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**An Outline
for an
Orientating Course
for Freshmen**

BY

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MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT

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An Outline for an Orientating Course for Freshmen

THE PROBLEM

**Should There Be an Orientating Course for Freshmen?
Should It Consist of Problems of Contemporary Civilization?**

An Experiment in Middlebury College

BY

**Julius S. Kingsley, M. A., M. Sc., Pd. M.
Professor of Education and Social Institutions**

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VERMONT
1925**

Middlebury College
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AN OUTLINE FOR AN ORIENTATING COURSE FOR FRESHMEN

1. OBJECTS OF THE COURSE AS STATED IN THE CATALOGUE

Contemporary Civilization as presented in Middlebury College is not a separate department of the College, for it enters slightly into many departments; it is a survey course, which each Freshman is required to take in order to become more familiar with the problems of the present day, while at the same time to assemble the world's best opinion as to their solution. The course, however, is given under the Department of Sociology and is listed in the Catalogue as one of its courses.

It is not presumed that solutions can so easily be acquired, nor that much can be learned in a single year about the great problems of the individual and of the world; yet the recognition of great problems acts as a challenge to the student for his best thought and action; the assembling and organizing of facts by the student creates habits of organization and of logical arrangement; the selection of relevant facts aids judgment and encourages good reasoning, all of which are most valuable early in the career of an educated man or woman.

The College is convinced that each student should know the great problems facing the present age and should know the different theories set forth as possible solutions. The student should also know some of the great problems

(8)

which have been solved and the effects of the solution upon civilization. He should learn to recognize each problem as a challenge to an intelligent man or woman.

During the course about forty problems in economics, sociology, science, government, morals and education are considered. The conclusions reached in this course are not regarded as final by instructor or student, for it is not intended that the student shall feel that he has yet acquired sufficient knowledge to have found a definite and final solution for the problems he has considered. It is intended to impress upon the student the needs of his generation, so that he will plan his education and his life activities to perform intelligently his duties as a citizen and as a member of various social groups.

The College also recognizes that many students who enter the Freshmen year are not well read, nor experienced in general knowledge. Unless a general survey course is given early in college life the student will not have the needed general knowledge necessary to be a basis for more specialized knowledge or for general culture, without which there will be many blind spots of ignorance in our college graduates. It is also felt that such a course justifies itself by showing the student what the College has to offer to him in his future years of college study by giving to him samples of many fields of knowledge.

There has been much complaint, the world over, because college students do not seem to be interested in anything; that they cannot read intelligently, that they cannot evaluate what they read, that they fail to organize their knowledge into a logical and convincing form, that they know inductive and deductive reasoning by name only by practical application. It is the intent of this course and

not to answer, in part at least, each of the above objections; for students in general become interested when they realize that the great problems of their lives and of the world are being considered; they do read intelligently when they read for an object; they can evaluate what they read when they read such facts as will solve their problems; they can and do organize well when they assemble available facts to solve or to help solve a problem; they become logical when these facts are placed in such an order as will be convincing when a conclusion is reached. It is intended that this course should present all the advantages of the Case or Problem method.

This course has been organized in such a manner, it is hoped, that each student will have the greatest interest from the first, for it takes the individual student as the central core of interest and then extends his interests and environment to the end of time and of space.

2. HOW THE COURSE IS CONDUCTED

The Course extends throughout one college year. There are three recitations weekly besides one lecture each week.

The recitations are conducted in such a manner that the individual student becomes a contributor of knowledge and a speaker before an audience desirous of solving some important problem. It is thus intended to create a situation where the person reciting will be a real speaker, a real contributor of knowledge, while the rest of the class will be real auditors. In order to create this situation no single text is used; the library is used abundantly; each student is expected to read fifty pages a day from one or more of a score of references.

3. THE MATERIALS USED IN THE COURSE

Over fifty periodicals and several hundred books are used in this course. Students are given certain problems to consider and are referred to many references containing all viewpoints of the problem and of its solution. Each student is encouraged to contribute his bit toward a convincing solution. All the students are organizing their material in a logical order while each bit of evidence is weighed and used or discarded as seems best to reach a conclusion. Just at this stage appears one of the most valuable opportunities in education. It is the opportunity to teach the scientific method of reasoning. It is the laying aside of prejudice in order to allow facts to decide the case. It places truth above sentiment, and reason above ignorant impression. It is believed that this is as great an objective as any other in the course.

4. THE WEEKLY LECTURES

On each Wednesday afternoon a lecture is given by the professor of the course or by some specialist in the college or visiting the college.

