta Kappa students, but a group identified more generally with social affairs and student activities rather than with serious scholarship. In every case each student indicated that he or she would rather work for both an education and a degree, (terms at present not synonymous even though they should be), under the plan here proposed than under the plan now in operation.

That the student body very readily adjusts itself to changes in methods—particularly since a college generation lasts only four years and there is almost a complete change of personnel in the student body each four years—has been shown by the new departures and successful experiments which have been tried in several institutions within the last ten years. The student body will very readily adopt an attitude toward the character and share of its responsibility as well as toward the character of its performance in the educational process, fundamentally and entirely different from what has been customary in the past, if asked to do so on the basis of clear explanations and sound reasons for doing so. I am inclined to believe that the
members of the student body could adjust themselves to the proposed plan more easily and more quickly than could the members of the faculty. Since this plan would probably be put into operation, if at all, for a group of students just beginning their college experience, they could readily adjust themselves to the new plan because they would not have the inhibitions which many faculty members would have acquired through long performance under the present system. In the numerous conferences which I have had with a considerable number of our faculty members, individually and in groups, I have been greatly encouraged by the amount of sympathetic and enthusiastic interest shown, and by the number who have expressed an eagerness to face whatever difficulties might be encountered in the adoption of the plan.

Chicago as a Leader of Influence

Papers read before a number of meetings held by various educational, professional, and institutional associations; presidential, faculty committee, and student committee reports from a number of colleges; articles appearing in numerous educational journals and in several of the popular magazines; conversation with administrative officers, faculty members, and students of several colleges; letters from, and a long conference with Dr. Wm. S. Learned of the Carnegie Foundation for the Advancement of Teaching;—all have convinced me that there is a widespread feeling of dissatisfaction with the present educational process and performance at the college level; that a number of the leading institutions are pioneering, some cautiously and others rather daringly, in the direction of change; that many institu-
tions are earnestly hoping that some one institution will have
the daring and courage to do something quite as radically
different as is here proposed, for reasons which seem quite
generally conceded to be sound; that the institution with
courage enough to do something of this sort would at once jump
into an envied and greatly appreciated position of leadership
and would soon be followed eagerly in the same general direction
though perhaps not with the same arrangements of detail, by the
better institutions all over the country.

Harvard has already set an example in the East which is having
its effect in that section and will have a much greater effect
there in the near future. But what Harvard does or may do
will have little effect in the West, from the Alleghenies to
the Pacific, as compared to the effect which a move by Chicago
would have. For Chicago to take such a step would be of more
significance, because it would very soon affect more institutions
and a larger student population, than if such a step were taken
by any other institution in the United States. Chicago has long
been looked to as a pace-setter in education. If we are to be
found wanting in this power for courageous leadership at a time
when it is needed and watched for more eagerly than perhaps ever
before in the period of education covered by the life of this
institution; if we now fail to grapple with the most
fundamental problem which has ever arisen in college education
and which now confronts all colleges squarely; if we dilly-dally
along and merely peck at small parts of the problem and lag
behind many other institutions in this pecking, as is instanced
by our recent but belated action in making provision for honors
courses; then we will surely lose and will deserve to lose our
respected position of leadership.
We boast that at the University of Chicago we are able to do
what may be demanded by sound judgment and wise educational
policy more freely than can the faculty of any other institution;
we are more free because we have nothing to fear from state
politics or a state legislature, and because our alumni and our
trustees are not inclined to exert an unwarranted, an unwise,
disheartening and a discouraging pressure. What value, this
freedom, unless we use it? Furthermore, if our President were
other than he is, perhaps delay and inaction would be pardonable.
But since he has shown us clearly that he is entirely sympathetic
in his attitude toward the heart of the proposition here pre­
sented and indeed is anxious for us to move in that direction
as soon as possible; and since he has in public addresses and
in newspaper interviews actually committed us to a fundamental
change in the spirit, temper and practice of our educational
process and performance at the undergraduate level; inaction
or even long delay on our part would be unpardonable and would
reduce us from our position of leadership to that of a laugh­
ingstock.

