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Report of the Curriculum Conference Held at Rollins College, January 19-24, 1931

John Dewey

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ROLLINS COLLEGE BULLETIN

THE CURRICULUM FOR THE COLLEGE OF LIBERAL ARTS

Being the Report of the

Curriculum Conference Held at Rollins College

January 19-24, 1931

JOHN DEWEY, Chairman

Together with the
Reports of Rollins College
Committees on Curriculum

ROLLINS COLLEGE

Winter Park, Florida

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MEMBERS OF THE CONFERENCE

JOHN DEWEY, Chairman
WINSLOW S. ANDERSON
HENRY TURNER BAILEY
WILDER D. BANCROFT
JAMES CREESE
JOHN D. DAWSON
BEATRICE DOERSCHUK
A. CASWELL ELLIS
JOHN PALMER GAVIT
FREDERICK R. GEORGIA
JOSEPH K. HART
HAMILTON HOLT
MAX McCONN
ARTHUR E. MORGAN
JAMES HARVEY ROBINSON
CONSTANCE WARREN
GOODWIN WATSON

FOREWORD

WHATEVER reputation Rollins College may have gained beyond the campus during the last five years has been largely a result of attempts to humanize methods of education. We believe that we have made substantial progress in that direction; but the curriculum—the subject-matter of teaching and learning, to which those methods were applied—has remained in large measure as we found it. Last year the standing committee of the Faculty on Curriculum took up in earnest the question of revision of the curriculum itself.

At a "religious parley" held last spring on our campus, sponsored by the Federal Council of Churches of Christ in America and the National Religious Education Association, one of the speakers, Dr. Goodwin Watson, of Teachers' College, Columbia University, made an address on this general subject (subsequently published in full in the Rollins College student publication, *The Sandspur*, and republished in *Progressive Education* for November and December, 1930.) I was in New York at the time, but upon reading this address was so impressed that I there consulted Dr. John Dewey as to whether it would be possible to bring together at this college a group of persons interested in the problems of the college of liberal arts; with a view of working out, not so much a curriculum in detail, as the basic principles upon which a curriculum should be built; to meet the needs of youth, not of fifty years ago or fifty years hence, but of today.

I had the privilege, immediately after the Great War broke out in the winter of 1914-15, of being one of the group of international lawyers, economists, historians, peace-advocates, who by group deliberations formulated the four principles upon which, after wide discussions, the League to Enforce Peace was subsequently founded at Independence Hall, Philadelphia. It seemed to me that a relatively small Conference of persons interested in and informed about educational problems; a group neither radical nor reactionary, but liberal, forward-looking, might in similar manner and spirit contribute a great public service to the cause of education in general and to the colleges of America in particular, at this time when education all along the line from the kindergarten to the graduate school and the university is undergoing such widespread and on the whole such just criticism. I was not unmindful of the fact, to which Dr. Dewey has alluded, that in all this discussion, criticism and constructive experimentation, the specific problems of the liberal arts college as such have had relatively little direct attention.

It was not difficult to gather the group which assembled at Rollins in January, 1931, under the Presidency of Dr. Dewey, and whose findings constitute the first part of this pamphlet.

In the meantime our Faculty Committee on Curriculum, taking its initial report of May, 1930, as a point of departure, had continued discussion during the Fall, and evolved a more definite report which it presented to the Faculty under date of January 7, 1931. To certain phases of this report two members of the committee dissented, in a minority opinion. With the consent of the Faculty I appointed also a special committee of students, eleven Juniors and Seniors, whom I asked to study and report upon the subject of the curriculum, with recommendations of changes in it and in the college policy generally. To facilitate their labors, we excused them from class-work during two hours of each day during one whole term. Their views are expressed in a suggestive report included in this pamphlet. The activities of these two official committees evoked so much interest in the college that another, voluntary group was moved to constitute itself and meet many times in deliberation on the same subjects, and to present their views for whatever they might seem worth for the common good.

Two things should be understood: first that the reports published herein represent the activities of five distinct groups—the January Conference on Curriculum, presided over by Dr. Dewey, the standing Committee of the Faculty on Curriculum; the minority thereof; the Special Committee of Juniors and Seniors, and the Independent Student-Faculty group. Second, that none of the suggestions of any of the groups has as yet actually been adopted or put in force at Rollins College. Therefore the real work of the Faculty in this matter remains to be done. I think, however, that the reader will be impressed, as I have been, by the surprising number of points upon which all of the reports agree and merge. This is natural, and due in part to the fact that all the groups were familiar with the initial report of the Faculty Committee, with Dr. Watson's address, and with other sources and material employed in common. Perhaps the outstanding thoughts are, chiefly and generally that more initiative must be given to and taken by the student than has yet been usual in American colleges and universities, and that education is to be measured by actual accomplishments rather than by the number of hours consumed. Moreover, the conventional system of grading seems to have been

the subject of most serious objection. Last, but by no means least, the greatest emphasis was laid upon interest on the part of the student as the *sine qua non* of all good teaching and learning. In the Conference on Curriculum there emerged unanimous testimony on the part of its members that they got little from their own experience in college or university—or for that matter at any point early or late in the educational process—from anything except what interested them.

A verbatim transcript of all of the sessions of the Conference was made, and it is hoped that Dr.

James Harvey Robinson and John Palmer Gavit, who participated in the proceedings, will prepare the material for publication in book form.

It was never the thought that the Conference should propose a specific curriculum, least of all Rollins College; but I have no hesitation in saying that the findings are unquestionably of uncommon value and timeliness, and that they will be of interest to all students of educational problems; more specifically to the faculty of every college of liberal arts in the United States.

HAMILTON HOLT

Rollins College,
Winter Park, Florida.
January, 1931.

I. The Curriculum Conference

At Rollins College, January 19-24, 1931

The unusual nature and purposes, and the accomplishments, of the Conference on Curriculum for the College of Liberal Arts, which closed about noon on Saturday, were thus summarized by the Chairman, Dr. John Dewey, in the course of his closing remarks:

"It is significant that while many conferences have discussed problems of secondary and primary education, and some groups have taken up social problems of college teaching and curricula, this conference is, so far as I know, unique in devoting itself to the fundamental principles of college education as distinguished from those both of lower schools and of the university.

"While differences of opinion marked some phases of the conference proceedings, there has been at no time any deadlock, and at the conclusion of about a dozen sessions a surprising degree of unanimity was reached. I believe that despite such divergencies of view as must exist in a fluid and live situation, we have precipitated the essentials necessary to the further development of the college of liberal arts."

The Conference convened on Monday morning January 19th, and continued, with two sessions daily, throughout the week. Its personnel was as follows:

Dr. John Dewey (chairman), Professor of Philosophy in Columbia University; formerly Director of the School of Education at the University of Chicago; author of many writings on education, including "School and Society," "Democracy and Education," founder of the famous experimental school originally known as the "Dewey School" (now the University School.)

Dean Winslow S. Anderson, of Rollins College, who is Professor of Chemistry, and a member of the Rollins faculty committee on Curriculum. Dean Anderson has been especially active in connection with college fraternities throughout the country.

Dr. Henry Turner Bailey, long Director of the Cleveland School of Arts; Supervisor of drawing in the Schools of Massachusetts, and enthusiastic advocate of training of appreciation of nature, art and handicrafts in education.

Dr. Wilder D. Bancroft, Professor of Chemistry at Cornell University, founder and editor of the Journal of Physical Chemistry; formerly chairman of the Division of Chemistry of the National Research Council and President of the American Chemical Society. He has long been interested in chemical education.

James Creese, Vice President and Treasurer of

Stevens Institute of Technology at Hoboken, N. J.

Dean John D. Dawson, Professor of Mathematics at Antioch College.

Beatrice Doerschuk, Director of Education at Sarah Lawrence College.

Dr. A. Caswell Ellis, Director of Cleveland College of Western Reserve University; author of books about the psychology of education and educational administration, and particularly devoted to adult education.

John Palmer Gavit, associate editor of The Survey; author of "College" resulting from a layman's pilgrimage among thirty-odd colleges and universities in this country and abroad.

Dr. F. R. Georgia, Professor of Chemistry at Rollins College, who had charge of the organization of and arrangements for the Conference, participated in the discussions and acted as secretary. He is chairman of the Rollins College faculty committee on Curriculum.

Dr. Joseph K. Hart, Professor of Education at Vanderbilt University, Nashville, Tenn.; formerly in that capacity at the University of Wisconsin; voluminous writer upon educational topics; especially known for first-hand observation of education in Denmark.

President Hamilton Holt, of Rollins College, with whom originated the idea of the Conference.

Dean Max McConn, of Lehigh University, Bethlehem, Pa.; author of "College or Kindergarten?" and other writings on college education.

President Arthur E. Morgan, of Antioch College; hardly less well-known as chief engineer of the great flood prevention scheme to control the flow of the Miami River in Ohio and other great flood-control projects. Author of many educational writings, including "Education — the Mastery of the Arts of Life," "The Human Goal of Education," "What Is College For?"

Dr. James Harvey Robinson, noted innovator in the field of the philosophy of history, organizer of the New School for Social Research; author of "The Mind in the Making," "Humanizing of Knowledge".

President Constance Warren, of Sarah Lawrence College, Bronxville, N. Y., a comparatively new college, with a two-year course for women.

Dr. Goodwin Watson, Associate Professor of Education at Teachers College, New York, well-known at Rollins for his illuminating and stimulating talks here upon former occasions. In introducing him, President Holt acknowledged him as really the source of the idea of this conference.

The "divergencies of view" centered chiefly upon the question of the necessity or actual effectiveness of required courses at any point in college life; whether as involved in requirements for admission or as "irreducible minima" in the college curriculum. It oddly appeared as if those—particularly President Morgan and Mr. Gavit—who might have been supposed least inclined toward traditional notions about methods, were the most disposed to favor any insistence upon required courses. There appeared little difference of opinion as to definite requirements for study in particular fields, once they had been freely chosen by the student.

One of the most interesting features of the conference was the series of "educational confessions" at the outset, when the individual members of the conference, at the suggestion of Dr. Robinson, each summarized his own educational experience, endeavoring, as Dr. Robinson put it, to account for "How he got that way."

All sessions were open to the public, except on Friday, when the conference divided itself into committees severally endeavoring to express views upon which the whole Conference might agree with fair unanimity. There was continuously a large attendance of members of the Rollins College Faculty, students, and members of the Winter Park community. Students and others, both by invitation and spontaneously, freely and frequently participated in the discussion, a considerable part of which turned upon the reports of the Rollins faculty and student committees on Curriculum which will be found beginning on page 15 of this Bulletin.

The Conference Committees and their subjects were as follows:

I. On the Place of the Liberal Arts College in Education, and its Functions—Ellis chairman, and Bailey, Holt, Morgan, with Mr. Cummings of Bronxville High School.

II. On Student Interest—Gavit, chairman, and McConn and Robinson.

III. On Organization of Material; Curriculum—Bancroft chairman, and Watson, Dewey, Doerschuk and Anderson.

IV. On Teachers and Teaching Methods—Hart chairman, and Dawson.

V. On Appraisal and Tests of Achievement—Creese chairman, and Warren and Georgia

Dr. Robinson and Mr. Gavit were appointed as

an editing committee, to prepare the reports for publication, and to edit and arrange for publication the complete stenographic record of the proceedings.

Friday afternoon and Saturday morning were devoted to discussion of the several committee reports, entire unanimity being achieved with reference to the content of each; though this may have been due in part to the general—not to say vague—character of expression, leaving wide room for interpretation from any individual point of view.

Following are the reports in full as adopted.

I.—THE FUNCTION OF THE LIBERAL ARTS COLLEGE

The purpose of the college of liberal arts is to discover and achieve the values and significance of life, individual and social, through:

I. The organization, transmission, extension and application of knowledge.

II. The awakening, developing, enlarging, disciplining and harmonizing of interests, appreciations, and attitudes.

III. The inspiring of the students, the faculty, and the officers to consecrate their unique personalities to the common good.

These general purposes involve:

1. A realizing sense of the controlling importance of continuity in the human quest and the integration of personal aims with that quest.

2. An increasing understanding and control of the physical world, and the achievement and maintenance of a favorable physical environment.

3. An increasing understanding of the nature of man in his human relations, and the realization of social harmony

4. An increasing knowledge and control of the biological nature of man and of eugenic processes.

5. A search for the nature and significance of meanings, ends, and values in human experience, through inquiry and through personal emotional experience of such values.

6. Helping the individual to find his appropriate life-work and stimulating him toward mastery therein.

7. Helping to realize the importance of the intelligent use of leisure, including the lifelong development through education of new interests and capacities as these emerge, and the fostering of interest in nature and the various fine arts and handicrafts

8. The development of wholesome physical and mental habits; the development of ideals; the education of the will and of the emotions as well as of the intellect; the harmonizing of the elements of personality, both innate and acquired; and the stimulation and increase of creative powers.

II. PLACE OF THE LIBERAL ARTS COLLEGE IN EDUCATION

Education is a lifelong process in which provision can be made intelligently for any part only by considering that part in its relation to the whole.

The work of the Secondary Schools should be related to the development of the personalities of the Secondary School pupils, and not to detailed college requirements. The college should appraise the value of prospective students independently of preparation in any specifically prescribed subject matter. Character, maturity, and the evidence of ability to carry further work should be the determinants, rather than entrance requirements which tend to restrict and regiment the work of the Secondary School, or which stress memory above thinking.

Each school or college should give exercise and development to the capacities and interests emerging during the period of life through which the students are then passing, provide the knowledge and training that will help them to adjust to the ever-changing demands of their physical, social, and economic environment, and equip them to enter successfully the next stage of their life and education.

The place of the liberal arts college in the educational system must be a growing and an ever-changing one. At the present moment, several types of organization are in competition and conflict. The newest of these is the junior college, followed by the professional or graduate school. In recent years there have been organized a great many junior colleges, which ordinarily include the last two years of high school and the first two years of college. Most professional schools accept suitably prepared students from the junior college. Some universities have eliminated the freshman and sophomore college years, and accept junior college graduates for graduate and professional work. This development tends to reproduce in America the general structure of the educational system of continental Europe. It is the most rapidly growing element in American higher education today, and, in so far as it prevails, the liberal arts college as we know it may disappear.

A second type of educational organization is the parallel existence, often within a single institution, of the liberal arts college and of undergraduate professional schools, teachers colleges, schools of engineering and of business, colleges of chemistry, and other departments, which receive students directly from the secondary school for four years of undergraduate professional work. The liberal arts college in such a university is seen as an alternative to these professional schools, and to some degree as in competition with them. The un-

dergraduate professional schools tend to attract those who have definite vocational purposes in their fields, while the liberal arts college tends to attract those without definite vocational purposes, especially women; also those whose aims are primarily cultural and scholarly, those whose chief aim in going to college is to receive the advantages of social contacts, and those preparing for graduate professional schools.

A third general type of educational organization is the historic four years of liberal arts college, followed by professional schools of law, medicine, architecture, etc., or graduate work in arts or sciences, or entrance into the business world.

A fourth type of organization, now emerging, would eliminate so far as possible the separation into undergraduate and graduate education, or into liberal and professional education, and would provide an integrated program beginning probably with the last one or two years of secondary education and continuing to the completion of professional preparation. In such an organization of higher education, the college of liberal arts cannot be delineated and identified as such, but will be integrated with the whole, and will condition and qualify the entire process. Cultural courses will extend through the whole period of higher education, and professional or vocational courses will begin whenever the student is ready for them through maturity and definition of vocational aim.

