

COLLEGE COMMUNICATIONS

November 18, 1944

NOVEMBER FACULTY MEETING

The College Faculty will meet at 4:30 on Tuesday, November 21, in Frank Strong Auditorium. The chief item of business will be the presentation and discussion of the report of the Curriculum Committee. Every member of the faculty should be present to consider this report which recommends a number of important changes in the curriculum.

FOUR-WEEKS' GRADES

For years the freshman-sophomore advisers and the dean's office have felt that the mid-semester grades came too late to help many students. The Committee on the Improvement of Teaching recommended last spring that earlier quizzes be given, graded, and returned to students so the latter may know earlier when they were not doing well. The military services have required earlier reports, and now inform us that they must have monthly reports on all veterans, a considerable vanguard of whom are already with us.

In view of the required monthly reports on the work of all veterans, and in view of the often-expressed desirability of having earlier reports on all our students, we have decided that we should call for a four-weeks' report on all non-veteran freshmen and sophomores in the College who are doing unsatisfactory (D, Inc., or F) work.

The Veterans' Administration requires more detailed monthly reports. Mr. Axe will send you two report cards for each veteran. These are to be filled out monthly and one of them should be returned to Mr. Axe and the other to the dean's office in which the student is enrolled.

Accordingly, please plan to send to this office by Monday, December 4, reports on all non-veteran College freshmen and sophomores who are doing unsatisfactory work, and also the report on each veteran.

Mid-semester grades on all students doing unsatisfactory work are due on Monday, January 8.

We believe it is not unreasonable to expect the fullest and promptest cooperation of every instructor in the making of these reports.

CLASS CARDS

If you have not already done so, please sign and return your class cards at once

to the office of the dean in which the student is enrolled.

Be sure you have a class card for each student. Students without class cards should not be allowed to remain in the class.

COLLEGE ENROLLMENT

We believe you will be interested in the following enrollment figures for the November semester:

	Fr.	Soph.	Jr.	Sr.	Spec.	
Men	180	59	44	20	6	309
Women	<u>384</u>	<u>254</u>	<u>233</u>	<u>136</u>	<u>10</u>	<u>1017</u>
Total	564	313	277	156	16	1326

Of this number, 568 are new students who entered in September or November and 758 are former students. In November, 1943, the College enrollment was 1187 consisting of 293 men and 894 women.

OUR HONORED MEMBERS

Previous to last July 1st the following members of the College faculty were on the retired list:

F. B. Dains	Hannah Oliver
E. F. Engel	Elizabeth Sprague
E. M. Hopkins	W. C. Stevens
Elise NeuenSchwander	A. T. Walker

On July 1st, 1944, the following were added to this list:

W. J. Baumgartner	C. J. Posey
F. E. Kester	F. N. Raymond
Margaret Lynn	M. E. Rice
Rose Morgan	L. E. Sisson
D. L. Patterson	

Because we had no one to take their work, Professors Patterson and Posey were asked to continue on part-time service for the current school year.

Who can measure the work and worth of these men and women in building the University of Kansas! We have fallen into their labors and with pride we attempt to carry on in their tradition, knowing full well that they have established ideals and standards which we do well to emulate and which we will be fortunate to attain.

The only students about whom there could be any question as far as substituting varsity athletics for physical education classes is concerned, would be those students who participated in two major sports during the semester, for example, football and basketball. Of course, all football men report back to their regular gym classes as soon as football season is over, and the same is true of all the other sports.

The change in policy of allowing a boy to take part in two major sports during a semester and to substitute that for the gym classes took place when our program was changed from an optional recreational program to the required physical fitness plan. Since varsity athletes receive two hours of tough physical conditioning work six days a week, we feel that that should be much more beneficial from a fitness standpoint than one hour's work three times a week in the physical education class, and therefore felt no qualms in making this substitution.

OFFICE OF THE DEAN

THE UNIVERSITY OF KANSAS
COLLEGE OF LIBERAL ARTS
AND SCIENCES
LAWRENCE

November 22, 1944

To the College Faculty:

The enclosed report will come up for consideration and action at a special meeting of the faculty, which will be held on Monday, December 4, at 4:30 in Frank Strong Auditorium. Please be sure to bring this copy of the report to the meeting.