These lectures have a fourfold purpose: to give an idea of what has been accomplished in the world, to bring to the attention some impending problems, to present to the student facts and principles which may be of much service to him in selecting his future courses of study and in the selection of his vocation and avocation.

Among the topics treated during the past year during the lecture period were: How to Read and Study; What Has Civilization to Expect from Eugenics; How to Apply and Generalize Knowledge; How to Select a Vocation; How to Select an Avocation; The Relations Between a Vocation and an Avocation; How Civilization is Made

from Primitive Impulses; How Public Opinion is Organized; Some Problems in Democracy; Some Problems in Education; Some Problems of Population; Some Problems of Capital and Labor; Some Problems of the Press; Some Problems of Child Labor; Some Problems of Prohibition; The Relation Between Law and Citizenship; The Evolution of Democracy; Some Problems of Immigration; Some Problems of Conservation; Some Problems of Coal; Some Problems of Oil; Some Problems of Transportation; The Merchant Marine; Some Problems of Trusts; Problems of the Foreign Debts; Some Problems of the Tariff; Some Problems of Morals and of Moral Standards; Some Problems of the Family; The Contribution of Greece to Civilization; The Contribution of Rome to Civilization; The Middle Ages and Their Relation to Future Ages; Comparative Governments and Comparative Methods of Adminstrating Them; Contribution of England to Civilization; Contribution of Christianity to Civilization; The Evolution of Science; Problems of the Near East; Problems of the Opium Conference; Some of the Greater Movements in the World at Present; Some of the Recent Organizations in America, such as the Federal Banks, Trust Laws, Tariff Commission, Trade Board, Interstate Commerce Commission, etc.

In the delivery of the lectures it is planned not to present facts, opinions, or arguments dogmatically or with an air of finality; but to show the problem at hand and to show some of the evidence on each side. It is aimed to suspend as much as possible all prejudice until a reasonable amount of investigation has taken place; and then to arouse a dynamic desire to act. There are about thirty of these lectures each year. The lecture period lasts one hour, at which all Freshmen, men and women, are present.

5. HOW INTEREST IS UPHELD AND HOW STUDENT ACTIVITY IS GAINED

It is taken for granted that an active class is interested while a passive class is dead. Upon this principle each student in this course is expected to read fifty pages between lessons. He is expected to pick out critical thoughts or quotations from his readings; he is also expected to justify or to question intelligently these several statements. Thus the class has a chance for discussion upon the subject.

Each student can make his contribution. After various contributions of facts and opinions are given then each member of the class is expected to sum up all the principal points of the problem. This is done in writing, which usually covers about twenty pages each two weeks. This paper is handed in to the instructor who reads and constructively criticises it. At the time when the paper is handed in a second paper or booklet is handed in; this second booklet has the principal thoughts of the reading the student has done upon this problem. This makes it easy to check up on the student, but it also trains the student to pick out the chief thoughts when he reads. The student is often asked to expand some of these quotations, to justify or to criticise the statements of the author.

The object of the written report is to cause the student to organize all contributory facts and ideas in a proper form and to exercise his own mind in the final discussion; thus a twofold end is gained: a clear, definite idea is left in the mind of the student while at the same time the student utilizes his own powers of organization, of evaluation, of criticizing and of concluding. All of these papers are carefully reviewed to further diagnose the individual needs and aptitudes of each student separately.

6. THE CLASS ASSEMBLES THE GREATEST THOUGHTS

There are about thirty problems considered each year. There are at least a score of references to each problem. Each student is expected to read fifty pages for his part in the investigation of the problem for each appointed day. Thus at any lesson there are at least one thousand newly read pages to be reported upon. Quotations and main ideas from this thousand pages have been selected by individual students to aid in the solving of some particular problem. These ideas are presented and discussed by the class. The different viewpoints are noticed, conflicting evidence is weighed and harmonized if possible. The class comes in contact with the greatest thoughts upon the topic. All viewpoints are presented, all variations are brought out and it then becomes necessary for the student to evaluate and to harmonize these ideas and later to organize them. It is believed that this process exercises all the functions of a useful and an efficient mind. It is the application and the generalization of knowledge so much desired in the process of education; it creates interest which comes only from student activity performed in solving problems in which the student is concerned.