One of the limitations of the liberal arts college has been a tendency to deny worth to economic and other practical issues and to assume the old classical attitude that usefulness and dignity are in conflict. For the liberal arts college to survive it must recognize the unity and equal dignity of all necessary human concerns, and must endeavor to include and synthesize them all. This is the lesson the liberal arts college must learn from the institutions which seem to threaten its existence.

In so far as the liberal arts college stands for a perpetuation of the traditional conflict between vocation and culture, it seems doomed to play a constantly decreasing role in education. In a day when most of the occupations of men involved little more than manual skill and the repeated application of a few rule-of-thumb formulae quickly learned by the apprentice method, the concept of vocational as illiberal may have had some basis. With the modern applications of all the sciences and arts to vocations, and the successful scientific search for principles within the operations and purposes of the vocations themselves, it can be no longer true. It is rapidly becoming a fact that study within one's vocational preparation is an important means of freeing and liberalizing the mind. This being true, the inevitable trend in education

is toward the rapid thinning of the traditional educational wall between vocational and cultural. The liberal arts college will survive and render service in proportions as it recognizes this fact and brings its course of study and administrative set-up into effective conformity with it.

The liberal arts college has been one of the chief agencies in America for broadening and deepening cultural traditions, and for introducing young men and women to great accomplishments in literature, art, history, and science. It has been the chief means by which American youth have had contact with cultivated and disciplined minds, and have come to undertake similar development in themselves. American graduate schools are largely recruited from small liberal arts colleges where intellectual interests have been aroused.

For millions of young Americans the liberal arts college has been almost the sole opportunity for escaping from provincialism, and for achieving the intellectual, ethical and social outlooks and interests of cultured men and women. It is chiefly through the influence of the liberal arts college that American business has to some degree escaped from the traditional petty shrewdness and sordidness of the trader, and is taking its place among the older professions as a form of enlightened human service.

Probably more than half of all liberal arts college students during the past twenty-five years have been the first in their immediate family line to receive the benefits of a liberal education. The college therefore has served not simply to perpetuate existing family culture, but has been a major influence in creating a new American culture.

Chief among all our educational institutions the liberal arts college has been dedicated to the principle that man does not live by bread alone. To curtail or to eliminate its influence in favor of a predominantly utilitarian education, either by substituting undergraduate professional schools or by crushing it between the upper and nether millstones of the junior college and the professional school would be an irreparable loss. This would be particularly true at the present time when America is emerging from economic deficit and is achieving a condition of general economic surplus, and when education for the use of surplus and of leisure is most necessary.

Changes in the educational system should come, not by surrendering the peculiar values of the liberal arts college, but by suffusing through the whole educational structure the liberalizing spirit and outlook that have characterized the liberal arts college at its best. This will be accomplished in different institutions in different ways through the recognition by all education of the aims of the liberal arts college.

III.—ON STUDENT INTEREST

While a great deal of attention has been given to the subject of teaching, singularly little has been devoted to the process of learning. Granting that this is still highly mysterious, the Conference feels assured that an indispensable element in real learning is interest on the part of the learner—whatever its source or motivation. We would emphasize the primacy of the doctrine of interest on the part of the student as fundamentally controlling in the building and administration of any scheme of education. It may be remarked also that equally indispensable is genuine interest on the part of the teacher as well as the student! Much in traditional education tends to discourage the development of honest interest in the student; teachers are too often handicapped by overwork, the monotony of repetition, chronic resentments, personal frustrations and other temperamental attitudes which are unconsciously reflected in resentment and distrust on the part of the student.

If this be the case, it is the first business of the college to ascertain with respect to each individual student, whether interests exist, what they are, upon what they are founded, how motivated, and, generally, the interplay of interest and aptitude. These considerations inexorably condition the whole relationship between student and teacher. They largely constitute the points of contact between them, without which the relationship is sterile.

But these interests, or "excitements," as recognized or fancied by the student (or even by the teacher) at the outset, should by no means be regarded as sufficient or decisive in projecting the student's entire college experience. They may be the flowering of a sound and illuminating development; too often they are the expression of limitations, repressions, warpings, the correction of which is or should be the main purpose of the college.

It is, therefore, the second business of the college to assist the student in examining and appraising these supposed "interests," and their background. Probably in most cases—certainly in very many—that background, including the student's whole nexus of experience, from his birth and the heritage behind it, will be found not merely inadequate, but narrow, disproportionate, biased—ill-adapted to supply any sure footing upon which to choose either life-work or the means of making life itself personally satisfactory or socially effectual. It is regrettable, but nevertheless a fact, that the college must waste a great deal of time and energy in doing what should have been but was not done earlier; in overcoming, antidoting, correcting, supplanting, the results of ignorance, negligence, repressions, false perspectives and valuations, long

accumulating during formative years, in home and school and social environment from the very beginning of life.

The interests with which a student comes to college have usually a focus and a penumbra, both of which should be utilized from the beginning; so that under competent guidance the focal interest shall lead as early as may be to more intensive cultivation; the penumbral or outlying interests to culture in its broader aspects. The kind of incentives appealed to in college life should approach as nearly as possible the higher incentives which operate outside of and beyond college.

This obligation upon the college includes that of recognizing and enlarging those interests, and, still more, of awakening new and possibly more rewarding ones. Of the ways in which this may be done, best of all is the natural growth and spread of existing interests into broad new channels by a continuous self-directing process, aided by the guidance of the excellent teacher. There may be a readjustment of bias or removal of obstruction by wise and sympathetic psychological counsel. When required courses exist, there is special responsibility upon the teacher to make them so evidently worth while that the student may find them highly rewarding, and may derive from them enduring interests of which he had been unaware.

IV.—ORGANIZATION OF MATERIAL: CURRICULUM

I. The scope of knowledge has become so vast that it is impossible for the student to cover it all and a selection must be made. The problem is to determine the basis for such selection.

II. There should be less emphasis on the acquisition of mere facts, and more emphasis upon generalization, thinking, application of knowledge and awareness of gaps in knowledge.

III. There should be different introductory courses for those who plan further work in a field, and for those who do not. Where the comprehensive introductory course is the only one to be taken by most students involved, in addition to furnishing the best possible acquaintance with the field, it should aim at removing misunderstanding and bias, and should expose the student to the interests and possibilities of the field, and should make him aware of its significance to himself and to his world. The treatment of these comprehensive introductory courses should reduce as much as possible the difficulty of transfer of students who discover interests and desire to do further work in the field of the course.

IV. In the first part of the college student's career there should be more emphasis on breadth; while in the latter part there should be more em-

phasis on specialization. There may be some specialization in the first part and attention should be paid to the development of new and broader interests in the latter part. Since educational growth is continuous but irregular within the individual, the time and rate of shifting of the predominant interest from breadth to specialization should vary with the individual student.

V. More emphasis on the development of the individual rather than on a sort of machine production should characterize the college. (Probably a teacher should teach or counsel a given number of students rather than be responsible for a given number of credit-hours. An administrative reorganization that considers this factor in determining the teaching load would be helpful.)

VI. Vocational names should not be given to lines of study that do not give very definite vocational training.

VII. Each college should make a careful study of the vocations for which its students might desire or endeavor to prepare themselves and should consider the feasibility of giving at least initial direction to the student in a larger number of vocations.

VIII. At the terminal point of his college career, in addition to accomplishment in his chosen field, the student should have a reasonable acquaintance with the subject matter and skill, together with interest and appreciation, with respect to: the world in which we live, including both organic and inorganic, animate and inanimate; the realm of personal and social relationships; the literary, linguistic and artistic products of our civilization; and the tools necessarily involved in the acquisition of these. He should also demonstrate an effective mastery in a special field of interest.

IX. We recognize the value in the student's understanding of the relationship of each portion of education on the one hand to the life situation in which it functions, and on the other hand to the organized body of subject matter of which it is a part. One alternative is to organize the material in courses which will help the student in seeing the subject as a whole; but which stress the applications incidentally. Another possibility, less tested, is to organize in projects similar to those which arise in modes of living outside of school, crossing the conventional subject-matter divisions but with emphasis in the process upon generalization and appreciation of logical relationships. A third possibility is a combination of these two methods in varying proportions as the subject and conditions of presentation may make desirable.

X. One question that was referred to the Com-

mittee was: "How shall we determine what shall go into the curriculum of a liberal arts college? What weight should be given to: (1) the present interests of the student; (2) the problems of civilization; and (3) the traditional classifications of knowledge? Is a creative synthesis from these sources possible?"

The Committee feels it impossible to answer in mathematical terms the question as it is worded, but feels that integration of these three items is necessary and possible.

XI. It is recognized that so-called extra-curricular activities are really a part of the educational offerings of the college and should be subjected to the same critical analysis, selection and guidance desirable in other phases of the curriculum.

XII. We feel that there is some tendency to give to students schedules that are too crowded to permit the most genuine intellectual growth.

XIII. We believe that prerequisites for entrance and within the college have been too rigid, too formal and not fully justified. Supplementary substitutes include:

- (1) Development of prognosis tests which really predict ability to succeed in particular lines of study,
- (2) Faculty advice and guidance should be furnished to meet the needs of each individual rather than to rely on rigid regulations,
- (3) Prerequisite courses, if and when necessary, should be rather sharply limited to what is actually requisite; often to a small amount that can be taught when needed.

XIV. In general, the committee favors the extension of methods of individual guidance through advisers and faculty committees and the recognition of such methods as an important function of a college faculty.

V. ON TEACHERS AND TEACHING

It must be obvious that any change in the character of the curriculum will call for correlative changes in the office of the teacher and the administrator. We present the problems of teaching with some comments upon the implications of this for the future training of teachers and administrators.

1. The Problem of Teaching

The problem of teaching is limited on the one hand, by the need of recognizing and cultivating the immediate interests of the student, and on the other, by the demand for a rigorous inculcation of organized knowledge, without recognition of

the individual. The so-called "progressive school" movement inclines to the student-interest side of this dilemma, but except verbally, not many teachers either in schools or colleges, are working primarily with this emphasis in view. The great majority of teachers habitually, and perhaps without thought, assume that teaching is transmission of existent knowledge.

The explanation of this fact is historical. The age-long search of humanity has been security. Primitive education inculcated the existent order by rooting out every trace of individual variation; the educated individual was that one who most completely conformed to the status quo; even individual interest in security was best met by conformity to group interest.

Naturally this made for almost complete stagnation. The modern individual rebels against this stagnation. He often thinks that this is his right; but it is his right only insofar as changes in physical and social environment have given rise to problems which can be no longer solved by old modes of organization. It is still the search for security which has compelled the primitive group to free the individual and to allow him to deal with new problems by means of individual intelligence. It is one thing to recognize and encourage individual interests which have long-range purpose and which promise security for society as a whole; it is quite another to exploit individual personal interests which are purely selfish in motive and in the long run destructive to himself and others.

Because the modern world has increasingly presented new social problems in every area, intelligent educators have insisted that provision be made for greater release of individual variation and therefore of possible greater, even exceptional, intelligence with which to meet these problems. This freeing of individual variation has by some been generalized into the doctrine that education should, without regard to history or to the social situation, devote itself completely to the cultivation of all the immediate and private interests of the individual.

Within reasonable experimental limits this exploitation of individual variation is necessary, since the modern world needs to discover every possible atom of intelligence; but the test of every such experiment must eventually be found in its contribution to the understanding and increase of general human living in this and later generations.

All existent knowledge has been developed out of the race experiences in dealing with its problems. That knowledge may be good; but new problems can not always be solved by the application of old answers. The man of today needs to become aware of new problems, he needs to feel

personal responsibility in the presence of these problems; he needs to know something at least of what the past has done and said in the presence of similar problems; and then in personal courage he needs to undertake, whether with many or alone, the solution of the problems of his own age. In this effort he will help to achieve new social securities and the fulfillment of his own complete purposes. To help individuals find their way into some such share in the life of their age is the real job of the teacher. Some individuals will incline to be adventurous, emphasizing their personal variations; others will incline to be more dependent upon accepted knowledge. Both and perhaps other types are necessary insofar as they, from whatever point of view, catch sight of and share in the human adventure.

To achieve some sense of joy and satisfaction in this adventure and some capacity to pause and rest from it occasionally, especially to remember and express in some finished form great moments of experience, should be a phase of the whole process.

The enormous increase in knowledge in recent centuries tends to crowd the individual; and the school seems at times, to make the student a mere container of knowledge, without assuring that he has either incipient interest or ultimate organization. Time must be allowed in the educational process for a reasonable degree of thoroughness in dealing with problems. Quality of educational experience must not suffer for the sake of added quantities of information.

The teacher should recognize both aspects of this problem—both student interest and existent organization of life and of knowledge—and should help the student by all legitimate means to secure a selective and affirmative freedom in his interests, a participative and disciplining acquaintance with the human past, its achievements and methods, and some satisfying share in the enterprises, social, moral, and spiritual, of the yet undetermined future.

One thing is sure, if there comes no personal participation of the student in the enterprises of life, nothing worth calling teaching has been accomplished.

2. Training of Teachers

Teacher training today is largely of two sorts:

(a) The training that comes of practice in existent schools, which often is nothing but habituation to stupid routines.

(b) The intellectual modification of this in teachers' colleges, and training schools which has as its prime objective the realization of what is often called "scientific method in education," but which is usually only intellectual acquaintance with

a synthesis of "best existent practices," and which often results, as a recent critic has said, in an "enormous complication of the simple stupidities of the past."

Teacher training needs today to attempt to escape from these "best practices" into critical understanding of the dilemma of education set forth above, and into an exploration of ways by which teachers can be found and educated to a share in this adventure of civilization—in its problems, its undertakings, its incompletions, and its satisfactions—and into intelligent ways of helping the younger generations achieve similar results, not merely in schools but in life, before, round-about and after the school years are over.

3. Administration

Similar things may be said of educational administration. The present trend toward making college administration a matter of business processes is to be deplored. The president of a college, the deans and all the other officials having to do with student interests, including registrars and recorders, should consider their work primarily from the standpoint of its educational bearings. That faculties should permit registrars or recorders to determine matters of educational procedure on terms of convenience to their filing systems is absurd.

The dean who is not primarily a teacher, student of the actualities of psychology, and disinterested counsellor of the young is an anachronism.

Provision must be made by training on the job, and in universities, for the broadest education of deans and other administrative officials, when men and women fit for such positions are found. Much more important than the present counselling and selection of students is the discovery, selection and preparation, on lines of the broadest social intelligence, of officials who will become wise selectors and counsellors of students.

If our future civilization is to become intellectually free and unafraid, we must see to it that college men and women shall be advised, in their most crucial years, by men and women who are themselves free, intelligent and unafraid.

The quality of a teacher's work in the school is often closely related to the quality of his or her participation in the actual life of the age.

The present departmental organization of colleges by which members of faculties and branches of knowledge are intellectually isolated from each other in sterile compartments, between which even a timorous diplomacy does not run, is to be condemned. As in many long cultivated agricultural areas of America, the most fertile soils are now to be found in the old fence-rows.

The training and certification of teachers for schools and colleges should not be so completely as at present, controlled by law and bureaucratic regulations, under which the best qualified teachers are often debarred because of failure to comply with some purely quantitative requirements.