Sincerely yours,

Paul B. Lawson

Paul B. Lawson, Dean

PBL:me

November 21, 1944

To the College Faculty:

The Faculty of the College of Liberal Arts and Sciences has, throughout its history, been responsive to the needs of the times and has frequently made comprehensive surveys of curricular and organizational problems. The impact of the world's greatest war upon our educational system and the necessity of looking into the postwar demands on education seem to present a logical time for another general study of our organization, our needs, and our opportunities. Sensing this need, Chancellor Malott, a year ago, invited the College Faculty to make such a study and presented a number of specific questions for our consideration. The then already established Committee on Curriculum and Program was given the task of making a comprehensive survey and has, for about a year, with the help of subcommittees and special committees, been studying actively many problems which the College Faculty should face. The Committee immediately asked all members of the Faculty to submit their ideas and their recommendations. This request was renewed several times. Several departments and individual members of the Faculty made a number of suggestions, both orally and in writing. To these suggestions from the Faculty and to those presented by Chancellor Malott, the Committee added a number of its own; and all these have been given thorough thought.

A Subcommittee on the Improvement of Teaching made a report last spring which was approved by the Faculty. The major recommendations of that report have been put into effect. This Subcommittee will soon make another report on the use of audio-visual aids in teaching.

A Subcommittee on the Improvement of the Advisory System made a report at about the same time. As a result, the advisory system has been definitely modified. The plan calls for a well-trained corps of freshman-sophomore advisers, who have greater and more frequent contact with advisees. In addition, these advisers have available much more detailed information about the background, health, abilities, scholastic record, and aims of the student, enabling them to do a more intelligent and more personal type of counselling. The College Office records and the advisers' records of students have been made much more complete. This group of advisers also has the full cooperation of the new Bureau of Vocational Guidance, which promises to be of great assistance both to students and to their advisers.

The present report deals with the curricular changes which, after long discussion, the Committee presents for the consideration of the Faculty.

Things Which Are Right

Before presenting its recommendations, the Committee wishes to say a word of high praise for the past and present alertness of the College Faculty to the needs of our students, to the call of the ever-changing times, to the challenge of new and expanding knowledge and of new methods. There are many things that are right about our curriculum and in many ways we are far in advance of many institutions which have the reputation of being in the vanguard of educational progress. Among the things which, in our judgment, are right, we should like to mention the following:

1. Our past and present determination to emphasize thoroughness and high quality of work. This has led us into seeming conservatism, resulting in such things as relatively strict limitation of student loads,

insistence on full length of terms or semesters, insistence on final examinations, observance of prerequisites, and our quantitative and qualitative requirements for promotion from class to class. These are not the only means toward achievement of high standards, but they are not the sign of conservatism; rather they grow out of the desire for excellence.

2. Our willingness and determination to modify our curricula to meet student needs. The minutes of the College Faculty show, especially in recent years, an amazing number of changes in courses, both major and minor in nature, indicating a continuous response to the ever-increasing knowledge in every field and to the needs of our students. In addition, a number of new curricula have been established in recent years. Among these are the curricula leading to the Bachelor of Science degrees in Chemistry, Geology, Physics, Nursing, Physical Therapy, and Social Work, and to the Bachelor of Arts degree for Medical Technicians. Also, we are making much greater use of the courses in the professional schools, as illustrated by the establishment, in the College, of majors in Art and in Music. In fact, the great majority of courses offered in the School of Fine Arts are now open to College students. With the approval of the deans concerned, a College senior may now take for credit any course offered by the School of Law. The lists of approved courses from the several professional schools have been greatly enlarged and the number of hours which may be selected from them by students who are candidates for the straight A.B. degree has been increased from fifteen to twenty. The combined curricula with Law and Medicine, of course, permit the substitution of a whole year's work in the professional school for the fourth year of College work.

3. The Committee commends the recent decision of the several foreign language departments to add laboratory work to their basic courses and to organize further opportunity for training in conversation both through course work and through the use of the "sound room". It will be interesting to have an evaluation of this step after the program has been in effect for a few years.

4. Our distribution requirements are, in our judgment, one of the strongest and best features of our curriculum. They make for broader and more liberal training in the undergraduate years than is found in other institutions of our type. No longer is it possible, as it was a few years ago, for our students to be graduated with but a single college course in either mathematics or science, or with but a single course either in history, in one of the several social sciences, in psychology, or in philosophy.