When to Put the Plan in Operation

If some such plan as the one suggested is to be adopted, we
should proceed as rapidly as is possible and yet slowly enough
to be adequately prepared to make its operation successful.
The plan should be announced to be put into operation as soon
as possible, in order to furnish the leadership which is so
eagerly desired at this time in many quarters, and also in order
to strengthen the hands of those leaders in some other institu­
tions who are now at work on plans for new departures, but
...
whose hands are tied by an amount of conservatism and pressure from various sources not found in the University of Chicago. Action by us would do much to overcome such conservatism and restraining pressure in other institutions.

Harvard has already experimented enough with such outstanding success in three directions, (with its final comprehensive examinations, tutorial system, and independent study period), for the plan here proposed not to appear too daring or too much of a departure. The proposed plan, which is far from being a slavish copying of the Harvard plan, is indeed quite different from and goes farther than the Harvard plan, but would seem to be a logical next step beyond the present status of the Harvard plan. When I talked with the three men at Harvard who are most actively concerned with the administration and actual operation of their system, I sketched the plan here proposed and asked their constructive and corrective criticism; they answered that they thought the plan entirely sound and that they hoped that we would adopt it soon, because it would strengthen their hands for their next steps, which, within a very short time, would bring them to a plan similar to the one here presented on all major points.

The main points of difference between the Harvard system and the proposed plan are these: Harvard still retains the old system of course credits as a degree requirement and has not materially remade her course offerings and course performance; Harvard has simply superimposed the final comprehensive examinations, the tutorial system, and the independent study period, upon her old course system—with one modification, namely, that
The project aims to study the effects of temperature and humidity on the growth and development of the plant. To achieve this, we have established a controlled environment with specific temperature and humidity levels. The plants are monitored daily, and their growth is recorded. We have also conducted experiments to explore the relationship between these factors and the plant's growth rate.

The results indicate that optimal growth occurs within a certain range of temperature and humidity. Beyond this range, the growth rate significantly decreases. Further research is needed to determine the precise conditions that maximize the plant's growth.
the independent study periods shorten the time devoted to courses by about six weeks; the present plan proposed that we abandon the course credit system for degree purposes, and that we remake our course offerings for senior college in order to eliminate a considerable number of our small, one quarter course offerings, and to present the work more in terms of fields, extending, in most instances, over three consecutive quarters; the present plan also proposed a revamping of the lecture system, with the instructor lecturing less hours and devoting the hours thus saved to conferences; though the present plan proposes the use of tutors or preceptors in some fields, for more conference work than the man in charge of the work in a particular part of a field can offer to a large number of students, it does not include the adoption of the tutorial system as found at Harvard, nor the preceptorial system as found at Princeton. If the present plan were to be adopted, the first necessary steps would be for some of the departments to restudy and remake their course offerings more in terms of larger units of the field concerned; some departments should also begin at once the preparation of an appropriate number of syllabi, each one covering a part of the field worthy of not less than one-sixth of a student's time and effort in the two years of senior college, e.g., in history five such syllabi might be prepared, as suggested above; plans should be begun at once to furnish a library service much more adequate than at present.

**Bachelor's Degree with Honors**

No specific provision for award of the bachelor's degree with honors or with distinction has been included in the plan, because
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it is believed that with the elimination of the specific requirement of a definite number of majors for graduation we have offered a more significant form of encouragement to the superior student; we have suggested that the superior student be permitted to shorten the period of residence necessary for the bachelor's degree by an amount commensurate with the amount of superiority in ability and capacity for work which he can show. Some of the best of our students, under the plan proposed, could take the bachelor's degree in three years, (nine quarters), and, if they so desired, could spend the next year in the graduate school. In four years the superior student could earn a master's degree, an attainment of more significance and value than a bachelor's degree with honors. This provision would offer an officially recognized method for a student to burrow as deeply into a particular part of his major field as interest, ambition and ability might lead him; it would offer an opportunity to the better student to do a piece of real research; it would not only furnish to the better student an opportunity to develop to fructification with satisfaction to himself any special intellectual interest which he might have, but would also furnish appropriate official recognition for the satisfactory completion of any such project.

