

# Chicago Prof Proposes Curriculum Experiment

Responding to an invitation from the College Curriculum Group at the University of Chicago, faculty member Donald Meiklejohn has offered the following proposal for a limited curricular experiment:

"I urge that a group of between five and ten faculty members be designated as tutors for a group of one hundred

students, preferably living in the same (or in two) dormitories. They should prepare concrete plans, to be available for students to choose as they enter in the autumn, 1963. The experimental group would have plenary power to plan its curriculum but would invoke as it wished existing courses, deans, registrars and degree certification."

EACH STUDENT is to be put in the hands of a tutor, who has the student write for him periodically and handles the composition problem in this way, Meiklejohn explained. The student is to meet competence standards in mathematics and the foreign languages, as these are needed for his advanced studies in general or specialized courses.

The student's teachers, in addition to the tutor, include one in the social science, one in the humanities and one in the natural science. (Tasks of teaching may be distributed as need be.) But the point of this is to invite such specialists as these three and the tutor to sit down together with the student's credentials in hand, and to consider what he knows, and the distance between what and where he should be at the end of four years, he said.

In terms of present arrangements, all students would in the first two years study three courses at a time, plus as much more as might be judged necessary for the mathematics and language requirements, and with a continuing process of writing for the tutor, Meiklejohn said. Requirements in history and philosophy would be held over to the last two years when they could be genuinely comprehensive. They could be alternative; if not, both could be taken.

In the last two years, the student, although still associated with a tutor would "go out into the

world" in the college at large in the sense that he would have a chance at electives and also would complete the requirements of some special field, Meiklejohn pointed out.

THE REQUIREMENTS should be the topic of radical and urgent conversation between the relevant departments and the tutors, probably with a system of terminal essay examinations with appropriate modifications in the sciences.

"Thus there would be a genuine challenge to the sciences to show that there may be ways other than the present series of courses to prepare those who wish to go on for advanced work."

There would be a final integrating course, philosophical, or historical, or both, with a special essay to complete that would presumably be suited to the student's special interest."

### Grad Courses Offered For Foreign Engineers

Sanitary engineers in foreign countries will be able to receive the equivalent of graduate study in water supply engineering through a series of correspondence courses developed at the University.

The University is responsible for the academic administration of the courses, which were requested by the Agency for International Development of the U.S. Department of State. The agency will assist with non-academic details in the foreign countries.

The five courses are being prepared by R. Rupert Kountz, professor of sanitary engineering, and A. J. McDonnell of the Department of Civil Engineering. Each course will consist of 23 lessons and will take one year to complete.

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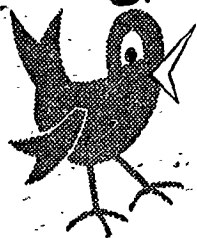
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