Division I is the division of languages and literatures. It is through language that we communicate our ideas to others, either through the written or the oral word. It is through our own language that we communicate with our own; it is only through foreign languages that we can understand other peoples and communicate with them. Division II is the division of mathematics and the natural sciences. In an increasingly scientific world our graduates cannot afford to be ignorant of science and of mathematics, the tool of science. Division III is the division of history, the social sciences, psychology and philosophy. No one living in a world of human beings and human organizations can understand that world without basic training in this division.

Although our requirements call for the distribution, in these three divisions, of approximately one-half of the student's four-year course, yet they afford a fine flexibility suited to the wide variety of student

interests, since the number of possible course combinations is almost indefinite and allows students to explore a great variety of fields of study. The experience of the last eight years, during which these distribution requirements have been in effect, has shown that, while many freshmen and sophomores may be opposed to the requirements, the graduating seniors are practically unanimous in their favor. Their mature judgment appreciates and approves the training afforded by them.

Current Curricular Trend

In recent years, a rebellion against the elective system has been plainly evident throughout the country. Educators and non-educators alike seem to feel that the pendulum has swung too far from the older, more prescribed curriculum which contained a larger number of subjects common to the training of all students. Back of this trend is the feeling that there are some skills and some areas of knowledge which are an essential part of a liberal education and necessary for the exercise of intelligent citizenship. With this trend and with this feeling your Committee is in partial sympathy. We do not wish, however, to be too characteristically American and swing the pendulum back to the other extreme just because it is nice to take a swing. We believe that the different interests of the many students in a modern state university would not be best served by a too-rigid restriction of our present flexible curriculum. We do not, therefore, propose to go as far in the direction of a fixed curriculum as some other universities are going. We do not find ourselves too enthusiastic about the combined wisdom of those who think they know just what these essential subjects are that every student must take, regardless of what kind of life he is to live or regardless of what part of the world he may live in. In fact, it is quite difficult to find any

widespread agreement on these essentials even on the part of those who think and work and live in the very center of these problems.

Recommendations

Your Committee has reduced its recommendations concerning the curriculum to only a few which we believe to be of definite importance. It is recommended that the proposed requirements apply to all students entering the College in the fall of 1945 and thereafter. It is further recommended that the Administrative Committee be authorized to determine the policy regarding substitutions for advanced-standing students and possible exemptions for those who enter the College so late that enforcement of the requirements would cause undue hardship.

I. English Composition and English Literature

Our proposal is contained in the following recommendations of the English Department:

The English Department recommends to the Curriculum Committee the establishment of the following course to be required of all students in the College during the freshman and sophomore years:

1. Composition and Literature. Three hours credit.
The study and practice of the basic principles of communication. Regular practice in writing will be accompanied by the reading of masterpieces of literature to give the student examples of the best writing and to introduce him to the great literary tradition of our culture.
2. Composition and Literature. Three hours credit.
A continuation of course 1.
3. Composition and Literature. Two hours credit.
A continuation of course 2.
4. Composition and Literature. Two hours credit.
A continuation of course 3.

This course, if adopted, would replace the present courses 1 and 2 English Composition and 10, 11a, and 11b English Literature. It is expected that if the course is adopted students will be

classified according to their ability, both in writing and reading, and that although there will be a common central core of readings, adaptations will be made to suit the needs and abilities of students on various levels.

In such a course the English Department would attempt to accomplish three things:

1. The development of writing skill.

This would be the primary aim as far as the department is concerned, since we feel that students who are unable to write effectively are seriously handicapped in all the rest of their work, both in the University and outside of it. As we understand the term "writing skill", it involves much more than mere correctness. It involves the development in the students of the ability to analyze abstract as well as specific ideas, and to present a logical statement of them. It is a process which calls for steady intellectual development on the part of the student, and our end can best be obtained by spreading the training over two years, as proposed in the new course.

2. The development of reading skill.

This is an aspect of training in English which all too often is neglected both on the lower levels and in college or university. For those students who have not yet learned to read except in the most superficial way and for those students whose reading is limited because of physical deficiencies, we should hope to make extensive use of the reading clinic in cooperation with our work. Again, however, we would be concerned not only with the mere processes of reading as such, but would concern ourselves with the development of skill in the analysis of written material, the ability to weigh and evaluate ideas and to exercise logical judgment of the material which is read.