VI. APPRAISALS OF ACHIEVEMENT

1. It is the sense of the conference that the emphasis in appraisal of a student should be one of **individual accomplishment** rather than of time expended in the satisfaction of requirements for separate courses or for comprehensive examinations.

2. The traditional American method of appraisal is by final tests in individual courses; the current tendency is in the direction of deferred comprehensive tests. These comprehensive tests, indeed all tests, are dangerous if the emphasis is on facts.

Other dangers of the comprehensive test are:

- (a) That they may presuppose a degree of specialization more appropriate in the graduate school;
- (b) That because of them we may defer too long the discovery that certain students are not fitted for the college;
- (c) That they may lead to loafing and cramming—unwise distribution of student effort.

3. Even in those courses where the presentation of factual information is emphasized, appraisal is not complete unless it includes an evaluation of the student's development and ability to use facts.

4. Grades are not ends in themselves nor is the attainment of grades a worthy incentive for work in college. The highest incentives of life-work are the incentives most appropriate for the college student. If it is possible, and wherever possible, the consideration of grades should be eliminated as a method of appraisal of a student's attainments.

Unfortunately, the use of grades, especially the seriously challenged method of grading by percentage, offers a convenient device for appraising students in the mass and for facilitating transfers. In our opinion the best grading method is that farthest removed from the percentage method, through such steps as the use of letter or group grades, or division of the class into thirds or quarters; or, best of all, a descriptive analysis of the student's progress.

5. The appraisal of students has these direct results:

- (a) The elimination of those not qualified for the work, or not disposed to do it well,
- (b) The recognition of those who have shown exceptional ability and zeal.
- (c) Affording the adviser information on the basis of which the student may be given wiser guidance during his college life;
- (d) Informing the student of the relation of his own accomplishment to that of a normal student group and to his own capacities.

6. Whenever possible, the college should select with extreme care these students best fitted for it. Within the college, appraisals should be frequent in the first part of the work so that necessary adjustments and eliminations should not be too long deferred. Eliminations when necessary should be constructive in the sense that the college accepts its responsibility to help the student make adjustments which will open to him the best possible avenues of development.

7 Activities outside of the curriculum have also a place in the appraisal of a student. Participation in these is, to a degree, worthy of consideration in the recognition of exceptional standing in the college community.

8. If discreetly used, student appraisal of instruction furnishes information useful to the educational process.

II. Rollins College Committee Reports

January 7, 1931.

To the President and Faculty of Rollins College:

Your Committee on Curriculum presents for your consideration the following plan for the organization of the curriculum of the College.

GENERAL PROPOSALS

It is proposed:

1. To divide the student body into an Upper and a Lower Division.
2. To provide for a sufficient distribution of work in the Lower Division to give the student a broad foundation upon which to build later work.
3. To provide in the Upper Division for intensive work of such character that effective mastery of a field is obtained.
4. To eliminate from both divisions the accumulation of credits in terms of courses, hours, or points as a means of graduation.
5. To eliminate from both divisions the present conception of the time element.
6. To provide a comprehensive review and evaluation of certain specified knowledge which, together with estimates of ability and of character, from the instructing staff, shall form the basis for transfer from the Lower to the Upper Division.
7. To provide a comprehensive review and evaluation of the student's intensive work in the Upper Division, the certification of which shall form a requirement for the degree.
8. To provide for periodic consideration of the student's work in the Lower Division as a basis for his continuation as a student in the College.
9. To admit transfer students only to the Lower Division.
10. To offer work leading to but a single baccalaureate degree, the Bachelor of Arts.
11. To continue the organization of courses in concentrated units on the basis of three terms of three months each. In each term the first two months are to be spent in residence and the third month in the accomplishment of assigned work which must be done elsewhere, except in specific cases.
12. To provide for classes of not more than twenty students.
13. To retain the informal and intimate relationship between instructor and student that is the essence of the conference plan.
14. To provide a statement of accomplishment for such students as request it for the purpose of transfer, or entrance to a professional school.
15. To retain the present requirement of 15 units for entrance, with the distribution of these units as

stated in the catalogue, together with such additional information as may be obtained by questionnaires, health certificates, and personal interviews.

SPECIFIC PROPOSALS

The Lower Division:

Before being admitted to the Upper Division a student will be required to show that he has acquired:

The ability to reason accurately, effectively, upon authentic data, and to express the results of that reasoning concisely and agreeably in the English language; recognition of the reality and continuity of ideas as mirroring and as directing the trends of personal conduct, of community and national life, of religious and philosophical thought and of the course of historical events; understanding and appreciation of important movements and creative artists in the main fields of the fine arts and wherever possible some ability in at least one of them together with a competence in:

a) English

A competence in English shall include the ability to express oneself orally in the English language without glaring violation of the fundamental laws of grammatical logic, and the ability to express oneself in writing with confidence, appeal, interest, accuracy and effectiveness.

b) At least one foreign language

A working knowledge in a modern foreign language is commonly understood to include the ability to read the foreign language in its literary and scientific expressions with the moderate use of a dictionary; to understand the foreign language when spoken in a simple way; to speak the language, though with the reserve of a foreigner; to write ordinary correspondence and short compositions in grammatically correct form.

Competence in either of the classical languages includes a knowledge of the forms that constitute the skeleton of the language; a fair-sized usable vocabulary of common words, particularly such as are the source of English derivatives; the ability to translate, with moderate use of the dictionary, from the Latin of Vergil, Horace, Cicero and others of like difficulty, or from the Greek of Homer, Plato and the writers of tragedy; and the ability to read in the Latin the poetry of Horace and other writers of the lyric, and of Vergil and Ovid, or in Greek, Homer and the simpler tragic poetry.

c) Mathematics through solid geometry and plane trigonometry

This requirement may be modified in specific cases

by the Board of Admissions to the Upper Division.

d) History

The student should have a comprehensive and general understanding of the history of western society, and an understanding of the development of institutions and of international relations and an adequate knowledge of the geography of the countries involved.

He should possess a knowledge of the fundamentals and methods of:

- e) Physics
- f) Chemistry
- g) Biology

The student should have an adequate conception of the material world in which he lives; a knowledge of the law and order that prevail in this world, familiarity with and ability to use the methods of the scientist in reaching conclusions, and an understanding of the unique role that the physical science are playing in the development of our civilization.

He should also be familiar with the world of living matter and should know how living organisms, including man, grow and reproduce their kind. He should have an adequate conception of the evolutionary changes that have occurred, and that are occurring, with particular emphasis on the roles played by heredity and by environment. He should be able to apply such information to the solution of the problems that confront him as a living being.

h) Social and Economic Institutions

The student should not only be familiar with present day social and economic institutions, but he should have an appreciation of the conditions that have led to their present state of development and he should realize that such institutions are still undergoing change.

i) Physical Fitness

In addition to the above academic requirements, admission to the Upper Division will be contingent on the student showing by participation in physical activities that he is capable of maintaining himself in a condition of physical fitness.

The student may prepare himself to meet the above requirements in any manner that he sees fit, whether it be by attending courses, independent reading or by other means.

In order that the freedom provided by this plan shall not be abused, all students in the Lower Division shall be required to state in writing at the beginning of each term what they expect to accomplish during the term. Students who do not show reasonable fulfillment of their intentions shall be eliminated from the College at the end of each term.

Students electing to attend courses will be required to conform to such regulations as are deemed

necessary by the instructors for the conduct of the work of the courses.

Failure to meet the requirements for admission to the Upper Division in three years will result in the student being dropped from college.

The Upper Division:

A student desiring admission to the Upper Division of the College shall be required to present in writing a statement showing in detail:

1. How he has met the above requirements.
2. What he has accomplished in addition to meeting the specific requirements for admission to the Upper Division.
3. The major field in which he plans to do his work in the Upper Division, with the reasons that resulted in the choice of this field.

A Faculty Board of Admission shall be constituted to pass on the qualifications of candidates for admission to the Upper Division. The Board shall have the right to satisfy itself, in such manner as it sees fit, that the statements of accomplishments presented by a candidate truly represent his preparation. In addition to the above information the Board shall consider the estimates by the student's instructors of his ability and character. He shall also be requested to appear in person before the Board before he is admitted to the work of the Upper Division.

At the time of admission to the Upper Division the student must, in consultation with a major professor, lay out the work to be accomplished in this division.

Such a program shall involve work of an intensive character in a field of learning together with such work in related fields as seems desirable in each case.

The work of the major field must be definitely correlated and must be possessed of a reasonable degree of sequence. In addition, an increasing amount of mental effort should be required as the work progresses.

The limits of a major field should be set for each individual and need not correspond with the work as organized in a department of instruction.

It shall be the duty of the Curriculum Committee to designate the fields in which majors may be taken, and to revise the list of such fields from time to time.

Award of Degree:

A candidate for the degree must present a written statement showing in detail the work that has been accomplished in the Upper Division of the College.

A special committee shall be appointed for each candidate to determine, in such a manner as it sees fit, whether the amount and quality of the candidate's work are such as to warrant his recommendation to the faculty for the degree.

This special committee should not lay emphasis

on ability to remember minute details, but should rather concern itself with discovering the extent to which a candidate has the ability to apply his reasoning powers to the critical evaluation and use of information and generalizations embraced in his major field.

Both the Board of Admissions to the Upper Division and the special committees for candidates for degrees shall certify the extent to which they find the students' statements of accomplishments to be true. The certified statements shall then become a part of the student's college record.

Provision may be made for a second trial for those who fail to gain admission to the Upper Division or who fail to meet the requirements for the degree.

F. R. GEORGIA, Chairman.
W. S. ANDERSON,
RICHARD FEUERSTEIN,
J. A. RICE,
WILLARD WATTLES,
EDWARD F. WEINBERG,

SUPPLEMENT TO FACULTY REPORT

January 7, 1931.

Your Committee on Curriculum, having presented for your consideration a plan for the revision of the curriculum of the College, now desires to place before you some of the considerations that led it to the proposals embodied in the plan.

DIVISION OF STUDENT BODY INTO TWO GROUPS

Under present conditions in our lower schools it is necessary for the college to provide for a continuation, and rounding out of the work of the secondary school before going on with the more specialized and intensive type of work of true college grade.

In the college the student should be liberated from the exacting discipline of the secondary school, and given the chance to show what ability he has to govern his own conduct. Some sort of transition should be provided, however, in order to avoid the consequences that sometimes accompany the abrupt removal of restrictions.

Both of the above considerations point to the desirability of the separation of the student body into a Lower and an Upper Division.

In the Lower Division, provision is made for filling in the gaps in the student's preparation, and for insuring that he has acquired an adequate foundation upon which to base the work of the Upper Division. In the Upper Division, the student is given great freedom of choice with respect to the field in which he is to do his work but is faced with the necessity of doing this work in a thorough and creditable fashion.

The restrictions of the preparatory school are largely removed, and what few remain are in large measure confined to the Lower Division. In this category we may put the provision for a periodic consideration of the student's accomplishments.

INITIATIVE PLACED ON STUDENT

It has been the intention of the Committee so to frame its proposals that a student would be required at all times to take the initiative.

In the Lower Division, this is done by telling the student just what he is expected to accomplish, and by putting him to the necessity of showing that he has met the requirements before he is admitted to the work of the Upper Division.

A similar situation prevails in the Upper Division. Here the student is permitted a choice of fields, but he is still under the necessity of convincing his special committee that his work is of such character as to justify the committee in recommending him for the degree.

ORGANIZATION OF TERMS

The plan proposes the organization of the college year in three terms of three months each, but provides that in each term only the first two months are to be spent in residence while the third month is to be devoted to assigned work to be done in absentia. The terms might run as follows:

First Term

October and November in residence.
December in absentia.

Second Term

January and February in residence.
March in absentia.

Third Term

April and May in residence.
June to October in absentia.

The intentions of the Committee are two-fold. In the first place, during a portion of each term the student is given the opportunity to demonstrate what sort of work he is capable of doing when removed from the influences prevailing in the College and placed under those to be found in his home or elsewhere. In the second place the members of the faculty are provided with intervals during which they are relieved of their teaching burdens, and in which they should find time for preparation and advancement in their respective fields.

CREDITS, GRADES AND RESIDENCE

The Committee proposes to abolish the evaluation of the degree in terms of credits, grades and term of residence and thus to eliminate a system that has been universally condemned by students of our present educational system. To take the place of this system the Committee proposes to substitute two formal evaluations of the student's work, one when he applies for transfer from the Lower to the

Upper Division, and the other when he comes up for his degree.

THE DEGREE

No adequate reason is known why a liberal arts college should grant more than one baccalaureate degree.

RETENTION OF PRESENT DESIRABLE FEATURES

The Committee feels that our past experience at Rollins has demonstrated the desirability of continuing the organization of our courses of study in concentrated units on the basis of three terms, and the retention of the conference plan. It feels, however, that classes in excess of twenty students endanger the success of the conference plan.

LOWER DIVISION

It should be pointed out that the extent to which a student will have to prepare himself to meet the specific requirements that have been outlined for the Lower Division will depend to a large extent on the nature of his preparation before entering college. Each student will be able to meet these requirements in part and will have to arrange his work in the Lower Division in such a manner as to take care of his deficiencies.

ADMISSION TO THE UPPER DIVISION

It should be noted that in addition to determining whether a student has fulfilled certain specified academic requirements, the Board of Admissions to the Upper Division is required to give consideration to the student's other activities—be they what they may—and to scrutinize his reasons for his choice of a major field.

It is not to be expected that a Lower Division student will need to spend his entire time in preparing himself to meet the specific academic requirements for admission to the Upper Division, but rather that he will be able to devote a fair portion of his time to the pursuit of other academic interests and still be able to indulge to a reasonable extent in the so-called extra-curricular activities of the College.

The extent and nature of the non-required activities, both academic and otherwise, should serve as a valuable guide to the Board in its selection of students for the Upper Division.

It is quite possible that the Board may indirectly exert a wholesome influence on the nature of the extra-curricular activities of the College by the value that it may appear to attach to one sort of activity as against that attached to another type.

THE UPPER DIVISION

In the Upper Division of the College the plan provides a place where the student who is adequately prepared—and none but these should be admitted

—is given the opportunity to prove his worth, and is subject only to the limitations imposed by the facilities of the College.

The teacher should find here an opportunity to show what can be done with the superior student when removed from the hindering influences of the mediocre student.

LENGTH OF RESIDENCE

The plan proposed sets no requirement as to total length of residence. The Committee feels, however, that the intelligent student should not only be able to meet in two years the requirements for admission to the Upper Division, but should also be able during this period to accomplish an appreciable amount of additional work.

Bearing this in mind it is felt that the work laid out for the Upper Division should be sufficient to occupy the good student's time for about two years.

It is the hope of the Committee that as time goes on and students with better preparation are attracted to the College, the time spent in the Lower Division may be shortened with a corresponding increase in the time devoted to the work of the Upper Division.

F. R. GEORGIA, Chairman.
W. S. ANDERSON,
E. L. CLARKE,
RICHARD FEUERSTEIN,
J. M. FORBES,
C. C. NICE,
J. A. RICE,
WILLARD WATTLES,
EDWARD F. WEINBERG,

NOTE—In the dissenting opinion which follows, the minority members of the Faculty Curriculum Committee have endeavored to present and to analyze the views of the majority members of the Committee, on points wherein the two groups were not in agreement. It should be pointed out that the majority members do not accept the statements of the dissenting opinion as an adequate expression of their views.