The adoption of the plan proposed would, in a very short time, markedly increase the number of students working for the form of distinction suggested. This is not a mere guess, but is a statement based upon the experience at Harvard where 33 per cent of the bachelor's degrees granted in the academic year 1926-27 were awarded with distinction, and the chairman of the board of tutors in one of the largest departments believes that 85 to 90
Appendix -29B-

per cent of the men capable of attaining distinction are actually candidates for distinction. A section of the Harvard bulletin General Examinations and Tutors in Harvard College devoted to "Effects of the System" concludes: "There is no doubt that the students work harder than they did. They have a more definite aim in their work; and it may be remarked also that something of the competitive spirit in their studies has been restored; for they regard the divisional examinations as they call them, as a better test of ability and true scholarship than the examinations in the separate courses, where they feel that high marks can be more easily obtained by mere diligence and memory."
Appendix 30

"Across the Midway"-- A Personal Confession of Experience

When, three or four years ago, the proposal was put before us to separate the junior college physically and put it across the Midway with a complete physical equipment, faculty, and administrative staff of its own, I was in favor of the proposal, because I was then interested almost solely in graduate work and research in my own academic field, American history, and had given little serious thought to phases or problems of junior college education. A trick of fate put me into the Dean's office where I soon began to get a much broader and entirely new perspective. At first I thought that a dean must necessarily spend most of his time and efforts quibbling with students over one or another of the numerous book-keeping regulations for the attainment of a degree, and on disciplinary problems;--in fact I thought that a dean must be primarily a petty police officer, spending his time catching and torturing flies. I had no stomach for such activities any longer than was necessary to allow the President's office time enough to enlist a man to take the place. Very soon, however, I learned that President Mason and Vice-President Woodward were anxious to do something really significant with the Colleges and were ready to entertain any constructive suggestions which the Dean might have to offer. I then began in earnest to study the biggest problems of college education, particularly our own problems, and, by spending as little time as possible on the petty affairs of the office, I soon became deeply interested in the major problems.

As a result of this study I am now of the opinion that it would be a mistake to separate the junior college completely and put it across the Midway with a physical equipment, faculty, and adminis-
Appendix 31

trative staff of its own. If this were done, no matter how much we might try to keep close contacts between the administrative and instructional staffs on opposite sides of the Midway, they would soon be as completely out of touch with each other as though they were separated by a day's journey, just as is the existing status of relationships between the administrative and instructional staffs of the University High-School and the Colleges.

Enough instances of the progressive improvement of our junior college performance in the last four years can be cited to show that our junior college work needs the active interest and constructive work which have been given by many of our men of most experience and greatest reputation. By virtue of the work of some men of this type we have introduced some improvements in our junior college work which I believe have been better conceived, have gone further, and have been brought to pass more quickly than would have been the case if we had not had the services of these men in these efforts. We certainly would not have had their services if the junior college had been a unit, physically separated, for these men would, quite rightly, never have identified themselves solely with the junior college—and in the case of a separated junior college it is a case of complete identification with the institution or virtually no identification with it.

Let me give but two examples: (1) The survey course in the natural sciences, "The Nature of the World and of Man." The success of this course, which is one of Chicago's greatest contributions in junior college education, could not have been so striking as it has been, if we had not had the active and cooperating participation of so many of our greatest scientists—men who would not become identified with a separately organized junior college.
I,

[Paragraphs of text discussing academic and administrative matters, possibly relating to a university setting, but the content is not legible due to the quality of the image.]
Appendix 32

(2) The reorganization of the junior college work in Economics, which now begins with a three-quarter survey course, "The Economic Order", which is quite likely the best introductory course in Economics in the country open to freshmen. This course would not have been possible without the maturity of scholarship and experience and an immense amount of very hard work on the part of Professor Marshall and many other men of his staff—men who would not become identified with a separately organized junior college.

I could cite other instances of a similar character in other departments, and could cite two which are under way at the present time, to be announced for freshmen in the offerings of two departments next autumn. In each instance the chairman of the department is not only interested but is actively at work with other members of his department; each departmental group is furnishing a breadth of perspective and an effective leadership which would not be available if the junior college were physically separated.

Our junior college has become too much of a day school, with too many students drawn from the immediate vicinity and living at home, and with too few students from widely distributed geographical areas. In my judgment there are two main explanations: (1) we do not have residence halls enough to house a larger student body from a distance; (2) the rumor still persists that Chicago is interested only in graduate work and is trying gradually to eliminate its undergraduate work, particularly the junior college work.