3. The introduction of the students to the significant great writers who stand as the chief figures in our cultural development.

This part of the work would, of course, be closely integrated with the other two parts, and with the proposed course in Western Civilization. It would be our intention to focus the interest of the students upon the great writers who have spoken most effectively about the ideas which are the center of Western European culture.

Your Committee calls particular attention to the following desirable results of such an English program:

1. The student's training in writing, while not increased in quantity over the present required six hours of English Composition, is spread over two years instead of one. Good habits of writing can be better established in this longer period of time.

2. The combination of literature and composition will afford better subject matter for the latter, while appreciation and memory of the former will be strengthened.

College students are now required to take six hours of English Composition. They are also required to take a course in literature. The latter may be in a foreign language, but actually nearly all students meet this requirement by a course in English Literature. In practice, therefore, almost all of our students take eight or nine hours of English, and many take ten or eleven. The proposed requirement of ten hours of English for all students will, therefore, actually be but a slight increase in the amount of English taken by some students, and no increase at all for many others.

Incidentally, it should be mentioned that the proposal will reduce the maximum amount of English taken in the freshman year to six hours for all students, whereas now very few take but six hours, while most take from eight to ten. This will leave more opportunity in the freshman year for other subjects.

Your Committee recommends that this course be required of all students entering the College in the fall of 1945 and thereafter.

II. Speech

To your Committee it seems highly desirable that we give all of our students some fundamental training in speech, since obviously every one of

them will be called upon at some time to address groups, large or small. In addition, many, if not all of them, will be helped in the proper use of their voices, even in private conversation.

We recommend, therefore, that a two-hour course in Fundamentals of Speech be required for graduation of all students entering the College in the fall of 1945 and thereafter. We further recommend that the content of this course be integrated, as far as possible, with that of the proposed new English course and of the proposed requirement in Western Civilization.

III. Mathematics

Our proposals concerning mathematics are contained in the following recommendations of the Department of Mathematics:

The Department of Mathematics wishes to submit to the Committee on Curriculum a program to take care of students who show a serious lack of training or ability in elementary mathematics. It is becoming increasingly recognized that there is a wide variation both in the mathematical ability and in the mathematical training of students entering the University. Students may now graduate from our high schools with no mathematics beyond arithmetic or they may offer essentially the equivalent of the first semester of college mathematics taught by a first-class instructor under rigorous standards. Unfortunately, however, the high school transcripts are not reliable evidence of the student's mathematical training or of his ability to carry college courses at the various levels.

Evidence accumulated here and elsewhere indicates that even a brief examination will in the great majority of cases serve to test the student's useable knowledge of arithmetic, plane geometry, and algebra. For a student with poor training and low ability such an examination seems to give distinctly more reliable evidence than does the list of courses and the accompanying grades on the high school transcript. In view of these facts, the Department of Mathematics proposes that it be permitted to use the results of examinations similar to those now given to all students at entrance as well as the record upon the high school transcript to determine for each student the starting point of his mathematical training at the University. Outlined below is a proposed program to accomplish the purposes in mind.

- A. At entrance every student will be required to take an examination covering arithmetic, plane geometry, and high school algebra.

- B. A student showing in his entrance examinations a serious lack of ability to handle the arithmetic of everyday life shall be required either (1) to prove by an examination near the end of his first semester in residence that he has this minimum ability or (2) be required at his next enrollment to take a non-credit course designed to give him this ability. A student might enroll in this course during his first semester in residence without waiting to take the second examination.
- C. Without regard to his high school record a student showing in his entrance examinations such a deficiency in knowledge of elementary algebra or of plane geometry as to make it highly improbable that he could carry satisfactorily college courses in mathematics will be required to take a non-credit course in elementary algebra or plane geometry or both before enrolling in any University course in mathematics. Here again a student might, if he so desired, take a second examination, more comprehensive and given under more favorable circumstances than the entrance examination, before being required to enroll in a non-credit course.
- D. A student whose high school transcript shows the normal prerequisites for the standard college algebra course (Mathematics 2a), but whose entrance examination in algebra indicates lack of training or ability to carry that course successfully shall be required to take Mathematics 2 or 2b for reduced credit. This practice is permitted but not required at the present time.