7. AN ATTEMPT TO CORRELATE LEARNING WITH LIVING

After all, education is expansion of experience. There can be no education without experience as a foundation. Many of our students have had little real experience in life; too often the student of books is ignorant of men and of real things; because of which his use of education is woefully inefficient. Knowledge can not be an alien prod-

uct; it must be connected with life, to be most efficient knowledge must become immediately, not remotely, a part of life itself. It seems that here has been the greatest mistake of education. We have regarded education a part of some future period of life but not a part of the present moment of life. With this idea we have neglected the application and the generalization of knowledge while the student is learning. We have had some hope that in some mystical way, we did not know how, the student's learning would be valuable. It did not seem necessary for him to see any value to what he was learning. He must have faith in the process. Even his instructor could not tell him how he was to get the value of what he was learning. It was a mystery which no one could explain. We believe that all of this is changed. It seems to be the duty of the student and of the instructor to apply knowledge as it is gained. If it is not done then it will probably never be done.

The educated man analyzes his own experience into vital characteristics and then expands his experience both directly and indirectly to the ends of time and of space. He lives not only his own experience but also vicariously lives the experiences of all men of all times. He expands his own locality until with modifications he understands all localities; he expands his own world until he understands all worlds; he expands his own life until he understands all lives. Through education a single individual becomes the reservoir of thousands or rather an individual a thousandfold, an individual of elements of all time and of all space.

One of the objects of this course is to aid the student to expand his experience; to broaden his interests, to arouse his thinking powers and to orient him in time and space;

to aid him in discovering the great obstacles to civilization and to encourage him to find a place in society where he can work efficiently. The problems were chosen after three years of experimenting and observing to find what problems can profitably be considered at this stage of education; what problems are of most interest to the freshman college student; and what is the order of presentation most interesting and profitable to the student.

8. THE PROBLEMS STUDIED DURING THE YEAR

The following problems show the range of work during one year. An outline of these problems will be given and one or two problems will be expanded to show the treatment of the problem in the class. From this list of problems it will appear at first glance that only superficial work can be done in each of these topics; but it is surprising how much can be done in a short time if the student is thoroughly interested and is well directed in his interests and in his work. The problems of the class for one year are given here practically in the order presented. The freshman class consists of about two hundred members. There are four sections of the class, each section of about the same size. The men and the women are kept separate. It is interesting to compare the two sexes as to interests and reflexes on various questions and modes of investigation. All the students consider at the same time the same topics; it is also surprising how differently the same topic is treated by two different sections. Because of these different reactions upon the same topic it is being arranged so that in the future the divisions may be assembled to compare notes upon any topic. It is there-

fore arranged so that the two sections of men and the two sections of women can meet at the same time. This common assembly of two groups will be done as often as appears profitable. The following topics were treated in the same general order in which they appear here. Some of these topics took much more time to complete than did others.

1. How to Use the Library.
2. Who Am I? What is My Origin? What Likeness Have I to Animals? How am I Related to Other Living Beings? What are the Laws of Heredity? What Raw Material is there Universal to all Men? Relation of Impulses to Education.
3. How to Use the Mind. How to Read. How to Think. How to Reason. How to Apply Knowledge.
4. How the World has Developed. Some Universal Laws of Nature. Some Harmonies Throughout Nature. Theories of Origin. Theories of Development.
5. General Structure and Principles of the Universe.
6. Social Inheritance. Social Environment. Social Organization. Morals, Customs, Ethics. How Institutions Work.
7. My Political Environment. Theories of Government. Sovereignty. Principal Organizations of Government. Evolution of Government. Ideals of Government. Great Charters of Liberty.
8. Geographic Environment and Influences. Effects of Geographic Influences upon History and upon Civilization.
9. Economic Environment. Some Laws and Theories of Economics. The Economic Influences upon Civilization.
10. The Economic Evolution of Society. Stages of Economic Society. Division of Labor. Industrial Revolution. Problems in the Field of Economics.
11. The Choosing of a Vocation. Weighing Vocations from Different View Points.
12. The Choosing of a Vocation. What an Avocation is. Why an Avocation. Men Who Became Great Because of Their Avocations.
13. How Shall I Act? Responses to Impulses. Raw Materials of Man and of Civilization. Habits and Instincts. Patterns of Behavior.

14. Problems of Capital and Labor. Importance of Capital. Importance of Labor. Importance of Co-operation between the Two. Theories of Wages and of Distribution of Wealth. Theory of Industrial Democracy. Population and Wages. Unemployment.
15. Problems of Public Utilities and of Natural Resources.
16. Responsibilities to Future Generations.
17. Problems Considering Social Betterment.
18. Relations Between the Individual and the Group.
19. Some Problems of Democracy.
20. Problems of Competition and Co-operation.
21. Problems of Choosing an Education.
22. Problems of Immigration and of Population.
23. Problems of Nationalism and of Imperialism.
24. Problems of Internationalism.
25. Problems of Conservation.
26. Problems of Religion.
27. Problems of Health and of Happiness.