F. R. GEORGIA, Chairman,
Faculty Committee on Curriculum.

Dissenting Opinion

January 7, 1931.

To the President and Faculty of Rollins College:

We are unable to follow our colleagues in recommending that a student must offer two units of mathematics and two of foreign language for admission to college, and for admission to the proposed upper division must show competence in mathematics thru solid geometry and plane trigonometry, and in at least one foreign language.

We recommend that a student may be admitted

to college, provided he offers 15 units, of which four shall be in English, one in algebra, one in history and one in science. The remaining eight units may be distributed among mathematics, ancient or modern language, history, natural or social science, and art. Not over three units may be offered in vocational subjects.

We recommend that for admission to the proposed upper division a student be obliged to meet only those requirements in English, history, physics, chemistry, biology, social and economic institutions and physical fitness which are set forth in the report of the majority of the committee on curriculum, plus such additional requirements in mathematics, language and other subjects as may be established by the department in which he wishes to do his major work. We concur in the recommendations of our colleagues regarding requirements in natural science upon the understanding that they would provide survey courses of not exceeding five term hours each, in each of the three natural sciences, physics, chemistry and biology, and that with very little additional study a superior student who has had a good high school course in any of these subjects, may well satisfy college requirements.

We recommend that the college offer and urge the student to take work in the elements of statistics, etymology and logic (scientific method).

We recommend that in maintaining and furthering the health of the student, his mental and emotional health receive as much consideration as his physical health. To this end we recommend the continuation on the staff of a consulting psychologist, or better yet, the enlargement of the staff to include a full time psychiatrist to help meet the demands for personality adjustment that are numerous on every campus.

The remainder of this report sets forth our reasons for our dissent from the conclusions of our colleagues.

The report of the majority of the committee on curriculum consists of four parts, supplemented by an explanatory statement. We find ourselves in general agreement with the first of the four, namely, "General Proposals," which outlines a plan for organizing the college into an upper and a lower division. We cordially concur in fourteen of the fifteen points offered under this head.

We find ourselves in full agreement with two of the three other divisions of the report of the majority of the committee on curriculum. These are "Specific Proposals—The Upper Division," and "Award of Degree." We also find ourselves in agreement with the second section of the material given under the heading "Specific Proposals—The Lower Division," which has to do with methods of attaining requirements for admission to the upper divi-

sion. We concur in the explanatory statement regarding all of these proposals. Especially do we endorse the plan of liberating the advanced student to develop initiative and independence, the proposal to abolish grades and the time element in working toward a degree, and the scheme of selecting students for advancement and for graduation by devices other than the formal written examination.

We are unable, however, to concur in some of the findings of the majority with regard to requirements in so-called tool subjects.

It may seem that in the large program for reorganizing the college the question of required courses is but a detail, too small to be made a matter of serious controversy. We wish to point out, however, that the difference of opinion between our colleagues and us rests on diversities in philosophy of education which place our emphasis far apart from theirs. We shall not here treat this philosophy in detail, it is elaborated in numerous current books and articles on progressive education in schools and colleges. It may be well, however, for us to give a general statement of one of the principles of education which we hold to be fundamental.

We believe that interest is a very basic and important factor in the process of educating and of getting an education. It is extremely difficult to train a person in something in which he is not interested. We therefore wish to have the interests of the student discovered, in order that he may study those things in which he is interested, and thereby have his learning properly motivated. For this reason, also, we favor a curriculum that contains a very large number of electives.

Our emphasis on interest must not be misunderstood. The word may be taken in two senses. It may mean the interest of the moment, such as that of the child playing with the toy that he will presently cast aside. It may mean, on the other hand, such an interest as that which sustains for years the man who is resolved to become a physician, and who therefore doggedly masters the details of gross anatomy, tho he finds the study of the branches of the nervous system dull and monotonous. We stress the importance of interest in this latter sense only.

We believe that in college we should allow the student to select his subject of major interest. That done, we would require him to study and master those courses and subjects which are essential to the mastery of his major subject, even tho he sometimes has no interest in the particular topic at hand.

We endorse a certain limited, required distribution of studies, because we know that by this device the student often discovers interests of which he would not otherwise become aware, and because we believe that one of the functions of the teacher is to awaken and develop interest in the student. In

addition to this limited distribution, however, we would not require the individual to study any subject other than those that bear an essential relation to his subject of major interest, and those that are clearly basic and essential for everyone.

Our disagreements with our colleagues are chiefly over the question of the subjects that are clearly basic and essential for everyone. We agree with them that there are certain tools which should be demanded of everyone who wishes to undertake college work. We do not agree with them, however, in their designation of the particular tools which they rate as so essential that the college is justified in refusing admission to him who lacks them. Neither do we concur in their selection of certain other tools as so important that the college is warranted in denying to the one who is without them the privilege of advanced study.

We estimate that the work in English, history, science and social science, which we join our colleagues in recommending as required, will take for each subject the equivalent of three courses, running thruout the year; that is, twelve term courses. It would also need, we estimate, five term courses for the student to gain a working knowledge of a language and the equivalent of three term courses to gain a working knowledge of plane and solid geometry and plane trigonometry, all of which our colleagues would require. That is, they would require some eighteen term courses in college, which is much more than we would require. We feel that this additional requirement would unduly encroach upon the student's opportunity to take essential courses related to his field of major interest, or electives that appeal to him. Our colleagues may say that the student could easily pass off all these additional requirements before entering college. If he were to do this, however, his freedom of election in secondary school would be reduced, and he would there be prevented from taking courses that to many persons would be more valuable than those required.

As we understand their position, our colleagues stress the importance of required mathematics on four grounds. We understand them to say, first, that mathematics is a tool necessary to the mastery of practically every academic subject, even tho the superficial observer may believe that it bears very little relation to many of them. Second, knowledge of mathematics is essential to the mastery of so many subjects that even tho the student plan to prepare for a vocation in which mathematics is not essential, he is foolhardy to fail to learn that amount of mathematics without which he can rarely change his field of major interest with a high degree of ease or success. Third, because of its precision, mathematics makes a strong appeal to the esthetic sense. Fourth, mathematics affords an ideal training in rigid thinking. This skill in thinking is of

general use because it is transferred to other fields, so that the student who learns to think well in mathematics is thereby aided greatly in thinking with precision in any other field, be it economics, French, music or child training.

We take issue with our colleagues on all four of these points, insofar as they would make them the basis of their proposed mathematics requirement. So far as their first point is concerned we recognize, of course, that mathematics beyond algebra is essential to the study of such subjects as physics and astronomy. We are convinced, however, that the needs of students in such fields will be met fully by providing that each department of instruction in the college shall set forth the subjects to be rated as prerequisite for entrance to its advanced courses, and by requiring appropriate mastery of these subjects by students who wish to do either elective or major work in the department.

Second, we see no reason why, because mathematics is an essential tool for some sciences, it is a tool which every college student should be required to master, on the chance that he may some day wish to work in those sciences. Our colleagues aver that students often change their minds about their subjects of major interest. Suppose, they say, that one starts without a knowledge of mathematics to major in a social science. Later he decides to do major work in physics. Then, since he lacks a knowledge of mathematics, he must proceed to acquire that knowledge. This is true. There is no evidence, however, that he has suffered overwhelmingly by not studying mathematics sooner. It will take him no longer to learn his mathematics in his junior year in college than in his freshman year, even tho he may have to defer his study of physics until he has made up his mathematics.

It is, of course, true that many young students do not know what they want to do. We would not hasten their decision. Until they do make up their minds, their time can be spent profitably, we believe, in the study of those subjects which we join our colleagues in recommending, namely, English, history, natural and social science; in the pursuit of elective studies and in the mastery of those tools which we recommend later in this report. We are not convinced of the need of required mathematics by the case of even those students who may wish, after graduation, to change their life interest from a field in which mathematics is non-essential to one in which it is needed. Universities now provide thru their extension and correspondence study divisions, ample opportunities for learning mathematics, so that the man who does not get the subject in college has not lost his only chance to master it. Since one can learn practically as well up to the age of fifty as in his years of adolescence, (Cf. Edward Lee Thorndike, "Teachable Age," Survey 60, —April 1, 1928—pp. 35-37, and "Learning from Six

to Sixty," Survey 60—April 15, 1928—pp. 118-120) it would seem that the problem of those who change interest after graduation can be solved adequately by study when needed.

The third argument which we understand that our colleagues offer in favor of the compulsory study of mathematics, is that the subject has important esthetic features. This we do not dispute. We do deny, however, that this feature of the subject is so important as to strengthen materially the arguments which we have already reviewed. There are so many other subjects, which for most persons have the power of satisfying the esthetic interest that we see no reason on this ground for preferring mathematics to these as a subject of compulsory study.

The fourth argument in favor of required mathematics is that the training which it affords in rigid thinking is transferred to thinking in other fields. Those who assert this proposition have the burden of proof. They have never given scientific demonstration of the truth of their statement. In recent years the proposition has been made the subject of numerous experimental studies. These studies, tho admittedly inconclusive, seem, on the whole, to support an hypothesis opposite that held by our colleagues. The experiments seem to indicate that the amount of transfer is so small as to be negligible, unless there is overlapping in fields of study. Since this is the case, this argument of formal discipline in favor of the study of mathematics, beyond arithmetic and algebra, appears to be without justification. Here, as in the case of the three other arguments in favor of required mathematics, we are unable to see that there is sufficient force to warrant making the subject required of all students, including those whose major advisers certify that it is not essential to major work in their field.

It is true that the report of our colleagues does state, with regard to the proposed mathematics requirement, "This requirement may be modified in specific cases by the Board of Admissions to the Upper Division." For two reasons, however, this concession on the part of the majority seems to us to be quite inadequate. First, for reasons already stated, we do not agree that it should be considered normal for every person who is preparing for college to study mathematics to the extent proposed by our colleagues, and that the person without this training should be rated as exceptional, and one to be admitted to the upper division only by special dispensation on the part of the college. In the second place, so far as the recommendation of the report goes, a committee is to be given full discretion in this matter. Since the committee may see fit to modify the proposed requirement only once in a decade, the statement modifying the proposed requirement has no assured value. The high school student, who wishes to prepare to enter Rol-

lins, but who for some reason does not wish to take much mathematics in high school, would gain no assurance from this statement, that if he failed to study solid geometry and trigonometry the college would be willing to admit him to its upper division.

We propose that instead of the mathematics requirement offered by our colleagues, the student should be urged to supplement his study of algebra by learning the elements of statistics. We recommend this study because statistical material is in every-day use, the student cannot help forming judgments about it. He is impressed or unimpressed by the fact that 73 dermatologists, whose professional standing is endorsed by a former president of the American Medical Association, endorse in current advertisements a particular brand of soap. He takes some stand on the merits of the case, or repudiates his responsibility as citizen, when the National Council for the Prevention of War and the Secretary of War clash on the question of the percentage of our national budget, which is being spent for military purposes. He can judge wisely in such cases only when he understands the elementary principles of statistics. We would, therefore, have every student urged to learn the nature and significance of such terms as variate and median, quartile and mean, frequency distribution, mode, standard deviation, coefficient of correlation and probable error. We would also have him learn the use and abuse of graphs and diagrams, of the method of sampling, and of methods of statistical analysis. Here, we submit, is a mathematical study, useful to the student while he is a student, helpful to everyone who wishes to be a thinking citizen.

Our second point of disagreement with the report of the majority pertains to the requirement of obtaining a working knowledge of at least one foreign language. The arguments for this requirement seem to be substantially the same as those in support of required mathematics. They are, as we understand them, as follows: first, knowledge of a language other than one's mother tongue is a useful tool. Second, it is so useful that one who lacks it runs the risk of handicapping himself gravely in his work. Third, it is an object of esthetic appreciation. Fourth, it is a useful subject of formal discipline, since he who learns to frame well-rounded sentences in a foreign language or in translation from that language thereby learns to use his own tongue more effectively in daily life. Fifth, a knowledge of a modern foreign language is an important means of preventing provincialism and prejudice.

Our reply to the first three of these arguments is the same that we made in the case of mathematics. First, we concede that a language is a useful tool, essential to the study of some subjects. We believe, however, that the plan of letting the several departments of instruction set forth prerequisites for entrance to their elementary and their advanced

courses is better than that of requiring language study of all. It meets adequately the needs of the several departments of instruction, without thrusting upon the unwilling student a tool which he and his major advisor feel that he does not need. It also avoids difficulties associated with the fact that compulsory study often produces a hostile attitude of mind which militates against the development of interest, against learning and against later use of what is learned.

Second, we acknowledge that the advanced scholar may wish the command of languages other than his own. We know well, however, that of all students who graduate from college, only a small proportion wish to do graduate work, and of these a still smaller proportion wish to do advanced work requiring knowledge of a foreign language. For most students the excellent abstracting services now available, suffice to meet their needs of knowledge of literature of foreign languages. As for the researcher who does need a modern language, it is not too late for him to acquire this tool when he needs it, and he will learn it the more quickly and effectively because he then has incentive to master it. We are informed that university departments of modern language sometimes provide special courses for the benefit of candidates for advanced degrees who need modern language. We commend this practice as reasonable, while we disapprove as highly illogical, a plan of preparing everyone for a remote contingency which can be met adequately when and if the need ever rises. The latter proceeding, indeed, seems to us the more illogical, when it appears that it is possible only at the price of crowding out some other study which appears to be more certainly useful.

Third, so far as the argument of esthetic appreciation of the beauty of construction of a language is concerned, we have been offered no evidence of sufficient weight to give language study priority over other subjects. It is, of course, true that there is a flavor to literature which is lost in translation. We do not see that this argument is of great weight, however, for students getting a working knowledge only because it is a requirement. Neither do we see that the added appreciation of a people which one can get from reading its literature in the original instead of in translation is sufficient to justify the great expenditure of time required for the mastery of a language.

Fourth, there is the argument of transfer value in skill derived from language study. There is, of course, much overlapping in vocabulary and grammar of many languages. Hence, there is, no doubt, some benefit in better understanding of English to be derived from language study. It has yet to be proved, however, that there is more to be gained by studying English grammar and English etymol-

ogy by the indirect method of studying a foreign language than by studying them directly.

We propose, in order that the student may get the benefit of understanding something of the origin and development of the English language, and to meet that desire of our colleagues, which seems to us to be of most significance, that the departments of English, French and Classics, cooperate in preparing a course on English words. This course might well stress a study of the origin of English words from French, Latin, Greek and other sources, and might incidentally include such elements of the grammar of other languages, especially Latin, as would, in an important way, help the student to understand his native tongue. Such a course we would cordially recommend to all students, and if it were generally available in high schools we would favor making it a course required for admission to college of those students not offering Latin.

Finally, there is the argument that one should learn a modern language as a preventive or cure of provincialism. This argument is to us unconvincing. Evidence appears to be lacking that those who acquire a language in addition to their mother tongue, are by that very fact rendered more cosmopolitan. Of course, skill in a foreign language does make added contacts available, but it is well known that added contacts often increase rather than decrease prejudice. We have observed that some of the most prejudiced and violently nationalistic persons whom we have known have been skilled linguists. Indeed, there appears to be little evidence that study of modern languages is useful as a means of reducing prejudice, unless the language is taught by an internationally-minded teacher. In that case, it seems that the benefit comes not from the language study as such, but from the open-mindedness and tolerance of the teacher. It appears to us that if our end is to develop the international mind, and this end we cordially approve, it is more effective to study, under liberal teachers, such subjects as social psychology, political science, geography and current history, than it is to study a language under an equally liberal teacher.

