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.