9. ILLUSTRATIVE EXPANSION OF SOME OF THE PROBLEMS

How to Use the Library—

The Various Divisions or Classifications of the Books of the Library.

How the Books are Classified.

Practice in Classifying Books.

How to Find Books on Specified Subjects.

How to Find Books of Certain Titles.

How to Find Books of Certain Authors.

How to Care for Books.

How to Use Books Efficiently.

The Rules of the Library.

How to Use Periodicals.

How to Use the Reference Library.

How to Use the Library (continued)—

- How to Borrow Books.
- How to Reserve Books.
- How to Work in the Library.

How to Use the Mind

- How to Read Effectively.
- The Physical Processes Active in Reading.
- The Mental Processes Active in Reading.
- How to Evaluate What is Read.
- How to Organize What is Evaluated.
- How to Form Precepts and Concepts.
- The Use and Value of Concept Forming.
- How to Generalize Knowledge.
- How to Observe and to Use Inferences toward the Solutions of a Problem.
- How to Organize Inferences into Hypotheses.
- How to Test Hypotheses.
- How to Reconstruct Hypotheses.
- How to Establish Laws and Principles from Single Facts.
- Inductive Reasoning.
- How to Apply Principles and How to Classify Facts Under Laws or Principles.
- Deductive Reasoning.
- How the Known is Projected into the Unknown.
- The Realm of the Imagination.
- The Influence of Prejudice upon Reason.
- Use and Abuse of Emotion in Reasoning.
- Relation of Emotion to Action.
- The Process of Thinking—The Weaving of Inductive and Deductive Reasoning into the Fabric of Thought.

How to Use the Mind (continued)—

- How to Relate Ideas.
- How to Reduce Prejudice.
- The Different Types of Thinking.
- How to Select Authorities.
- How to Form Good Habits of Thinking.
- How to Transfer our Knowledge.
- How to Attack Problems.
- Why Come to College?
- What One Should Seek to Get Out of College.
- What One Should Remember.
- What One Should Do in the Class Period.
- How to Take Notes.
- How to Drill.
- How to Solve a Problem.

Who Am I?—

- Theories as to the Origin of Life.
- Likeness of Man to Other Animals.
- Evolution of Life.
- Mendal's Laws.
- Improvements of the Race.
- Problems of Population.
- Problems of Democracy.
- Problems of Education.
- What Life Is.
- Vital Processes of Life.
- The Physical Unit of Living Beings.
- Significance of Likeness and Unlikeness in Different
Forms of Life.
- Continuity of Life.
- Life in the Past.
- Struggle for Existence.

Who Am I? (continued)—

Recapitulation.
 Embryology Shows Evolution.
 Modes of Selection—Results of Same.
 Darwin's Theories.
 Biogenesis.
 Emergence of the New.
 Variation and Mutation.
 Eugenics.
 Galton's Experiments and Observations.
 Enzymes.
 Vitamines.
 Definition and Origin of Acquired Characteristics.
 Weismann.
 Lamark.

How Have the World and Man Developed—more extended than in previous problem.

Evidences of Evolution
 Arguments for Evolution.
 Arguments against Evolution.
 Evolution of Man.
 Man NOT Descended from the Monkey.
 Animals of the Past.
 Recapitulation Theory.
 Evidences in Embryology.
 Organic Evolution.
 Evolution and Materialism.
 Natural Selection.
 Effects of Variation and then Isolation.
 Darwin's Theories.
 Criticism of Darwin.
 Emergence of the New.

How Have the World and Man Developed (continued)—

- Variation and Mutation.
- Great Steps in Evolution.
- Evolutionary Changes in Man.
- Evolution of Morality and of Government.

General Structure and Principles of the Universe—

- Origin of the Solar System.
- The Ultimate World Stuff.
- Solar System as a Type of Atomic Structure.
- Composition and Structure of Atoms.
- Relations between Atoms.
- Ether.
- Corpuscular Theory.
- Evolution of a Star.
- Nebulae.
- Convection Hypothesis.
- Accretion Hypothesis.
- Planetissimal Hypothesis.
- Old Worlds.
- New Worlds.
- Rejuvenation of Worlds.
- The Heat of Stars and of the Sun.
- Old and Young Atoms.
- Transmutation of Stars and of Atoms.
- Kinetic Theory of Gases.
- Conservation of Matter.
- Spectra and the Spectroscope.
- Stars of Different Ages and Formations.
- Sources of Light.
- Results from the Approach of Two Stars.
- Centripetal and Centrifugal Forces.
- Formation of Planets.