We are aware that when there are several arguments in favor of a proposition, tho no one by itself may be adequate to prove the case, collectively they may do so. We do not find, however, that the array of arguments in favor of compulsory language study is convincing. We do find, moreover, that often mature men and women, including college teachers, who have mastered ancient and modern languages, are unconvinced that their linguistic knowledge is worth the time and effort expended in getting it. When there is this added evidence to cast grave doubt upon compulsory language study on the part of all students it would appear to be the part of wisdom to refrain from requiring such study.

The foregoing arguments are not to be interpreted as implying hostility to the study of mathematics or languages. We believe that it is desirable to show all students the advantages of such study, and to encourage the pursuit of these subjects. We personally endorse the study of a modern language. We hope that the majority of Rollins students may begin the study of a modern language in high school, and while there or in college, may gain a real working knowledge of that language. We believe that some departments of the college may properly insist upon a working knowledge of mathematics, a language, or both, for admission to their advanced courses. We wish Rollins College to continue to have strong departments of mathematics and ancient and modern languages, in which students may do advanced work, either of their own volition or to satisfy the requirements of their major department. Our contention is simply that the student who evinces seriousness of purpose, and no others should be tolerated in college, should be given opportunity to study those subjects which his major department rates as essential, rather than to require him to take subjects of whose worth he is unconvinced, and which are not rated as essential to the pursuit of his major subject.

There remains one point at which we would supplement the report of our colleagues. They state that "Before being admitted to the upper division, a student will be required to show that he has acquired the ability to reason accurately, effectively, upon authentic data." They do not make specific provision for aiding the student to attain this ability. We understand that they believe the ability will be suitably attained by the study of science. We agree that this is indeed possible. We know, however, that science is rarely taught so that scientific method stands out clearly from masses of facts. Many teachers are competent so to teach their subjects that generalized scientific method is made clear. They are under pressure to cover their field, however, and so they rarely do stress scientific thinking adequately.

The method of scientific reasoning, logic, has long been recognized as a useful tool. Unfortunately, however, it has commonly been taught as a dull abstraction, remote from the affairs of men. This need not be. In recent years, indeed, the subject has been made both interesting and practical thru the writings of such men as Daniel S. Robinson, "Illustrations of the Methods of Reasoning," and Columbia Associates in Philosophy, "An Introduction to Reflective Thinking." In this practical form it has been taught, sometimes as a required subject, in a number of standard colleges and universities. The student who learns this humanized logic discovers that there is a universal scientific method, applicable alike in history, economics, botany and geology. He realizes that the nature of such pro-

cesses as hypothesis-making, sampling, verification and induction is the same in all sciences, precisely as there is one arithmetic to be used in all fields. He attains a tool which he can use in any subject, and he thereafter carries an invaluable background to the study of any science.

We would not in the least detract from our colleagues' desire that every instructor be a teacher of accurate reasoning. We cordially agree with them on this point. We do believe, however, that no teacher should be expected to teach scientific method in any subject, be it physics, economics or geography, to students without previous or concurrent training in the method of reflective thinking. To leave it to each instructor to lay the foundations of scientific method for a class seems to us roughly comparable to the method of leaving it to each teacher to provide for his class suitable instruction in English. We therefore recommend that the college offer instruction in the tool subject, variously known as humanized logic, reflective thinking or scientific method.

Our colleagues aver that if the college were to set forth in the catalogue a list of requirements for admission, from which plane geometry, solid geometry and foreign language were omitted, the institution would be overwhelmed by lazy, incompetent and ill-prepared students. If any such result were to follow, it would indeed be a catastrophe. We are no less eager than are our associates to select for Rollins College only students of capacity and ambition, who are ready and eager for strenuous scholastic activity. We wish to do nothing to make our campus a country club for the intellectually unemployed. We do not share the fear of our colleagues, however, that any such calamity would follow the adoption of our proposed program of entrance and curricular requirements. The committee on admissions would still function, equipped with the new testing device of the personal interview of the prospective student by some representative of the college, and still possessed of full power to reject all unsatisfactory candidates. Further, and we rate this as important, the college would have our proposed courses in statistics and in logic, which can and should be made just as substantial and difficult courses as are courses in mathematics and modern languages, as much to be dreaded by the lazy, and as good a sieve as the courses which we would transfer from the required to the elective list. We suggest that these courses, which we strongly recommend to all students as studies of great intrinsic value, might be used as alternatives to required mathematics and language, in case the faculty wishes to require some difficult courses for the express purpose of sifting the student body.

EDWIN L. CLARKE,
J. MALCOLM FORBES.

The Student Curriculum Committee Report

At the beginning of the present academic year, President Holt called together a group of eleven Seniors and Juniors and told them of his hopes of remodeling the curriculum of the college along more liberal lines. He asked this group of students to form themselves into a committee and to draw up a report containing suggestions of desirable changes at Rollins.

All the members of the group were dismissed from one daily class during the fall term. This made it possible for the committee to meet five times a week and to hold two hour sessions throughout the term.

Although the committee understood it had been called together primarily to suggest changes in the curriculum it has taken the liberty of extending the scope of its report over a much wider field. In a small, homogeneous college such as Rollins, all phases of college life and activities are so closely interwoven that it is well-nigh impossible to change any particular portion without modifying the whole. Therefore, the report of the Student Committee goes far beyond the curriculum.

It must be understood that the report is not a reflection of average student opinion at Rollins, although we believe that a majority of the undergraduates would endorse most of it. We who wrote it were asked to express our own beliefs. We alone therefore are responsible for the views and recommendations submitted.

While we submit this report not without some misgivings, we venture to hope it will contribute in some degree to the making of Rollins a better institution of life and learning.

GEORGE C. HOLT, Chairman
ELVA ARNOLD
HAROLD COCHENOUR
SARAH DICKINSON
MARY LEE KORNS
GLADYS MORTON
ALFRED J. RASHID
CANDACE SECOR
ROBERT STEPHENS
LLOYD TOWLE
FRANK WALKER

THE PURPOSE OF THE COLLEGE

If the aim of education is to make people more alive, then the liberal arts college should prepare men and women to develop sane minds in sane bodies, to become diligent and efficient workers, intelligent, socially-minded citizens, tolerant husbands and wives, fathers and mothers, and courageous seekers of the truth as they understand it. Any

college that instills these and similar qualities in its students will be successful.

How far do the colleges of today go toward attaining these goals? It is true that students in our institutions of higher learning are taught facts about certain accepted beliefs; but are they shown how to think clearly, work constructively and take initiative? One may well doubt it.

Students have theories of government imposed on them; but are they taught to apply these theories? The man who becomes a social worker or a statesman in after life looks for his success, in nine cases out of ten, to his own innate character and to his later training rather than to the specific things he has been taught in college.

As to the individual's relationship to his family, very few college graduates would go as far as to say that present day education even scratches the surface of this phase of life, although it is admittedly the one which is the most likely to influence his character and bring him real happiness.

And finally, what college curriculum is designed to straighten out, in the questioning mind of youth, that problem which has had more to do with the evolution of civilization than any other—the quest for truth?

We are taught dates, formulae, scientific principles; we are taught that certain poems and novels are more highly regarded than others; but we are not shown how to make a living, how to keep accounts, how to get on with our husbands and wives, how to rear our children, or how to vote. Yet these are the questions that lie nearest to our every day interests in life.

The serious student comes to college for a very definite purpose. He desires to have his intellectual curiosity stimulated. He wants to learn as much about himself and the people around him as possible. He believes that college education is one of the first steps in his progress through life, not an end in itself.

If the college is a place where one may prepare himself for the future, it should definitely set out to teach the student those things which will be of essential value to him and should relegate to a minor place all other questions. Every effort should be made to aid in the development of each individual student according to his temperament, needs, and abilities, while not overlooking the fact that there is a universal necessity for certain types of knowledge. If the college can stimulate the student's thought, educate his tastes, and broaden his outlook then it has gone a long way toward justifying its existence.

Curriculum:

It has been said that the truly educated man must know something about everything and everything about something. Obviously, the time taken to

complete a college course is far too short for this process. Therefore, enough knowledge of the fundamentals of life, together with a good start in the study of the subject lying closest to the individual's aptitudes and interests, might be called the ideal form of education.

This would seem to suggest the division of the college into two sections, one to cover the ground necessary for an understanding of the physical, cultural, historical, economic and religious background of life, the other to make it possible for the student to specialize in what he considers most essential to his personal use. These divisions might be known as the Junior and Senior divisions.

Junior Division:

The courses offered in the Junior Division would be as follows:

1. Health—Mental and Physical.
2. Value of Money and Time.
3. The Individual and the Family.
4. Citizenship.
5. Appreciation of the Arts.
6. Philosophy and Religion.
7. The World We Live In.

Health heads the list. Without it, the student is under a distinct handicap that should, and generally could, have been remedied at the start of his career had he been adequately trained.

After health comes that section which, for want of a better name, is termed "The Value of Money and Time." This section should include such questions as vocations, avocations or the use of leisure, and how to use money and benefit by it.

The third section concerns the propagation of the race. This question should be at least partially clarified by subjects which pertain to the family and to the rearing of future generations. Herbert Spencer once wrote, "If by some strange chance not a vestige of us descended to the remote future save a pile of our school books or some college examinations, we may imagine how puzzled an antiquary of the period would be on finding in them no indication that the learners were ever likely to be parents. 'This must have been the curriculum for their celibates,' we may fancy his concluding."

College education, in this respect, has advanced very little since Spencer's time. Our colleges continue year after year to graduate men and women who are to be trusted with the upbringing of the next generation, yet these men and women are quite ignorant of the scientific principles of marriage relations and child rearing.

The fourth section deals with the relationship of men to each other, whether as neighbors, countrymen or nationals of some other land. Citizenship is taught in our colleges to a greater extent than the subjects of the three sections which precede it, but the type of citizenship which is taught, is of a most

limited quality. All general historical, political and economic questions should be presented under Citizenship. This includes our relations to foreign countries and a sympathetic understanding of other peoples. In fact, the international aspect should be stressed at the expense of the national, for one of the worst faults of the average American is his ignorance and intolerance of other peoples and nations. This attitude could be largely overcome by a wise educational policy.

At present, our college curricula seem to lay special stress on the arts and sciences. The sciences, as full courses of study should not be considered as requisite for Junior Division work, except in so far as certain aspects of them are found necessary to the understanding of some subject. Thus the section on the individual and the family would include that phase of biology which deals with the reproductive functions of the human body. The exact sciences as specialized subjects should take their place in the curriculum of the Senior Division.

The appreciation of the arts as a medium for the enjoyment of life should have a place in the Junior Division Curriculum. Without it the race would be emotionally starved. However, the subject of this section should not be stressed at the expense of those of any other.

The section which is placed sixth has to do with philosophical and religious matters. It deals with subjects of an emotional and intellectual nature, and is of vast importance to the satisfaction and growth of our inner selves. Religion has always been one of the great forces controlling human behavior and as such, it should be given more attention at Rollins than at present. But, as in the previous section, over-emphasis must be guarded against.

The six sections so far enumerated deal with matters concerning the individual. The seventh deals with the physical world in which we live. It should offer a comprehensive study of nature in its various aspects with which everyone comes in contact. It must be understood that this does not entail a technical study of the chief sciences. It means that what the student would learn in his work in this section would be what he ought to know, and would be likely to have use for, in his every day contact with nature.

An enumeration of the courses considered necessary for the Junior Division student would place the number at sixteen, divided among the seven sections probably as follows: One in the Health Section, two in the section on Personal Economics, two in the section on Family Relations, three in the section on Citizenship, four in the Arts Section, two in the Religious Section, and two in the section on the "World We Live In."

Under the first of these courses, mental hygiene, which would include psychology, psychiatry, etc., and physical hygiene which would include first aid,

a knowledge of the more important parts of the human anatomy, and physical exercises in the form of organized sports, should be included. The last of these, sports, should be continued throughout the whole college course and should be an integral part of the health section.

In the second section the two courses might be termed:

1. Vocation and Avocation, and
2. The Value of Money.

The first of these should attempt to help the student in choosing his life work. It also should show him how best to organize his leisure and benefit by it. The second course should acquaint the student with such matters as how to make, how to keep and how to spend his money. This would entail a knowledge of accounting, budgeting, investing, etc.

In the third section, two courses are deemed desirable. The first would deal with the relationship of husband and wife. It would cover such questions as the choice of a mate, and a knowledge of the reproductive process, physically and emotionally; and such related subjects as family financing, etc. The second would concern itself with the upbringing of children, and would cover child psychology and child training.

The section on citizenship contains many allied yet slightly dissimilar subjects. These, however, could conveniently be placed under three groups. The first would be mainly historical. This subject would cover the historical background necessary for an understanding of the present. The second would be "Current Events in Politics," since it would concern the recent past and the present in outstanding political questions of national and international import. Political geography should form an integral part of this course. The third group would be "Current Economic Problems," and would cover about the same field in social and economic matters as would the second course in political questions. Again, the geographical factor should be stressed as one of the fundamentals of a knowledge of economics.

The Arts comprise the fifth section and include music appreciation, art appreciation, appreciation of great literary masterpieces, and a knowledge of the use of the English language in speaking and writing. The course in music appreciation would introduce the student to an understanding of great masterpieces and would attempt to acquaint him with the influence of fine music on our civilization. The second course would show the student how to apply the principles of good taste in color and design to everyday life, in addition to a general appreciation of art.

The subject of the courses of the seventh division should be first, general understanding of living organisms, and second, a study of non-living elements. Enough should be taught in these two courses to arouse the interest of the student so that he would

be anxious to study them further. This does not entail technical scientific analysis, but an understanding of natural phenomena and an ability to see the beauty and to grasp the wonders of the common objects in the midst of which we live. Languages should not be required in the Junior Division, but should of course be available for those who need them for future specialization.

These sections and the courses under them should always be looked upon as a part of the whole, separated only for convenience in presentation. The courses are here so arranged as to overlap in most cases so that education will be coordinated, not sectionalized.

Senior Division:

The purpose of the Senior Division is specialization. Each student on entering this division must have determined where his main interests lie, and his Senior Division work would be along these lines. As a Senior Division student, he should be given every chance to find and develop the best methods of study for him individually to follow. There should be neither required courses nor recitations, but only personal or group conferences with a chosen instructor at such times as the student desired. There should be no reason why a mature and earnest student should not pursue his studies at some metropolitan center instead of in Winter Park if he and his instructor should see fit.

The point that must be emphasized is that the Senior Division student is expected to be mature enough to determine his own policy in pursuing his education.

No separate schools should expect to find a place in the college. All music, art, or dramatic work should be open to any student desiring to specialize in them in the Senior Division. And all students, regardless of their ultimate aims, should first be expected to acquire the background given by the Junior Division.

Methods of Study:

The methods of study employed in the Junior Division would differ widely from those used by the Senior Division students. In the Junior Division, the present two-hour conference plan of study should be employed. This method would automatically necessitate small classes. The conference plan does not work to advantage in a class of over twenty students, and a class of even that size is unwieldy. Therefore, all Junior Division classes should be limited to a maximum of fifteen students. The importance of small classes cannot be overstressed, for the whole structure of the conference plan of study rests upon this foundation. The concentration method of applying the conference plan seems most suitable to the majority of students. Therefore, there should be three two-hour

classes each day, and each should meet five times a week.