Again and again prospective students or their parents write in for room reservations, only to be informed that the supply of rooms in residence halls has long been exhausted. We lose each year a considerable number of desirable students from a distance simply be-
cause we cannot give them rooms in residence halls. The Housing Bureau reports that the rooms available for rent in buildings not owned by the University are steadily becoming less desirable. In order to improve many phases of university life (enough important phases to require several pages to discuss them adequately) we need more residence halls at once.

The effects of the rumor that Chicago is interested only in its graduate work and is trying gradually to eliminate its undergraduate work could be most strikingly counteracted and the rumor could be permanently silenced most effectively by the announcement of a plan of work for undergraduates such as the one here proposed. Such an announcement would attract attention the country over and would really create the impression which we are now trying to give by merely saying so, that we are endeavoring to offer the best possible opportunities for undergraduate work.

Residence halls plus the announcement of this new plan for undergraduate work would, I believe, soon bring to us a considerable number of the best students from all over the country and make it possible for us to build up an academic life and atmosphere as attractive and certainly as distinctive as now offered by any institution in the country.

Across the Midway we have an available site for residence halls for both junior college and senior college students. These residence halls could be built facing the Midway, presenting an imposing Gothic front matching the north side, and leaving fairly adequate space for recreation fields south of the buildings. Halls for social and other extra-curricular activities, and a building for library service for at least some of the college work might be included.
The interests of the Home Office, as you know, are fully represented in the matters of law and order. In its capacity as the principal instrument of government, the Home Office is responsible for ensuring the security and stability of the country. The Home Secretary's role is to coordinate the efforts of various departments and agencies to maintain law and order, protect the community, and enforce the law. This involves the formulation of policies, the allocation of resources, and the oversight of operations related to policing, immigration, and other areas of public safety. The Home Office also plays a key role in the development of national security strategies and the response to emergencies and crises.

Your letters are always welcome, and we will ensure that they are received by the appropriate department. Should you have any specific concerns or inquiries, please feel free to contact us directly. We are committed to providing the best possible service to the citizens of this country and to ensuring that the law is upheld and respected. Thank you for your continued support and for the opportunity to serve. If there is anything further I can assist you with, please let me know.
Appendix 34.

Conclusion

I wish to state in conclusion that I am not firmly set in my opinions regarding any of the details of operation here set forth, but I am very much interested in the objectives which the more important suggestions are designed to accomplish. I am firmly convinced that the University of Chicago and all the other institutions of the country which support work of collegiate grade are very much in need of a reorganization of methods of work and a restatement of requirements for the bachelor's degree which shall be more in accord with, and more conducive to, the attainment of the objectives which are supposed to be accomplished by college education.

C. S. Boucher.
THE UNIVERSITY SENATE
Special Meeting, Thursday, April 25th, 1929, 5P.M.
Harper Assembly Room

PRESENT: Acting President Woodward presiding; sixty-seven members of the Senate and the Assistant Examiner.

Mr. Woodward reported that the presidency of the University had been offered to and accepted by Robert Maynard Hutchins, Dean of the Yale University Law School. Mr. Woodward also summarized the previous training and experience of Mr. Hutchins.

On motion of Mr. Paris it was unanimously voted by the Senate that the University Recorder be authorized to appoint a committee to draft resolutions expressing appreciation of the services of Mr. Woodward to the University during his term as Acting President. On motion

On motion of Dean Mathews it was unanimously voted to authorize Acting President Woodward to extend the good wishes and cooperation of the University Senate to President-elect Hutchins.

Adjourned

Roy W. Bixler
Assistant Examiner
for the University Recorder
THE UNIVERSITY SENATE
Special Meeting, Thursday, April 28th, 1952

Rector Assembly Room

PRESIDENT: Acting President Woodrow Woodruff present.

Seven members of the Senate and the Assistant Examiner.

Mr. Woodruff reported that he is preparing a report on the University
and the need to allocate funds for the support of the University.

Mr. Woodruff also reported that he is preparing a report on the University
and the need to allocate funds for the support of the University.

Mr. Woodruff also reported that he is preparing a report on the University
and the need to allocate funds for the support of the University.

Approved.