General Structure and Principles of the Universe (continued)—

Why Ellipses.

Structure and Composition of Space.

How Substances are Fastened Together.

Corpuscular Theory of Electricity.

Electrons and Protons.

The Fundamental Substance.

Possible Structure of Ether.

Light Waves and the Effects of the Waves.

Speed of Wave Radiation.

The Supposed Limit of Speed in the Universe.

Kinds of Atoms.

Stable and Unstable Atoms.

Transmutation of Atoms.

New and Old Atoms.

Protoplasm-complexity.

Declining Heat of the Sun.

Theory of Absolute Zero.

Hertzian Waves.

Structure and Activities of Atoms.

Structure of Molecules.

Exploding Atoms.

Universal Gravitation.

Forms of Energy.

Weighing the Earth.

Analyzing the Stars.

Seeing the Invisible.

Measuring Infinite Distances.

Mira.

Measuring Light Speed.

How Atoms are Studied.

Some Principles of Relativity.

*Social Environment—***Environment—an Inheritance.****How We Get Acquired Characteristics.****Advantages and Disadvantages of not Inheriting Physical Acquired Characteristics.****Evolution of Institutions and Morals.****Institutions and Morals of Primitive Peoples.****Social Continuity.****Social Inheritance.****Social Control.****Social Order.****Social Organization.****Social Behavior.****Morals are Simply Habits of Meeting or Solving Problems.****Institutions are Tools to Perform Certain Social Needs.****Kinds of Institutions.****Organization of Institutions.****How Morals are Made and Changed.****Social Forces.****Social Ideals.****Factors of Social Change.****Laissez-faire and Socialistic Theories.****In-Group and Out-Group Behavior.****Growth of Government.****Concept of Progress.****How Solutions of Problems are Inherited.****How Solutions of Problems are Transmitted.****Evolution of Solution of Problems.****Social Conventions.****Custom.****Law.****Habit.**

Social Environment (continued)—

Civilization.

Formation of New Institutions.

Changing of Institutions.

Why Institutions Fail.

Results of Fixed Institutions.

What is History.

Personality and Society.

Individuality vs. Institutionalism.

Leadership vs. Exploitation.

Mobilization of Thought Power.

A Slogan.

Imitation in Society and Industry.

Use and Abuse of Experts.

Never Greater Knowledge or Greater Ignorance than
Now.

Education for Consumption or for Creation.

Prejudice.

Tradition.

Introversion.

The Western Spirit.

Institutions within Institutions.

All Comprehensive Institutions.

Exclusive Institutions.

Temporary and Permanent Institutions.

Efficient Relationship between Individuals and Insti-
tutions.

Efficient Relationship between Institutions.

Political Environment—

Theories of Government.

Rise of the Masses.

Ignorance of the Masses.

Political Environment (continued)—

Low Intelligence of the Masses.
 Problems of Democracy to Advance the Masses.
 Direct and Indirect Government.
 The Former Idea That Certain Classes Owned All Other
 Classes.
 The Uses and Abuses of Autocracy.
 The Birth and Growth of Democracy.
 Democracy.
 Republics.
 Constitutional Governments.
 The Meaning of State.
 The Meaning and Significance of Sovereignty.
 Advantages and Disadvantages of Monarchies.
 How Monarchies Differ from Republics.
 Kinds and Degrees of Law.
 The Great Charters of Human Liberty.
 American vs British Government.
 Different Degrees of Federation in Different Federal
 Governments.
 Rights of Citizenship.
 History of Citizenship.
 Responsibilities of Citizenship.
 Problem of Improving Citizenship.
 Powers of the Departments of Government—Unified
 or Separate.
 The Fundamental Law—How Changed—Flexibility.
 Amendments to American Constitution.
 Functions of the Supreme Court.
 Difference between Unconstitutionality of Law in
 America and in Great Britain.
 The Dual System of Sovereignty in United States.
 Party and Bloc Systems of Government.

Political Environment (continued)—

Criticisms of Congress.

Nominating Conventions.

Individualism vs Socialism.

Government Administration by Commissioners and Boards.

Spoils System vs Tenure of Office.

Increasing Functions of Government.

The True Functions of Government.

Public Opinion.

Methods of Assembling Public Opinion in Government.

Federal Control.

Patents, Copyrights, etc.

Governmental Treatment of Monopolies.

State Rights vs Federal Powers.