Since all sixteen Junior Division courses listed above are vital, each would be considered as a five-hour course. This automatically eliminates all seminar courses. The two extra periods each week thus freed, would be open for personal conferences.

Each student's schedule would consist of three courses every term until the completion of his Junior Division work. This would naturally lead to conflict, one of the main grievances of the Rollins students at present, if it were not for the fact that each course would be available at any period. Thus all sixteen Junior Division courses should be taught simultaneously so that a student could always find it possible to enroll.

Every professor should so arrange his course as to make it unnecessary for any student to do outside work, except at his own volition.

Every professor should draw up a detailed syllabus embracing the work to be covered in his course. These syllabuses should be distributed to each student at the beginning of the course, and should cover the essentials of the subject and at the same time make it possible for the average student to finish the work outlined in about one term. The student would then know exactly how much work was expected of him in advance, and could arrange his schedule accordingly. One of the chief benefits of the syllabus would be that after finishing his course the student would have a tangible outline of what he had taken. This could be shown to the dean of a graduate school, a prospective employer, or anyone else interested in the student's past record.

Upon completion of the work outlined in the syllabus, the student should inform his professor that he was prepared to submit a written record of what he had accomplished. The student and the professor should then have a final conference, during which they would talk over the paper already submitted and everything else pertaining to the subject. Every student should be allowed to decide whether or not he had done himself justice in his written and oral reports. If he considered he had satisfactorily completed his work, he should tell the professor that he was prepared to accept the latter's decision. However, if he were not satisfied with the outcome of the conference, he should be permitted to continue his work without being rated until he was ready for another conference. The student should be permitted to repeat this procedure as often as he desired, provided he did not stay in either division over three years.

The subject, being completed, the professor would procure from the registrars office a blank for rating the student. The student would at the same time procure a similar blank on which to rate the professor. The professor should mark the student as ex-

cellent, satisfactory, ordinary, or not satisfactory on the following six points:

1. Knowledge of the course.
2. Ability to assimilate knowledge.
3. Dependability (promptness, etc.)
4. Initiative.
5. Ability to apply and use knowledge practically.
6. Personality.

The student should similarly rank the professor as follows:

1. Ability to put his subject across.
2. Personality.
3. Knowledge of the subject he teaches.
4. Personal interest in the student.
5. Personal interest in his work.
6. Value to the college.

These two blanks should be supplemented by what the professor and student had to say about their final conference, and should be good criteria in rating both. At present there are many methods of rating students, but once a professor has been called to the college, there is usually no tangible way of rating him.

In ranking his students, the professor should be considered to know more about those in his course than any one else, and his opinion should carry greatest weight.

One of the great fallacies of the present educational system is the fact that it is largely based on time accomplishment. To believe that all students, regardless of their personal abilities and temperaments, can be given an education within the rigid limits of four years is ridiculous. No two students will approach their education from the same standpoint, and so should not be compelled to take the same time to acquire what they wish to know.

Therefore, the individual student should be given every opportunity to cover as much ground as he could while working at his own speed. If, by so doing, he should finish a course before the term is over, he should be allowed to enroll in another at once. The system of having a syllabus in each course would largely do away with the present objection to a student's entering a course in midterm.

Although the average student would probably finish his Junior Division work in approximately two years, the time element should be given little weight, for in itself, it is only as valuable as the student wishes to make it, and must not necessarily be accepted as an indication of ability or lack of it.

Of course, no student should be allowed to become a hanger-on by misusing the privileges of unlimited time, so as to stay at college at the expense of others who could not enter because of the five hundred quota. Any such student should be dismissed from the college after fair warning, and in any case after three years.

When the student had successfully completed all

his Junior Division work, he would automatically become a candidate for the Senior Division. But mere completion of his sixteen Junior Division courses should not be considered as sufficient grounds for entry. The method of specialized study reserved for Senior Division students calls for many personal qualities which intellectual work in given courses might not indicate.

Upon finishing his Junior Division work, the applicant should write a paper recording his past accomplishments and records. In this paper, he should indicate what he has accomplished and outline his personal development as he sees it. He should also give his reasons for thinking he is ready to enter the Senior Division. This paper should be submitted to a standing committee of five faculty members chosen by the President. Each member of the committee should be chosen from different Junior Division section. Upon receiving this paper, the committee should ask each professor under whom the student has studied to fill out a blank covering the following points:

1. Has the student real knowledge of the subject?
2. Has he ability to learn and apply his knowledge?
3. Is he sufficiently mature?
4. Has he a major field of interest?
5. Is he dependable?
6. Has he initiative?

The student should then personally appear before the committee to answer any questions.

If his paper, the replies to the questionnaires filled out by his professors and his personal conference with the committee, should be favorably received, the student would automatically become a Senior Division member. If, however, the committee did not pass the student and if the student felt for any reason that he had not received proper attention for his reports and in his conference, he should be allowed to appear before a committee of five other faculty members, who would form a court of appeals. If this committee passed favorably on the student, then the two committees should meet together, review the records, and vote upon the student's eligibility—this vote to be final. At least seven out of the ten votes in the two committees should be required to pass the student.

No professor who had taught the student in the Junior Division should sit upon either committee. In cases where one of the members of the standing committee had already taught the student, his place should be filled by another professor during the committee's consideration of the case. All appointments to either the standing committee or the committee on appeals, should be made by the President, and the latter committee should be specially appointed for every case.

The standing committee should be appointed at the beginning of each scholastic year, members

being eligible for reappointment but the President should be free to make any changes in the make-up of the committee at any time.

Senior Division:

The method of study pursued in the Senior Division should be for the most part left in the hands of the individual student, who should be held responsible for results rather than methods. The student should have personal conferences with his faculty adviser as often as he desires.

On entering the Senior Division the student should choose for his personal faculty adviser some professor in the field in which he desires to specialize. This adviser should keep in touch with the student's activities, and be ready to hold conferences with him at any time during office hours. He should freely and helpfully advise the student, but should not impose his own viewpoint upon him.

It has been mentioned that it might be wise to allow Senior Division students to study elsewhere than at Rollins, if by so doing they could obtain a better knowledge of their subject. This plan is commendable but, of course, within limits. Only those students who have already shown that they are trustworthy and mature should be advised to study elsewhere than at Rollins. And all students availing themselves of the privilege should keep in close contact with their faculty adviser all the time they are away. If the adviser should feel that the student was not accomplishing what he set out to do, he should recall him. However, for the students who are fit to carry this added responsibility, such a course would be wholly beneficial. With the limited library facilities at Rollins, and with other drawbacks entailed by our situation in a part of the country distant from the great metropolitan centers, it is obvious that we could not offer as many academic facilities as New York or Chicago, for example.

When the student felt that he had learned his subject and had accomplished enough to warrant his leaving college, he should make known this intention to his faculty adviser. If the adviser approved, he should then prepare a detailed thesis on his work in the Senior Division to be given to his adviser. The adviser should suggest any necessary changes and improvements until both he and the student were confident that the paper was satisfactory. The student should then make application for graduation to the head of the section in which he has carried on his specialized work. In case the head of the section is also his adviser, the adviser should designate another professor in the same section to act as his substitute. This professor should become the chairman of the graduation committee. This committee should also have two other professors from the same or from allied sections. The student should then present his paper to the committee, to-

gether with his reasons for feeling that he was ready to graduate. The committee should separately hear, first, the adviser's opinion of the student's ability to graduate, and then the student's own reasons, from himself.

If the committee should feel that the student was ready to graduate, it should unanimously approve that action and sanction his graduation. If, however, the committee should report adversely, or fail to reach a unanimous decision, the student should have the right to appeal again to either the same committee or another designated by the chairman, who would continue to preside.

It matters little whether the standard of graduation is a bachelor's degree or any other symbol of like vagueness. The chief danger of the degree is its sanctity in present day education. The degree has come to be the end of education to many students and many colleges. Therefore, the degree should be recognized as nothing more than a certificate from the college, or it should be discarded and replaced by letters of personal recommendation from the professors under whom the student has worked.

Faculty:

The actual success of the Rollins plan depends largely upon the faculty. The human beings whom we encounter every day, influence us far more than books or ideas. No one who has ever attended school will deny the value of a professor whose personal qualities and academic knowledge arouse the liking and respect of his students.

The professor at Rollins must have several special qualifications essential to effective teaching. The first of these would be the ability to inspire enthusiasm and lasting interest in the student. His success in this respect would give each individual an impetus toward self-education, continuing beyond the few years at college.

Since each section of the Junior Division would be taught as a unified course, the professor would naturally need a general knowledge of all the subjects in his section; that is, every teacher of citizenship must know geography, government, history, economics, etc. The faculty would be an inter-changing one between the two divisions. This would be made possible because work in the Senior Division would consist of individual study and personal conferences.

Besides fulfilling these academic requirements, the professor should have that intangible thing which we call personality. He would be interested in people as well as ideas, and would take part in the college life outside the classroom.

In order to determine the qualifications of any professor coming to Rollins from some other college, the Administration should employ thorough questionnaires and any other practical means ad-

visable at the time. The questionnaire would be based on the following considerations:

1. Do the students in the other college admire him and think him a teacher of genuine ability?
2. Does the faculty of that college consider him an able and congenial colleague?
3. Does he have a thorough knowledge of his subject and additional information on allied subjects?
4. Is his personality an essentially pleasing one?
5. Will he be able to adapt himself to the Rollins method and cooperate with the Administration?

In the case of business or professional people who had not previously taught, the questionnaire would deal mainly with their records in former occupations and their potential ability to work with college students. Similar investigations would be used for those who themselves had just graduated from college. In general, teaching ability, past record, knowledge, and personal qualities would be the points taken into consideration.

Student Body:

The student body should be limited to five hundred students, approximately 275 men and 225 women. The Junior Division would consist of about 300 students and the Senior Division of 200. These last two figures are mere estimates, and the actual number in the Senior Division would probably be somewhat smaller. In order to retain this ratio, about 175 new students should be admitted each year.

Admissions:

There should be a Director of Admissions whose sole duty should be to investigate and pass upon prospective students. To assist him in this work and to act in an advisory capacity, there should be a committee composed of four members of the faculty, nominated by the Director of Admissions and approved by the faculty. In every possible center of the country there should be formed Recommending Committees composed of alumni, educators, or others interested in higher education. It should be the duty and privilege of these committees to be on the lookout for, and to recommend, certain outstanding students in their locality. The Director of Admissions should have the responsibility of selecting people in the various parts of the country to act in this capacity.

Requirements For Admission:

Two principal requirements for admission would be, the ability to progress and improve and the desire and ability to take full advantage of the unique opportunities which would be offered.

Procedure For Admission:

The following suggestions are made for obtaining the necessary information about prospective students:

1. Upon receipt of the student's application for admission, the Director of Admissions should corre-

spond with the applicant's teachers and associates, asking them specific questions.

2. A certificate of health should be required.

3. A personality rating by teachers and associates would be asked for.

4. A student questionnaire (similar to that in use now) would be filled out, and there would be a separate questionnaire for the parents.

5. The secondary school records would be requested.

6. The applicant should be required to take a psychological test before entering.

7. The applicant should write a composition of sufficient length (at least 1,000 words) covering the following subjects:

His purpose in coming to college, why he chose Rollins, what business or profession he intends to follow, and how he has prepared himself for it. He might also include a brief autobiography.

Too much stress should not be placed on the secondary school record, particularly on credits. Qualified non-high school graduates should be able to matriculate at Rollins. The names of references should be obtained, whenever possible without the knowledge of the applicant. The section of the country from which the applicant came would be kept in mind, so that the college would have as cosmopolitan a student body as possible. When the final elimination had been reached, all those still under consideration should be personally interviewed by the Director of Admissions, a step considered most important in the admission procedure.

Scholarships:

In order to make it possible for boys and girls of limited financial condition to become students at Rollins, a certain number of scholarships should be awarded. Two considerations should be kept in mind: First—As many scholarships should be given as the college could afford. Second—The scholarships should be only for those applicants who otherwise would find it impossible to get a college education. It is probable that at least fifty new scholarship students could be supported by Rollins each year.

This type of scholarship to be known as the Entrance Scholarship, should be open to any student who could meet these requirements in the following order of their importance:

1. Financial need for a scholarship.
2. Personality.
3. Probable contribution to the college as an outstanding student.
4. Potential success in after life.
5. Previous scholastic record.

These points should be rigidly applied to every scholarship applicant. In addition, all applicants for scholarships should meet the requirements for regular paying students. Entrance scholarship appli-

cants should be more carefully examined than other students. These scholarships should be good for three terms, and should be subject to withdrawal after a fair warning. The scholastic rating of these students should be considerably higher than the average. In addition, some non-academic activities should be expected.

There should also be a system for procuring Earned Scholarships. These Earned Scholarships should be open to any student who could satisfy the authorities that he had fulfilled the last four requirements listed above for the Entrance Scholarship applicants. His scholastic record at college should be of a high order and his leadership and personality should be outstanding.

For the consideration of applications for Earned Scholarships, there should be a committee made up of four faculty members and one outstanding student who had himself earned a scholarship. This committee should be appointed by the President, and should pick its chairman from among its own members. Its decision to be valid should be unanimously in favor of the applicant. The student member of the committee should be one who had already earned a scholarship which would not expire before his graduation.

The student who desired a scholarship should apply to the committee in writing, and should then appear personally before the committee to present his case. The Earned Scholarship would also be good for three terms, provided the student maintained the same standard throughout that time which enabled him to win the award. Such scholarships could be renewed. In case of a student falling below the required level of proficiency his scholarship should be taken away after a fair warning. The scholarship committee would keep in touch with each scholarship student, and would decide in case any student were not maintaining a scholarship rating.

The awarding of Entrance Scholarships would be under the jurisdiction of the admission authorities, but once the student had entered college, his scholarship would be considered on the same footing as those of the students who had earned their scholarships, and would be under the jurisdiction of the scholarship committee. At the expiration of the three terms, the student who entered with the award should be forced to win his scholarship in the same manner as any other student in college.

In cases where there were too many deserving students applying for the college to support, the scholarship committee should choose those to be awarded scholarships with as little thought as possible to the conditions of their entrance into college. But provision should be made for individual cases where the choice of one student might compel his competitor for the honor to drop out of college because of adverse circumstances.

Loans:

It is recommended that the college continue its present loan system.

Living Conditions:

It is recommended that all students live on the campus and board in the college commons.

Fraternities should be allowed to own their houses on the campus, which should be in harmony with the general architectural scheme.

The college should operate the commons and dormitories at cost for the benefit of the students.

Hazing has no place in any progressive school, and the committee believes that it should and would disappear under the system here proposed.

Fraternities:

Fraternities are valuable only so long as they are internally harmonious and are cooperative with other fraternities and the college in upholding the ideals of Rollins.

There should be enough fraternities on the campus to accommodate all students who desire a fraternity life, and are personally fitted to become members of such groups.

In all cases, however, the interests of the fraternities should be secondary to those of the college.

The present system of non-interference by the administration with fraternity affairs is sound and should be continued.

Athletics:

For the development and pleasure of the student, individual athletics such as golf, tennis and swimming, should be stressed at the expense, if necessary, of purely collegiate team sports.