Mr. Woodruff

Assistant Examiner

for the University Senate
I suggest the following:

James Field

Quincy Weber

Dr. McRae

I have the honor to inform you that Mr. Walter A. Payne, Univer.

WES: WD.

February 27, 1926.

Chicago, Illinois

February 18, 1926

I am hereby resigning as a member of the University Alumni Com-

I addressed a meeting of the University of Chicago alumni

Mr. Walter A. Payne, President of the University the greetings of

of the University of Chicago, of the University of Chicago Alumni,

Chicago, Illinois, wishes for his success and that of the Uni-

Very sincerely yours,

Charles E. Merriam

Charles E. Merriam

I shall be glad to inform you when this is done.

I feel that I am able to perform the work of this Committee, and

very much more effectively in some

Mr. Walter A. Payne, President of the University the greetings of

of the University of Chicago, of the University of Chicago Alumni,

Chicago, Illinois, wishes for his success and that of the Uni-

Very sincerely yours,

Charles E. Merriam

Charles E. Merriam

I shall be glad to inform you when this is done.

I feel that I am able to perform the work of this Committee, and

very much more effectively in some
February 27, 1926.

Chicago, Illinois
February 18, 1926

My dear Mr. Payne:

This is to inform you that Mr. Merriam's resignation from membership on the Senate committee on honorary degrees has been accepted by Mr. Mason. No appointment has yet been made in his place. I shall be glad to inform you when that is done.

I addressed a meeting of the University of Chicago alumni at Indianapolis on February 12th. There were some thirty Mr. Walter A. Payne,
The University of Chicago,
Chicago, Illinois.

Very sincerely yours,

Charles E. Merriam

WES: WD.
Chicago, Illinois
February 18, 1926

President Max Mason
Office of the President
The University of Chicago
Faculty Exchange

My dear President Mason:

In advance of any sessions, I am hereby resigning as a member of the Committee on Honorary Degrees. I feel that I am not at all well adapted to the work of this Committee, and that I can help the University much more effectively in some other way.

I addressed a meeting of the University of Chicago alumni at Indianapolis on February 13th. There were some thirty present, and a resolution was adopted requesting me to present to the President of the University the greetings of the Indianapolis branch of the University of Chicago alumni, and their best wishes for his success and that of the University.

Very sincerely yours,

Charles E. Merriam

Charles E. Merriam

Dr. Merriam's advice as to acceptance of this resignation I have talked with the President.
April 19, 1926.

Mr. Walter A. Payne.

Mr. Walter A. Payne, President of the University of Chicago, Chicago, Illinois, notified me by letter of February 29, 1926, that a resolution was adopted in recognition of Mr. Wright’s assistance to the University, the growth and development of the University of Chicago, and his activity for the success and good of the State.

WES:W.

Very sincerely yours,

Charles R. Warren

Charles R. Warren

I will advise assistance to your resolution. I have talked with one about.

GHF suggests Dr. Olin.
Mr. Nathaniel Butler,
Faculty Exchange.

My dear Mr. Butler:

My attention has been called to the announcement on the Convocation Program of August 29th, 1924, and subsequent programs, under the general heading of "Honors" of the members elected to Alpha Omega Alpha, honorary medical society at Rush Medical College. Including such items in the Convocation Program has in the past been approved by the Senate. For example - Phi Beta Kappa, Sigma Xi and the Order of the Coif. I presume the announcement referred to was inserted in the President's Office on recommendation of the Dean of Rush Medical College. I shall accordingly be under obligations if you will send me a memorandum of the facts, with recommendation, to report to the Senate at its meeting on Saturday, February 20th.

Yours very truly,

Recorder and Examiner.

WAP&D
February 15, 1926.

My dear Mr. Payne:

Dr. Butler has turned over to me your letter of February 11th with reference to the announcement on the Convocation Program of the members elected to Alpha Omega Alpha. Mr. Harper sends me each quarter the list of members elected to Alpha Omega Alpha, since I have charge of the general make-up of the Convocation Program. The first time this list was received, I asked Mr. Tufts' opinion on including it in the Convocation Program, and he was of the impression that it should be printed along with Sigma Xi, Phi Beta Kappa and the Order of the Coif. However, I was not aware, nor was I informed, that such a list should be presented to the Senate before inclusion in the Program, and simply with Mr. Tufts' approval (Mr. Burton was in England at the time) I included the list in the Program then and upon subsequent occasions.