Organization and Powers of State Legislatures.

Criticism of State Legislatures.

Treatment and Preventative Actions against Crime.

Unifying and Diverting Public Opinion.

Use and Abuse of Partisan Newspapers.

Committee System in Legislatures.

Cabinet System in Legislation.

Comparative Powers of State and National Legislatures.

Initiative, Referendum and Recall.

Cumulative Voting.

Proportional Representation.

Nationalism vs Internationalism.

Governmental Attitude toward Public Utilities and Trusts.

Governmental Attitude toward the Unfortunate.

Governmental Attitude toward Education and Religion.

Geographic Influences—

The Geographic Evolution of the Earth.

Geographic and Geologic Changes Now Going On.

Man is a Product of the Earth—Men of Mars Must be Different.

Man Can Modify but Cannot Change Nature.

Man Can Adapt Himself to Nature.

Evolution is the Result of These Changes.

Customs and Morals are Geographic.

Laws and Institutions are Geographic Largely.

Industry is Largely Geographic.

History is Composed Largely of Geographic Influences and Their Reaction upon Man.

Nearly all Great Nations can be Analyzed into Geographic Causes of Greatness to an Extent at Least.

Enumeration of the Influences of Natural Environment.

Effect of Mountains upon Man.

Geographic Influences upon Travel.

Influences of Uniform Geographic Conditions upon Man.

Influences of Varied Geographic Conditions upon Man and Nations.

Future of Nations Depends upon Geographic Conditions.

Geographic Conditions are the Chief Causes of War.

Nature Favored Great Britain in Becoming Great.

Nature Favored Greece in Her Greatness.

Nature Caused Democracy to be Born in Greece.

Geography is Probably the Chief Explanation of the Different Races.

There is Such a Thing as a Geographic Unit for Nations.

Geographic Conditions which Determine the Location of Cities.

Geographic Influences (continued)—

How World Power Depends upon Natural Resources.
 Geographic Causes and Influences upon Imperialism.
 Geographic Influences upon Energy.
 Geographic Influences upon Intelligence.
 Geographic Influences upon Liberty.
 Geographic Influences upon Emotions and Art.
 Geographic Influences upon Philosophy.
 Geographic Influences upon Religion and Ideals.

Economic Environment—

What Property Is.
 What Makes Value.
 What Is Capital?
 Uses of Capital.
 Money and Its Uses.
 What Determines the Purchasing Power of Money.
 Prices and Values.
 Supply and Demand of Commodities.
 Loan of Capital and Interest.
 Some Principles of Investment.
 Stocks and Bonds.
 Some Principles of Taxation.
 Wealth and Poverty.
 Rent—Some Theories.
 Socialism vs Individualism.
 Laissez-faire vs Government Regulation.
 Mercantile System.
 Inflation.
 Karl Marx and His Theories.
 Co-operation vs Competition.
 Service vs Exploitation.
 Monopolies and Combinations.

Economic Environment (continued)—

Inheritance of Wealth.
Some Phases of Wages.

Economic Evolution of Society—

From Serfdom to Freedom.
Economic Stages of Society.
Division of Labor and Its Effects.
Kinds of Division of Labor.
Transportation.
Industrial Revolution.
Increase of Occupations within a Century.
Effects of Division of Labor upon the Intelligence and
Development of Man.
Causes of Nationalism.
Causes of Internationalism.
Conflict Between the Two.
Some Nationalistic Policies.
Some International Policies.
Effects of Machines upon Man.
How Man Can be Adjusted to Modern Industry.
Problems Arising from the Present Conditions of Civ-
ilization.
Some Proposed Remedies for Evils Arising from Pres-
ent Conditions.
These Propositions Criticized.

Choosing a Vocation—

Dean Wiley handles this Problem in this Course. He has the Class consider the following topics during the two weeks he has the Class.

What Importance to Society Has This Occupation?
What Are the Main Branches of the Occupation?

Choosing a Vocation (continued)—

What Kinds of Tasks Are Actually Performed by One in This Calling—A Typical Day's Work?

Is the Work Interesting and Stimulating?

Is There an Opportunity for Initiative and Originality?

If the Work is Uninteresting, Routine, or Monotonous, Are There Adequate Compensations?

Are Other Conditions Satisfactory?

Are There Good Associates?

Is There an Opportunity for Doing One's Best?

Are the Surroundings Pleasant and Healthful?

What Education or Preparation is Necessary?

How Does One Enter the Occupation?

Kinds of Work Leading up to This Calling and Higher Callings to Which This Leads?