Emphasis should not be placed on the sole development of one sport. Football, for example, should not be encouraged in any way at the expense of other sports. Football is a great game, but it has two main faults: first—it cannot be played in after life; and second—only a very few students participate in it. If football is to have an important place at Rollins it should be possible for every boy in school to participate in it by means of intramural leagues or other interclass or interfraternity contests. Being the money-making sport, football should turn all its receipts over to the treasurer's office to form part of the athletic fund. Not only football, but any money making sport should turn over its proceeds to this same fund. There should be no differentiation between major and minor sports.

The present system of women's athletics is approved.

Administration:

The administration of Rollins College should consist of a board of trustees numbering about fifty. The board should elect from their own number a finance committee whose duty would be to collect,

conserve, and invest the funds of the college, and provide for the professor's salaries as recommended by the President. The trustees would also elect one of their number to the Executive Committee.

The Executive Committee would be composed of the President, four members of the administration, four faculty members, four students, one alumnus, one trustee. The treasurer and the Director of Admissions would sit with the committee when questions concerning their respective departments were concerned.

This committee would have charge of all academic matters, administrative work, and the expenditure of all funds except professors' salaries.

The President would appoint the representatives of the administration; the entire faculty would elect faculty members; the alumni secretary would be the alumni representative ex officio; and a panel of students would be nominated by the student body from which the committee would elect four students.

Important sub-committees would be: Discipline, social, appropriation of funds, and athletic. At least the chairman and a majority of the members of these sub-committees should be members of the Executive Committee.

There would be an Executive Secretary, who, as the working head of the college under the President, would carry out the policies and execute the orders of the trustees, the President and the Executive Committee, unless such duties were officially assigned to sub-committees.

The Dean of Men and the Dean of Women should be concerned with the welfare of the individual students.

In so far as is possible, the faculty should be relieved of all administrative work.

Independent Student-Faculty Group Report

INTRODUCTION

In early November, 1930, several of the undersigned students at Rollins College, stimulated by an interest in the subject of education as applied to the welfare of the college, and by the prospect of the Educational Conference in January, decided to meet regularly and formulate a report which would present their collective opinion regarding the future policy of Rollins. We invited the cooperation of Professor Edwin S. Clark and Professor and Mrs. J. Malcolm Forbes. The students in the group represent each class in the college and several departments. This Student - Faculty Committee has met twenty times for at least two hours each time and most of its members have done work outside these meetings, studying the reports

of numerous other colleges on this subject, comparing the opinions of noted educators, and working entirely independently of the official Student Curriculum Committee.

We, therefore, submit this report to Dr. Holt, the faculty, and the members of the Educational Conference, with the hope that it may prove a contribution in the study of the Curriculum.

Our discussion may be roughly divided into material dealing with (1) problems of method or how to teach, (2) problems of administration or general policies for the running of a college, and (3) problems of curriculum or the subject-matter of a college education. The emphasis was placed upon developing a curriculum directly from the aims of a college education as we saw them.

I. METHOD

In the discussion of the methodology of education we heartily endorsed the present two-hour conference plan, especially emphasizing the following features: (1) small classes where students will become intimate with the faculty leader as well as with each other and where each will make a contribution through group discussion to the thinking of the other and of the group as a whole; (2) long periods which may give the individual student more time than usual, both to profit by the thought and experience of others, and to have uninterrupted time for study; (3) allowances for individual variations of interest and speed to correspond with differences in native capacity, in background, and in outlook; (4) free discussions rather than the lecture system, for that method of instruction makes learning active. President Lowell of Harvard says that the student "must perceive that mere absorption from his instructors counts for little; that to learn—and for that matter to graduate—is an active, not a passive, verb." (5) substitution for final examination system of a synthesis project which will be an integrating study of work done in the last two years; (6) freedom to adapt each class to its needs and aims as determined by the teacher and the class members.

We further recommend for the improvement of the conference plan: (1) stricter regulation of classes to a maximum of twenty and preferably to a number not exceeding fifteen; we have noticed that in groups of that size the best results of the discussion method are attained; (2) comfortable rooms, desks, chairs, and more adequate departmental libraries; and (3) a separate, adjoining office-room where individual conferences will not interfere with the study of the group.

We believe that Rollins has made its greatest contribution to modern education in the realm of educational method. The conference plan that Dr.

Holt established less than five years ago is fast coming to be regarded no longer as an experiment but as a reality,—and a great step on the right track to the ideal education.

We would, however, supplement the Conference Plan with the Project Method. This system will provide for students who have demonstrated a power of responsibility and concentration, a more elastic medium for advanced work in their last two years. Concerning the division of college, we agree with the Rollins Faculty Curriculum Committee, that both Conference Plan for the organized courses, and Project Method for limited or specialized fields, should be embodied in the Upper Division. Let us say, for example, that a student does not wish to take a course in criminology, but would like to study the problems of juvenile delinquency. His work will take him into several fields which are traditionally distinct, sociology, psychology, and others. He will read and will observe in the field, under the direction of a project adviser, who will presumably be the professor of that subject with which the major part of the work is concerned. He may also work with other instructors whose assistance has been enlisted in the project. The time required to complete a project may range from a few hours to the major part of a student's time for a term or more. When the project is finished the student's work will be criticized and evaluated by the project advisor.

It is the hope of the Committee not only that the project method will be used as far as possible in the second division of the college, which might be termed the independent study division, but also that methodology may be found appropriate and helpful in the first division as a supplement to the Conference plan as it now stands.

The essentials of the project method that we would particularly stress are:

1. Individual work at varying rates of speed, stimulated by varying interests and fulfilling varying specific aims.
2. The use of many liberal challenging sources—books, articles, experiments, personal observation, and, wherever feasible, personal interviews.
3. Some completed resume, summary, or report of what has been done, presented orally or in writing: for in that form we believe, college work may more closely resemble the situations and problems confronted in ordinary life.

II. ADMINISTRATION

Altho the methods of education has been greatly stressed at Rollins during the last four years, there are, nevertheless, numerous problems of administration which may bear serious consideration.

With regard to this question, we wish to endorse, with some minor modifications, the General Proposals of the Faculty Curriculum Committee Report of May 14, 1930, which are as follows:

1. To divide the entire regular student body into two divisions—Upper and Lower.
2. To arrange the curriculum so that all required courses, except Bible, will be taken while the student is in the Lower Division.
3. To consider no student as a candidate for a degree who has not satisfactorily completed the requirements of the Lower Division. Transferred students will all be admitted originally to the Lower Division, and must show that they have completed the requirements for such admission.
4. To abolish the time element from the Lower Division. One student may be able to complete the requirements in one year; another may take three years or never fulfill them.
5. To specify courses and functional requirements for admission to the Upper Division.
6. A committee of major professors or a faculty council to interview each student and certify his record and qualifications for admission to the Upper Division.
7. To have all courses in the first two years or Lower Division conducted on the concentration conference plan.
8. To have work in the Upper Division generally adapted to the needs of the individual student, intensive in character and specialized, and conducted largely on a seminar basis.
9. To require students to choose their major field in applying for entrance to the Upper Division, and to take nothing but courses in the major, or courses related to the major. Their entire course through the Upper Division to be outlined comprehensively at the outset.
10. A faculty committee to survey each student's work in the Upper Division to determine his qualifications for a degree.
11. Outlines of courses in the Lower Division to be filed in the Registrar's Office.
12. To have each member of the faculty ordinarily teach one course in the Lower Division, perhaps a Seminar, and have assigned to him a given number of Upper Division students who would have conferences with him about their entire work upon his call or at their choice. This would mean that every faculty member would have an office hour during the day at a period when he does not teach his required course.
13. To offer work leading but to a single baccalaureate degree, the Bachelor of Arts.

The minor modifications referred to above are as follows:

Proposal 2 should omit the phrase "except Bible" as in the curriculum plan we advocate, Bible is not required, though courses in religion are highly recommended.

Proposals 7 and 8 should both include the use of the project method of teaching.

Proposal 9 should be changed to read "a majority of" instead of "nothing but"—"Their entire course through the Upper Division is to be outlined tentatively at the outset".

The word "tentatively" has been substituted for "comprehensively".

With reference to the transfer from Lower to Upper Division of the college we propose the following requirements:

1. Maturity of attitude.
2. Completion of a satisfactory program in the Lower Division—one which would take the average student two years. (For details see page 36—"Aims")
3. Ability to attain the approbation of a faculty committee, including some of those who have worked with the student, and at least one individual who has not.

Besides these points there are three other administrative problems to which our committee gave careful attention—admission, grades, and graduation.

ADMISSIONS

As to those whom we enroll in our student body, we accept these principles. First, we believe that college education should be brought within reach of all intelligent people within the democracy. Secondly, since ours must be a small college, we believe that every effort should be made to secure the applicants of only the most promising educational material. More specifically, we believe that a student, upon entering college, should be able to meet the following requirements:

1. Good physical and mental health.
2. Eagerness for serious intellectual activity.
3. Adequate financial resources, from home, from employment, from loan or scholarship funds, so that there is freedom from worry about money matters and from need of work that will interfere with whole-hearted study.
4. Such maturity of attitude as to obviate largely any serious problem of discipline.

We recognize also the obligation of the college to the many donors who have created its endowment, and to the state which gives it exemption from taxation. We therefore add to the requirements of such prospective students the following point

5. Aspirations to be a useful citizen, and pre-

ferably a sense of obligation to the community and a desire to serve it, rather than an inclination to gain an education for purely selfish or unsocial ends

The admission requirements regarding high school preparation would stand somewhat as they do now, but with these two changes: first, some modification of the present requirements in mathematics, science and language; second, a higher standard in English; and third, the acceptance of credit in such new high school courses as The Household, Statistics, Current Events, Constructive Peace, and Art Appreciation and Creation.

Furthermore, the committee believes that each candidate for admission to Rollins, whose documentary record indicates that he may well be admitted, should be, if possible, personally interviewed by a capable representative of the college, *before* final decision, in his case, is reached by the committee on admissions. This system would, no doubt, lessen the problems of the college mental hygiene department. In this connection we would strongly urge enlarging the scope of a consulting psychologist who would work to some extent with one or more physicians, primarily connected with the campus.

Although, by following this plan, the college will make every effort to select only the best students, it is probably inevitable that some mistakes will always occur, and that there must invariably be certain students who cannot satisfactorily adjust themselves to college life. Consequently, we recommend that a system be established whereby, in June of each year, invitations to return be issued to only those students who have maintained a high interest in their work, a reasonable degree of achievement, and a spirit of cooperation with the aims and practices of the college. In this way undesirable students may be more efficiently eliminated, without too great damage to the student morale. The responsibility of making the decision regarding each student shall be with a faculty committee appointed for the purpose, which may feel at liberty to interview students personally when it seems desirable.

GRADES

Another administrative problem is that of grading. We believe that the present system places a false emphasis on marks, and consequently would like to omit them altogether, and substitute a brief comment written by the teacher at the end of the course or project. This report would summarize what had been done and how it had been done, and might be termed a record of college accomplishment. At the present time, however, since graduate schools insist upon a conventional system of grades, we suggest that the system of only three

marks—Distinction, Passing and Failure—would eliminate the mechanical element from grading and encourage the student to do good work for its own sake. Accompanying this there would also be the filed records of college accomplishment.

GRADUATION

Following are the requirements for graduation:

1. The student must have passed from the lower in the upper division.
2. All students must have a minimum of two years' work in residence to graduate.
3. One-third of the student's work in the last two years must have been done in one of the following broad traditional fields, natural science, social science, language and literature, and art creation and appreciation.
4. A final project of synthesizing the student's upper division college work which shall be judged by a faculty committee composed of those professors with whom he has done the larger part of his work.

III. CURRICULUM

The third and most strongly emphasized division of the Committee's thought may be said to concern policies in curriculum or the subject matter of a college education. The suggestions fulfill certain aims we believe a small liberal arts college should have and are based on various modern educational theses.

Principles: These educational principles concern specific learning, individual differences, interest, and use.

- (1) **Specific Learning.** "Specific learning has grown out of the attempt to investigate the old assumption of general improvement of mental powers. The old claim was that schools could teach people to think, could strengthen memory, develop observation, train judgment. When William James some thirty years ago discovered that by practising memorizing he did not strengthen his memory, a host of experiments began. Could persons who developed accuracy of observation judging lines or weights carry over this accuracy of observation into other affairs of life? Could people who studied the logic of grammar and mathematics think more logically in the affairs of business and politics? Do exercises in the imagination result in a general strengthening of the imagination? These experiments have agreed rather generally in finding that the amount of transfer into fields other than the one practiced is very limited. The more nearly the practiced situation resembles the situation in which the material is to be used, the greater

the probability that some good will come from the practice. Certainly there has appeared no advantage in practicing useless material. On the contrary it has been shown that whatever can be done by way of strengthening memory or developing thinging powers, habits of study, and the like, can be done as well or better when the material is learned in the form and setting in which it must function in life. Thorndike's two investigations showed no clear advantage for students whose program in high school has been made up of traditional language and mathematics over gains made by students of almost any other subject. We are led inevitably to the necessity for making a curriculum of units which are worthwhile in themselves. We need not keep in the curriculum anything which is justified only by some assumed contribution to mental processes. Teach what is needed and teach it in the form in which it is needed." (Goodwin Watson, Rollins Sandspur Supplement, April, 1930.)

2. **Individual Differences.** It is obvious that no two people are alike in physique, mental capacities, interests, attitudes or needs. The human standardization going on at present in education and in business, we deplore. We believe in individuality and we wish to give all scope and encouragement possible to develop individual differences. We believe that this leads to personal happiness, and to valuable contributions to society.
3. **Interests.** We believe that there is more learning, retention and continuation of interests in a subject chosen voluntarily than one that is prescribed. Self-motivation leads to the best results; in which we include enthusiasm, and activity leading to further activity. We would say further that unless the individual feels the desirability of attaining some goal and the use of the steps leading to this goal, that there is likely to be an attitude of resistance as long as the compulsion lasts; and that after it is withdrawn there is likely to be a rather marked reaction from the compulsory objective. This involves our fourth principle.
4. **Use.** By this we mean the realization by the individual concerned of the need and desirability of certain steps to attain some desired goal.

We believe that these principles underly much of progressive education today. However, we do not by any means endorse all forms of so-called progressive education, es-

pecially in regard to interest. It is our opinion that in many places these principles have been carried too far. In some schools it has led to following whims and paths of least resistance. Let us say a student is studying Physics; force, mechanics and heat are of interest, but electricity is not found easy and so the student says he is not interested and sidesteps the difficulties. We denounce this form of studying as contrary to the realities of later life, where difficulties must be surmounted to win success. We want to emphasize the need for scholarship, hard and often intensive work, involving thoroughness, care and concentrated application of effort.

Students with an attitude towards their education, which leads them to choose subjects because they are easy, should if possible be prevented from entering college; and if they are found in college, they should be asked to leave as soon as this attitude is manifested sufficiently to indicate the unlikelihood of its rapid change for the better.

In regard to interest we would discriminate between long-term interests and short-term interests. The former includes the intention to get a college education; the choice of a major line of study, and the choice of electives whether courses or projects. The latter is used to indicate pleasures and whims, including interest in a particular book, lecture, discussion or phase of a given assignment. Persistent effort towards distant goals, if not anti-social, we would rate high so long as the goals are the student's own. We doubt very much if students who are playing with life, having only selfish or short-time aims in mind, should be admitted to the college.

