

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.