What Qualities of Character Does It Require for Success?

How May These Be Developed?

Is There a Demand for New Men in This Occupation?

What Is the Probable Future of the Occupation?

What Income May Be Expected at First and Later?

What Are the Social and Economic Problems and Standards of This Occupation?

What Organization or Associations Do Those Have Who Are Engaged in This Occupation?

How is the Occupation Regarded by the Public?

What Are the Ethical Standards in the Occupation and What Are Its Influences upon Those Engaged in It?

Do Those Engaged in This Occupation Have an Opportunity for a Wholesome Family Life and for Service to the Community?

Dean Wiley has selected a few hundred of the best books on Vocational Selection. He has each year about twenty lectures by prominent

men in the leading professions. Students are much interested in this problem. He has also opportunities for consultation if the student so wishes. This opportunity is taken advantage of by most of the students. The College has rating cards and records assembled in such a manner that knowledge relative to any student can be assembled in a few minutes. Each instructor rates his estimation of the student's personality and both mental and physical traits each year.

Choosing an Avocation—

- Needed Change in Any Uniform Activities.
- Different Psychological Basis of Work and of Play.
- Relation of Play to Recreation.
- Relation of Play to Art.
- Relation of Play to Emotion.
- Art A Universal Symbol of Emotion.
- Play as a Balancing of Functions.
- Play as an Answer to Instincts.
- Play as a Recapitulation of the Experiences of the Race.
- The Three Level of Activity Theory.
- How Some Have Vocations and Avocations of High Types.
- Many Have Become Noted by Their Avocations Rather than by Their Vocations.
- How Avocations Are Essential in This Age of Machinery.
- The Race Problem of an Individual Creative Spirit.
- How to Encourage the Creative Instinct.
- The Relationship of Creation to Happiness.
- Problems of Leisure Time.
- How Leisure Time Can Be Employed.
- The Reason for Selecting Activities in College That Will Carry Over into Life.
- The Evils of What Is Known as "Fooling."
- The Futility of Gaining Recreation Many Common Ways.
- The Increasing Amount of Leisure Time in Men's Lives.

The Problem of Behavior—Or How Shall I Act?

The Raw Materials of All Human or Animal Action.

Human Impulses and Instincts.

The Relation of These Impulses and Instincts of Man and of Animals.

What is Meant by the Age of Infancy? Or the Plastic Age?

Biological Changes that Take Place During the Period of Plasticity.

What Habits Are.

How Habits Differ from Answers to Instincts.

How Habits Depend upon the Composition of the Coupling of the Nerves.

Lines of Least and of Chosen Resistance.

Use and Abuse of Habits.

Rules for Forming Habits.

Inherited and Acquired or Learned Answers to Impulses.

Definite and Indefinite Answers to Impulses.

Man Chooses His Answers to His Own Impulses.

The Animal Does Not Choose Answers to His Impulses.

Different Patterns to the Same Impulse.

Answers of Different Values as Answers to the Same Impulse.

Relation of Happiness to Answers to Impulses.

Why the Brain is Plastic for a Period.

What Makes Behavior Different in Different Men.

Why is Behavior Different in Man and Beast?

Different Ways of Modifying Behavior.

Instinctive and Reflective Behavior.

Use of Imagination in Thinking and in Action.

How Reflective Behavior Differs from Instinctive Behavior.

The Problem of Behavior (continued)—

Functions and Advantages of Language.
 Why Primitive Language Is so Indefinite.
 Advantages of Men Being Alike.
 Advantages of Men Being Different.
 Use of Ideals in Behavior.
 Use of Habits in Behavior.
 Institutions Making Ideals.
 Institutions Controlling Behavior.
 Uses of Religion and of Ideals.
 Uses of Customs and Morals.
 Repressed Impulses.
 Harmonizing Impulses.
 Making of a Personality.

Capital and Labor Problem—

The Importance of Capital.
 The Growth of Capitalism.
 The Extension of the Employer from the Individual
 to a Corporation.
 The Effects of the Industrial Revolution upon Labor
 and Capital.
 How the Laborer Has Lost His Craft—Art in the Use of
 Machinery.
 How the Standards of Living of the Laborer Have Risen
 while He Has Lost in Relative Standing with the
 Capitalist.
 Causes of Discontent of Labor.
 Evils Caused by Unions.
 Living Conditions in Most Industries.
 The Intelligence of the Laboring Class.
 The Morale of Labor and Capital.