If a student wishes to take up science as a major, that is his long-time interest. He must realize the inevitable cost to attain mastery. Every step in science is not likely to be of interest, but many steps must be taken to attain his goal. Difficulties and uncongenial work for their own sake, or for the development, as some claim, of "moral fibre", we deem to be as undesirable as the continual pursuit of one's whims, and likely to lead to marked reactions when the compulsion is withdrawn.

We see life situations as chosen objectives or interests. These may be for self-support or for other ends; they may be chiefly congenial, interesting tasks or they may not. But when any goal is established, the individual should expect to take the difficulties with

the pleasures in order to attain his goal. And we wish in the curriculum to allow for such choice of goal, as far as is possible, and to require only those steps that are essential, leading towards the goal.

Aims. Granting the above theses, we would proceed to outline the more specific aims of a college education. These are:

1. To train students to use with readiness, precision and accuracy, the basic tools of human intercourse. These tools are:
 - (a) Their mother tongue, as employed in speech and in writing.
 - (b) The rudiments of numbers.
 - (c) Statistical symbols, such as averages, tables and graphs.
2. To teach them to think scientifically and to study without guidance from others.
3. To acquaint them with the main fields of human interest, and to direct them in the acquisition of knowledge therein.

(a) **Natural Sciences**

To teach them the main processes upon which human life depends.

To give them instruction in the methods of the sciences.

To show them the main achievements of the sciences.

(b) **Psychology**

To give an understanding of the nature and the workings of human behavior.

(c) **History**

To give an understanding of the origin and antiquity of man and his main achievement, and to enable them to put each type of society and each change of society into a general perspective.

(d) **Other Social Sciences**

To set forth the origin, structure, development and functioning of human groups, and their chief economic, political and social activities.

4. To guide them in the integration of knowledge.

5. To orient them in the chief functional fields of human activity, and to teach them how to find solutions for the chief problems arising therein. These fields are:

(a) **Health.**

To assure healthful living by

1. The acquisition of knowledge necessary to health hygiene.
2. The development of right attitudes and ideals with regard to health, both physical and mental.

(b) **Vocation**

To aid them in the study of vocational possibilities. To afford them intensive training within a chosen field.

Without giving them primarily either a pre-graduate or a professional training, to prepare them for further study or (within limits) for occupation after college.

(c) **Home Participation**

To instruct them in managing personal and household finances and in the art of purchasing.

To teach them the essentials of successful family life; to forwarn them of the nature and cause of the chief psychological and social problems of marriage, home-making and parenthood, and to present to them the findings of science regarding the prevention and solution of these problems.

(d) **Citizenship**

To prepare them for intelligent, effective and loyal participation in the life of community, nation, and the world, through an understanding of the nature, causes, cures and preventatives of the chief problems of economics, political and social organization.

(e) **Culture and Recreation**

To acquaint them with the major resources for intellectual and aesthetic enjoyment, that they may know nature, literature, music and the fine arts sufficiently to choose superior to inferior enjoyments.

(f) **Philosophy**

To acquaint them with the thought of the greatest philosophers in the fields of politics, esthetics, metaphysics, ethics, and logic; and to have them develop individual standards for thought and conduct.

TOOLS OF HUMAN INTERCOURSE

On the basis of these aims, and in making suggestions for the curriculum we would stress the learning how to use the basic tools of human intercourse, either through specific courses or by using them correctly in the various fields of the student's work. He should learn how to study effectively, which would require his knowing how to use his time efficiently, how to read understandingly, how to plan, schedule, and dispatch, and how to memorize. Second, he should learn how to think scientifically, which would include his knowing how to recognize prejudices, how to reason deductively, how to ob-

serve, how to define and classify, how to experiment, how to prove hypotheses, how to evaluate oral testimony, documentary evidence, and propaganda, how to use the cooperative technique of group discussion. Third, how to use the various main methods of discourse—narration, exposition, argumentation, both oral and written.

Learned in either method, either by having specified courses in the subjects or by practicing them correctly in other fields of study, the tools of human intercourse are necessary. As these abilities will be needed throughout the college work, we recommend that make-up of outstanding deficiencies should be accomplished during the first year of college. It would seem advisable to have the opening week or two of the college year for Freshman, taken up with standard tests to find out which students are deficient according to the Rollins standard in written and spoken English; elementary statistics; the use and comprehension of the scientific method; and in note-taking, concentration and the organization of material. Those not passing these tests must make up the work outside or take a term's work or more in making up these deficiencies with an adviser, or in courses especially designed for the purpose.

Distribution and Requirements. Although we believe every effort should be made to give the student a maximum of freedom, we propose certain requirements to provide for attaining in the lower division skill in the use of essential tools, and a reasonable degree of familiarity with several general fields of human knowledge, and for acquiring in the upper division thorough knowledge of some limited field of study.

The requirements which we propose for the lower division are as follows:

1. Facility in writing English.
2. Ability to speak clearly, fluently, and without embarrassment in the presence of a small group.
3. Skill in using logic, the scientific method, and ability to read elementary statistical symbols.
4. Ability to work and study independently in an effortless manner
5. In order to assist the student in gaining these skills we would have the college provide a course of instruction dealing with each of the foregoing fields.

We also propose that every student be required to show acceptable knowledge of fundamentals in each of the four following fields.

1. Natural Science.
2. Social Science.
3. Language and Literature.
4. Fine Arts.

This requirement may be satisfied in any one of these ways:

First, the student may take two introductory courses in each division from those designated by the department as acceptable for satisfying the distribution requirement.

Second, he may take a survey course in each division. In this connection we recommend a lengthened course in each division, which should be especially made out with students in mind who will be taking it for distribution; thus there would be a survey course in Natural Sciences, preferably, we should think, with laboratory work; a survey course in world Literature; a survey course in the Social Sciences; and a survey course in the Expressive Arts, in which we would recommend including some creative work as well as appreciation. Approved basic courses may be substituted for the survey courses.

With regard to the language and literature group we suggest that a student who has a working knowledge of a foreign language, and prefers to do so, may fulfill his requirement for distribution in literature by the given foreign language.

In connection with survey courses, we would like to stress the desirability for all graduates of a liberal arts college to have considerable study in History; in order to have obtained a sound perspective on present political and economic conditions. Therefore we recommend the development of a historical survey course, which although not required of all students should be strongly recommended, and open to students at any time in their college career.

This distribution is meant primarily for giving the student a well-rounded education, but the reason for its early incorporation in his program is to lessen his chances for making a mistake in the choice of his major.

Consequently these courses in the Lower Division should be carefully designed to encourage individual interests, and be of a sufficiently elastic nature to allow the student time to relate the courses to his particular interests, thus rendering it more vital to him in every way.

Third, he may by independent study attain the knowledge to be gained in either of these courses.

Majors. Our third suggestion for the curriculum would be that a greater part of the student's work in the upper division of the college be spent studying related subjects of a major in one

of four groups—natural science, social science, literature and languages, and art. The courses and projects comprising the major should be outlined tentatively upon beginning work in the Upper Division, and the outline should be suggested and ratified by the project adviser and the student, who would work together. This major integration requirement would not be specific and would take the place of the numerous college requirements in the various fields of study. There would, moreover, be a great freedom of choice in the different major fields.

Further Recommendations.

Further suggestions for extending a student's activities to a closer relation with his probable future life would be:

1. Guidance, where desired, of the student's vacation time, indicating the more fruitful fields of research or practical work which could contribute to his college work.

2. Physical education, required of all students, which would be a wise use of his recreational time, and would formulate habits essential to a healthy life.

3. Recommended courses in Home Participation which would involve the modern conditions regarding the family, marriage, divorce, child psychology, household economy, and other practical features of modern existence.

4. Recommended courses in Citizenship which would aim to help the student formulate a sound political philosophy, which will enable him to make judgments free from prejudice, and render him a positive, rather than a negative, force in the welfare of community, nation, and world.

5. Work in an avocation, recreation or culture of the variety to suit individual enjoyment and sharpen the ability to choose superior to inferior enjoyments.

6. Assistance in the formation and formulation of personal philosophy.

CONCLUSION

In conclusion there are certain features of the report which we wish, by restatement and re-emphasis to distinguish from other material which has been covered. In order to deal competently with the situation of a curriculum, it was necessary to treat many other points which were so closely related that they were from their very nature logically incorporated in the whole. There are, nevertheless, some points which we believe are indispensable to a college whose goal is to attain for its students a working background

for an existence that requires culture and the ability to work independently, thoroughly and efficiently.

In the first place, we believe that a college must define clearly its aims with regard to its students, and then make every effort to relate the curriculum, by following the soundest of modern educational principles, to these aims. We have given above our opinion of what the aims may be, although we cannot claim for them infallibility, nor should we resent certain additions, we believe that they embody many valuable features of any college. If the administration can relate the working of the college to the highest ideal it can evolve, yet keep this ideal elastic and open to constant improvements, it must meet the highest recognition.

Secondly, we have endorsed the Project Method because we felt that it resembled more closely the mature attack of capable adults in meeting the problems which they find in their business and home life. It should be strongly impressed upon the student's mind—that the value of the Project Method rests largely upon his willingness to cooperate in a plan sponsoring sound, thorough workmanship, careful integration and organization, and responsibility regarding time element.

Thirdly, we proposed a Final Synthesis Project as a substitute for "divisionals" or other methods of final examination. This system, it seems to us, would give the student ample time to discover whatever had been of greatest value in his studies; it would enable him to place more important facts in their proper perspective, and thus he would receive a more permanent benefit from his work which he himself will have organized into a logical entity.

Fourthly, as regards contents of curriculum, we have endeavored to make three points.

- (1) The tools of learning were introduced with regard, not to the work of college years alone, but to all of life.

- (2) The distribution of courses is designed, as has been stated before, to give the student an opportunity for choosing a major which he will not later wish to reject. It should also serve him as an introduction to a wider field of interest than his major alone can supply, and present him with a broader possibility both for interests of present leisure time and those which develop later in life.

- (3) The greater freedom of choice that we have advocated calls, undoubtedly, for more aid from the faculty adviser than is now given; but it is a system which, properly supervised, should enlarge the student's opportunity for discovering his own particular aims. We agree with the Dart-

mouth report when it stresses "Scholarship not for its own sake, but only so far as it has meaning in the life of the student."

Consequently, with these principles in mind, we feel that the college can reach the highest standard by endeavoring to relate college aims to life, and the administration of college to these aims. It seems to us that a stimulation may be found in the ever-increasing popular interest in modern trends of education, and it is only as the college can decide to discard the dead wood of Mediaeval days and adopt these features upon which the requirements of modern psychology and education

have thrown new light, that it can better make its contribution to the civilization of the age.

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We are also indebted to Stella Weston and Robert Goldsmith, who met with us several times.

Faculty Curriculum Committee Tentative Report of May 14

(As Revised May 21, 1930)

The following tentative report on the Curriculum of Rollins College was presented to the President and Faculty of the College by the Curriculum Committee in May, 1930. This initial report is reproduced here in order that the development of some of its proposals in the more recent reports may be traced.

To The President and Faculty of Rollins College:

The Curriculum Committee has had under consideration during the past year a large number of suggestions looking toward a comprehensive reconstruction of the curriculum. As a partial result of its work, it offers the following preliminary tentative report, and invites criticism and suggestions with respect to it.

General Proposals

After extended discussion, the Committee has agreed to the following general proposals as a working basis for concrete curriculum suggestions:

1. To divide the entire regular student body into two divisions—Upper and Lower.
2. To arrange the curriculum so that all required courses, except Bible, will be taken while the student is in the Lower Division.
3. To consider no student as a candidate for a degree who has not satisfactorily completed the requirements of the Lower Division. Transferred students will all be admitted originally to the Lower Division; they may later apply for admission to the Upper Division, and must show that they have completed the requirements for such admission.

4. To abolish the time element from the Lower Division. One student may be able to complete the requirements in one year; another may take three years or never fulfill them.

5. To specify courses and functional requirements for admission to the Upper Division.

6. A committee of major professors or a faculty council to interview each student and certify his record and qualifications for admission to the Upper Division.

7. To have all courses in the first two years or Lower Division conducted on the concentration conference plan.

8. To have work in the Upper Division generally adapted to the needs of the individual student, intensive in character and specialized, and conducted largely on a seminar basis.

9. To require students to choose their major field in applying for entrance to the Upper Division, and to take nothing but courses in the major or courses related to the major. Their entire course through the Upper Division to be outlined comprehensively at the outset.

10. A faculty committee to survey each student's work in the Upper Division to determine his qualifications for a degree.

11. Outlines of courses in the Lower Division to be filed in the Registrar's Office.

12. To have each member of the faculty ordinarily teach one course in the Lower Division and have assigned to him a given number of Upper Division students who would have conferences with him about their entire work upon his call or at their choice. This would mean that every faculty member would have an office hour during the day

at a period when he does not teach his required course.

13. To offer work leading but to a single baccalaureate degree, the Bachelor of Arts.

Specific Proposals

In defining more closely the requirements for transfer from the Lower to the Upper Division of the College, the Committee has prepared the following tentative schedule:

The functional requirements for transfer may be defined as follows:

1. Effective mastery of English.
2. Working knowledge of one foreign language.
3. Ability to express oneself clearly and fluently in a group.
4. Effective knowledge of personal hygiene.
5. Maturity of attitude.
6. Clear purpose of work in Upper Division.
7. Ability to finance Upper Division work.
8. Introductory mastery of one of three major fields of interest (i. e.—Science, Social Science or the Expressive Arts.)

The committee believes that these functional requirements for transfer from the Lower to the Upper Division of the College can be met in a normal period of two years' work by pursuing required and optional courses approximately as follows. The courses and hours indicated are to be required so far as necessary to satisfy the faculty council indicated above as to the ability of the student to meet the functional requirements.

English	15 hours
Freshman required course . . .	5 hours
Foreign Language	20 hours
Major Group	30 hours
2 Minor groups (10 each) . . .	20 hours
Latin through 4 books of Caesar or Mathematics through Trigonometry.	

The following suggestions on the basis of existing courses are offered as to the contents of the

major groups between which students may choose:

Science Sequence

Physics or Chemistry	10 hours
Biology or mathematics	10 hours
Elective Science	10 hours

Social Science Sequence

History	10 hours
Outline of Economics	5 hours
Intro. to Sociology	5 hours
Psychology	5 hours
Elective Social Science	5 hours

Expressive Arts Sequence

Art Appreciation	5 hours
Music	5 hours
Dramatic Art or Public Speaking	5 hours
Elective Art	15 hours

The two minor groups may be chosen either from the two sequences not chosen as a lower division major or from one of them and ten hours in the History of English Literature.

Students electing an upper division English or Modern Language major must have followed either a science or social science sequence as a lower division major. Applicants for an English major must have completed the History of English Literature.

Students applying for majors in Science, Social Science or the Expressive Arts respectively, must have followed corresponding lower division major sequences.

Additional possibilities of election or early transfer to the Upper Division are of course open to the student who completes part of his functional requirements in less than the normal credit period.

The committee has also given some consideration to the implications of its proposals for courses in the Upper Division, but has not as yet formulated tentative conclusions.

(Signed) F. R. GEORGIA, Chairman
 WINSLOW S. ANDERSON
 RICHARD FEUERSTEIN
 W. S. FRANKLIN
 LELAND H. JENKS
 WILLARD WATTLES
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