The information already available in the Department will, we believe, make it possible for us to set the minimum standards for admission to the algebra courses at such a point that most of those who otherwise would fail can be transferred to more elementary work which will give them the necessary preparation. Until the Department has had experience with this program the number of students to whom it will apply should be kept at a minimum.

A by-product of this proposal would be a stronger course in College Algebra than we are able to give at the present time. The students who ultimately fail in the course retard seriously the progress of the more capable and more interested students.

The above recommendations of the Department of Mathematics aim at two results:

1. To make sure that our graduates are not mathematically illiterate and unable to handle the arithmetic of everyday life. We should not graduate a person who cannot compute the simple interest at five per cent

on \$100 for two years. Tests have shown that some of our students cannot solve this very problem.

2. To improve the work of the Department of Mathematics by admitting to the classes only students who are competent to do the work. Incidentally, this will indirectly reduce the number of failures.

Your Committee recommends the approval of the recommendations of the Department of Mathematics, and further recommends that they be applied to all students entering the College in the fall of 1945 and thereafter.

IV. Biology

Our proposal is contained in the following recommendation of a special committee representing the four departments of biology involved:

In accordance with the recommendation of the Curriculum Committee of the College of Liberal Arts and Sciences and in response to the recommendation of the Chancellor, Dean of the Graduate School, and Dean of the College of Liberal Arts and Sciences that instruction in General Biology be provided College students, we, the undersigned, constituting a committee appointed by the Dean of the College of Liberal Arts and Sciences, recommend that all freshmen be required to take the two following courses in Biology:

1. General Biology. Three hours credit. Lectures, demonstrations and assigned field work. Principles of biology, stressing (1) elementary biological information common to courses in Botany, Entomology, Physiology, and Zoology, (2) application to man and (3) the living organism. This course is prerequisite to all beginning courses in Botany, Entomology, Physiology, and Zoology.

2. A second required course with laboratory, carrying a minimum of three hours credit. This must be the beginning course in one of the four departments mentioned above.

We further recommend that the course in General Biology be inaugurated on an elective basis March 1, 1945, and that it be required beginning September, 1945.

If the Faculty approves the above recommendation, we propose that the course in General Biology shall be supervised by a committee

from the four biological departments above named and that for the time being the committee shall consist of the chairmen and heads of the four departments hereinabove named under the chairmanship of A. J. Mix.

It is planned that the new course (General Biology) will be taught in two one-hour lecture periods and one one-hour period of demonstration and discussion per week. The lectures will be given by one person but the hour of demonstration and discussion will be divided into sections of not to exceed twenty-five students and these sections will be led by staff members of the four departments.

Respectfully submitted,

E. R. Hall
H. B. Hungerford
O. O. Stoland
A. J. Mix

For several years there has been talk of a course in general biology. A year or two ago, the biology departments discussed the matter quite fully but came to no decision. This recommendation, if adopted, will accomplish at least four desirable results:

1. It will avoid a certain amount of duplication which now exists between the beginning courses in the four departments. This common material, along with other basic biological knowledge, will be placed in the general biology course, which would be a course in the fundamental principles of biology.
2. It would do away with the student's present confusion in selecting a beginning course in the biological sciences. After this first course, the student would have some definite basis on which to select the second.
3. It would make certain that every student has some knowledge of the fundamental principles governing living things, including himself.
4. The second required course would include field or laboratory work for the purpose of giving each student a personal interest in at

least some group of living things. Such an interest would be a source of constant enjoyment.

Your Committee recommends that the courses proposed by the biological science departments be adopted as a requirement for graduation for all students entering the College in the fall of 1945 and thereafter. Normally these courses should be taken during the freshman or sophomore year. We also recommend that the courses immediately following the course in General Biology be reduced from five-hour to three-hour courses.

Your Committee does not feel that it should recommend a required course in a physical science or in general physical science. The latter does not seem to be practically possible, nor does it seem to be so essential for all students as does the course in general biology.

V. Western Civilization

The following report of a special committee, selected by the Committee on Curriculum, contains a proposal concerning which your Committee wishes to submit a recommendation:

1. All students in the College shall be required to have obtained already or to obtain in the freshman and sophomore years a knowledge of modern civilization in the West such as would be of college standard.