In the circumstances, I presume recommendation should be made to the Senate for inclusion of members elected to Alpha Omega Alpha in the Convocation Program.

Very truly yours,

William E. Scott (signed)

Mr. Walter A. Payne.

WES:5
REPORT OF THE COMMITTEE APPOINTED TO CONSIDER AND REPORT
UPON THE GROUNDS UPON WHICH PROMOTIONS IN RANK OF MEMBERS
OF THE FACULTY SHOULD BE BASED

(Amended as adopted by the University Senate at its meeting
February 29, 1913).

I. With regard to eminence in administration as
a basis for promotion:

The term "administration" may be used in either of two senses; departmental administration and non-departmental or general
administration.

Departmental administration, especially if it takes such form
as the organization and development of the department,
including selecting members of the staff, and planning the
courses to be offered by the department, may well involve
a broad knowledge of the field, and insight into the fruitful
lines of its development. It may therefore appropriately
receive recognition by the academic titles indicating
eminence in this specific field.

General or non-departmental administration, on the other
hand, requires not ability in the specific field of one
of the departments, but rather ability in the field of
general educational policy or capacity for effective
personal influence, or other traits of an executive
character. The Committee believes that this should be
recognized in its own field by promotion with appropriate title
and salary, and not by promotion within the department, or
by the use of such terms as Assistant Professor, Associate
Professor, or Professor. This of course does not preclude
the promotion to professorships of such administrative officers,
but the promotion would be solely for departmental eminence,
not on account of general administrative eminence.

II. Basis of appointment to full professorship:

It is recommended that in future appointments and promotions
to full rank (full professorship) productive scholarship
and a recognition of his standing as a scholar in his chosen
field shall be considered essential conditions for such
promotion or appointment. For the purpose of this resolution
"productive scholarship" may be considered to include:

1) Completion or direction of original research
of sufficient importance to lead at least to
a recognition of his standing as a scholar in
his chosen field.

2) Productive work of a literary character that
shall be a factor in the thought and develop-
ment of a given field or subject.
II. EASE OF APPOINTMENT TO CIVIL PROFESSIONS:

If it is recommended that in future appointments any attempts to provide a sufficient number of professional appointments, including those that are currently the province of the Government, in the Government of the Overseas Territories, a procedure to be followed. It should be noted that the procedure for the appointment of an Overseas Territories officer to the Civil Service may be different in the Overseas Territories and that the route to such an appointment may differ from that in the UK.

The Committee on Overseas Territories has approved the following procedure for the appointment of an Overseas Territories officer to the Civil Service:

1. The Overseas Territories officer is appointed to the Civil Service in the Overseas Territories.
2. The Civil Service officer is appointed to the Civil Service in the UK.
3. The Civil Service officer is appointed to the Civil Service in the Overseas Territories.
4. The Civil Service officer is appointed to the Civil Service in the UK.
5. The Civil Service officer is appointed to the Civil Service in the Overseas Territories.

The Committee has also approved the following procedure for the appointment of an Overseas Territories officer to the Civil Service:

1. The Overseas Territories officer is appointed to the Civil Service in the Overseas Territories.
2. The Civil Service officer is appointed to the Civil Service in the UK.
3. The Civil Service officer is appointed to the Civil Service in the Overseas Territories.
4. The Civil Service officer is appointed to the Civil Service in the UK.
5. The Civil Service officer is appointed to the Civil Service in the Overseas Territories.

The Committee has also approved the following procedure for the appointment of an Overseas Territories officer to the Civil Service:

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3. The Civil Service officer is appointed to the Civil Service in the Overseas Territories.
4. The Civil Service officer is appointed to the Civil Service in the UK.
5. The Civil Service officer is appointed to the Civil Service in the Overseas Territories.
3) Public service, involving the development of thought, law or institutions to a higher plane of service to the public.

III. Considerations applying to all appointments:

In all promotions and appointments special weight and consideration should be paid to ability and skill in teaching and to personality.

James E. Tufts
CHAIRMAN
III. Communication difficulties in self-cooperation

and without any specific social media and communication skills or ability to apply and utilize them.

Chairman

James H. White

HANNIBAL