The requirement shall be broad enough to insure that anyone passing it successfully will have demonstrated understanding of at least the basic characteristics of the present society of which he is a part and of the cultural heritage of that society. It will emphasize not only the growth and nature of Western institutions as such, but also, as of equal importance, the rise and content of the Christian and the Democratic idea that has emerged in the West.

The historical scope to be included will be limited in time, say, from the later Middle Ages to the present. "This span of history has", as the University of Iowa Committee say of their proposed requirement in the same direction, "a large measure of continuity and unity. It is an era of civilization particularly pertinent to the present. It should be comprehensive in the sense that it brings

into focus the interrelations between the Old Europe and the New America which is the outgrowth of the expanding Christian civilization across the world."

It is not proposed that the study of our American institutions should become a mere appendage of the concern with Europe. Obviously the part of the United States in modern civilization has become preeminent and is today increasing. American students ought to be familiar first of all with their own institutions; but these will need to be comprehended in the larger context of which they are part.

The requirement will stress not merely a reasonable knowledge of historical fact, but also an understanding of the significant ideas involved, and some ability, therefore, of the self-reliant student to read and to reflect on what has been read, as becomes the maturing citizens of a democracy.

2. On the area indicated the student will be tested through a comprehensive examination to be administered not later than the end of his sophomore year nor earlier than the end of his freshman year. Satisfactory passing of this examination will be the basis of eight credit hours allowed toward graduation, and the grade attained in the case of all students will depend exclusively upon the examination.

3. Integral part of the plan is that a list of books and documents shall be published and otherwise furnished to the student, such as will supply the essential basis of content for the examination. The list shall be not so long as to constitute an unreasonable burden upon the student, with due consideration for the amount of credit that is to be allowed; also it shall not be so brief but that it will include a fair sampling of the outstanding classics in our political, economic and philosophical tradition together with the best of recent commentaries to make that tradition clear.

4. Administration of the requirement will be entrusted to a committee to be appointed by the Dean of the College, whose function it will be to prepare and to supervise the examinations and to provide for whatever advice or assistance to students may be deemed necessary. In this connection no special courses are to be organized for which credit will be given. It is suggested, however, that the administering committee may find it advisable to plan a course of lectures, of perhaps one per week, to be contributed by the various departments concerned, and to constitute in a general way an informative introduction to the required reading list. Students would be advised, though not required, to attend the weekly lecture for one semester.

The purpose being, in this limited area of the College curriculum, to put the student so far as possible upon his own, he may pursue his own method and his own pace of preparation. Since there would be no regular course enrollment such as to involve the matter of maximum credit-hour load to be carried at one time, superior

students and those who may have been exceptionally prepared in their high school education may well find here a limited opportunity to get on to the upper levels of instruction a little more rapidly than heretofore. However, because the requirement is to represent clearly a college standard, and because it is desirable that something of the University atmosphere should have been imbibed, the examination may not be taken until the student has completed approximately a year of college standing.

What offices or other facilities shall be available to the student seeking assistance in the way of preparing for the examination will be determined by the committee appointed to administer the requirement.

5. Credit for the history-philosophy-social science examination will count toward the distribution requirement for Division III, and will count as having satisfied the field requirement in either history or social science as the student may choose.

J. W. Ashton
W. W. Davis
Hilden Gibson
R. M. Howey
C. P. Osborne
W. E. Sandelius, Chairman

This proposal assumes that two things are desirable in all our graduates, namely,

1. That every graduate should have a fair knowledge of the main paths travelled by mankind which have brought it to the present stage in our Western civilization.

2. That every graduate should understand and appreciate American institutions and the American way of life.

Your Committee agrees that these two should be considered an essential part of the equipment of all our students.

The method proposed is unique. It is not copied from other state universities, some of which are doing all the other things recommended in this report. The members of the special committee deliberately offered this plan after many months of study. They climbed numerous hills only to climb down again. They considered requiring two or three of our

students and those who may have been exceptionally prepared in their high school education may well find here a limited opportunity to get on to the upper levels of instruction a little more rapidly than heretofore. However, because the requirement is to represent clearly a college standard, and because it is desirable that something of the University atmosphere should have been imbibed, the examination may not be taken until the student has completed approximately a year of college standing.

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The method proposed is unique. It is not copied from other state universities, some of which are doing all the other things recommended in this report. The members of the special committee deliberately offered this plan after many months of study. They climbed numerous hills only to climb down again. They considered requiring two or three of our

present courses, but rejected the idea because it would not accomplish the desired purposes and would also drive students out of the other courses in Division III during the freshman and sophomore years. They considered organizing a special eight- or ten-hour course, running through a year, but rejected the plan because it would impose a very large additional burden of teaching which might be difficult to manage. Then they considered whether it was unreasonable to expect students to do more thinking for themselves, or if they had to be everlastingly spoon-fed via courses and day-by-day instruction.

The final plan came out of the Special Committee's faith in the ability of the vast majority of our students to help themselves and to participate more actively in their own education. With this faith your Committee agrees, feeling that perhaps the greatest sin we commit against young people is in underrating them, in underestimating both their abilities and their willingness to work.

Your Committee feels that it is time for a real experiment of our own. If it works, we shall have a real achievement to our credit. If it does not work, it can be changed or dropped.

We recommend, therefore, that the Special Committee's proposal be adopted for a trial period of five years, beginning in the fall of 1945, that the amount of credit be six hours, and that the passing of the examination be a requirement for all students entering the College in the fall of 1945 and thereafter. It is expected that students would take this examination in the sophomore year. The committee recommends, however, that students who pass the examination in the junior and senior years may elect to receive either six hours of freshman-sophomore credit or four hours of junior-senior credit, provided that to receive junior-senior credit a grade of C or higher is required.

The Committee is recommending a trial period of five years because the plan is somewhat new to us, and there exists some doubt about its feasibility. The Dean of the College will be in a position to know how the plan works. If it should contain flaws or prove undesirable, if it should thwart too many students and raise difficulties which would injure the College or the University, he would be the first one to hear about it from both parents and students.

We further recommend, therefore, that the Dean of the College be charged with the responsibility of keeping in the closest possible touch with the experiment, of making annual reports thereon to the Faculty, and of recommending the ^{prompt} present alteration or abolishment of the plan should it prove unfeasible or unwise.

The Committee in charge is urged to furnish students all the direction possible short of taking away from them the personal responsibility and initiative which the plan proposes. In addition to the semester's lectures it is suggested that provision be made for discussion groups to meet immediately following the lectures or at other times. We also suggest that, along with the reading lists, it might be well to furnish each student with a list of the chief topics he should cover in his reading, accompanied by a specific list of questions covering each topic.

VI. New Majors

In addition to the six curricula leading to the Bachelor of Science degree in particular fields and the three group majors for teachers, the College, at the present time, offers thirty departmental majors. The following facts seem to indicate a need for providing additional major opportunities which are not of the standard type:

1. Because of the increasing complexity of modern civilization, new types of occupations and new combinations of occupations are being developed.

2. Both the vocational and cultural desires of some students cut across departmental lines and frequently across school lines. In such cases the student should have a major suited to his own needs, provided he has a clearly satisfactory objective. For example, "Social Reconstruction" and "The Development of American Culture" might be considered types of satisfactory objectives not served by standard majors.

3. The war has given many students an awareness of opportunities for life and work in other world areas, and some of them will wish a college major which will prepare them for living and working abroad in the postwar period.

Your Committee feels that a student whose best interests cannot be served by one of the standard majors should have an opportunity to apply for a special major.

Your Committee recommends, therefore, that a student be permitted, during his sophomore year, to apply to the Dean of the College for a special major. It is further recommended that, if the Dean thinks the student has a well thought out plan and if the student's interests can be best served by a special major, the Dean be authorized to appoint a committee of three Faculty members who shall constitute that student's major committee. It is further recommended that this committee shall work out the details of the student's major program, which shall then be submitted for the approval of the Administrative Committee.

Such major programs shall not be subject to the following requirements: (1) the rule requiring a major of from twenty to forty hours, of

which at least twelve must be junior-senior hours in a given department;
(2) the rule limiting a student to twenty-five hours of credit in a non-
major department; and (3) the rule restricting a student to twenty hours
of professional credit. In addition, the student's major committee shall
be free to include in the student's program any course taught in the
University.

Respectfully submitted,

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