Capital and Labor Problem (continued)—

The I. W. W.
Unionism in America.
Craft Unionism.
Collective Bargaining.
Open and Closed Shops.
Methods and Principles of Settling Disputes.
Minimum Wage.
Labor Party in England.
Socialism in Various Forms.
Growth of Socialism in Europe.
Problems of Industrial Accidents.
Problems of Unemployment.
Problems of Child Labor.
Factory Laws.
Industrial Democracy in Various Degrees.
Real and Pseudo Profit Sharing.
Kinds of Co-operation.
Problems of Population and Labor.
Problems of Immigration and Labor.
Relation of Standards of Living and Wages.
International Labor Unions.
The Internationale.
Communism.
Causes and Remedies for Poverty.
Regulation of Business by Society.
Lockouts.
Boycotts.
Syndicalism.
Blacklists.
Co-operative Management by Capital and Labor.

Public Utilities and Natural Resources—

- What Public Utilities Are.
- How These Become Developed.
- Who Should Own and Manage Them.
- To what Extent is the Public Justified in Regulating These Utilities?
- What is Paternalism?
- The Relative Merits and Evils of This Principle?
- To Make Public Ownership Safe What Morale is Essential among the People.
- The Principal Utilities of This Government.
- How These Utilities Are Managed.
- To What Extent Are They Managed by the Government?
- Comparison of Individual and Social Control of Utilities.
- The Extreme Positions of Anarchy and of Socialism.
- Problems of a Correct Balance between the Individual and the Government.
- Some Recent Social Restrictions Made by Society upon Private Owners.

Some Problems of Democracy—

- How to Educate the Masses to Take Intelligent Part in Government.
- Whether the Masses Can Ever Know the Problems of Government.
- Problems of Having Vast Numbers of Illiterate or Sub-normal Citizens.
- Problems of Educating Each One to Bring Out His Efficiency for the Government.
- Whether One Should Be Educated to Serve or to Exploit.

Some Problems of Democracy (continued)—

How to Best Develop Leadership.

The Best Means of Publicity Which Is Honest and General in View.

The Problems of the Newspapers and of Demagogues.

How to Limit Exploitation of the People.

To What Extent Should the Successful Overpower the Rest?

To What Extent Should the Majority Rule?

The Problem of the Protesting Minority.

The Problem of Having Too Many Standards of Morality.

The Problems of Getting and of Keeping Morale.

When is Society Prepared to Have a Law Enacted?

Why so Many Do Not Vote.

Why so Much Unintelligent Prejudice in Politics.

Will the People Ever Be Able to Solve Their Own Problems?

To What Extent Should Statesmen Act as People Need but Do Not Want?

How Best to Get Questions Before the People?

How to Select Political Leaders.

Merits and Demerits of Direct Nominations of Candidates.

Some Problems of Competition and Co-operation—

How Competition Develops the Individual.

How Competition Tends to Destroy All but the Strongest One.

How Co-operation Tends to Reduce Friction of Competition.

How Co-operation Creates and Fosters a Better Morale Than Does Competition.

Some Problems of Competition and Co-operation (continued)—

- How Civilization Has Changed from Conflict to Ever-increasing Co-operation.**
- How Certain Forms and Plants and Animals Have Continued to Exist Because of Co-operation.**
- The Problem of a Proper Balance between Competition and Co-operation.**
- The Results if Competition Were Carried to the Extreme.**
- Results if Co-operation Were Carried to the Extreme.**

Some Problems of Choosing an Education—

- An Education as a Result of Behavior Patterns.**
- Education as an Organization of Efficient Habits.**
- Education as a Means of Preparing One to Correct Shortages of Life.**
- Education as a Preparation for Life.**
- Education as a Preparation to Lift Self Above Others.**
- Education as a Preparation for Social Efficiency.**
- Education for Culture and the Problem as to What Is Culture.**
- What a Liberal Education Is.**
- An Education for Consumption or Appreciation.**
- An Education to Make the Educated a Creator in the World.**
- Whether Education Is for Present Life Today or for Life Tomorrow.**
- What Is Meant by Transfer of Knowledge.**
- How to Learn So That Knowledge Can Be Transferred.**
- Relation of Application of Knowledge to Its Use.**
- The Main Aims of Education.**
- The Main Objectives under Each Aim.**

Some Problems of Choosing an Education (continued)—

- The Facultative vs. the Functional Psychology.**
- What Changes in Education This Change in Psychology Brought About.**
- Formal Discipline.**
- How to Measure Formal Discipline.**
- Not So Much What One Studies as How He Studies and Uses What He Learns.**
- What College Courses Will Be Needed by All.**
- What College Courses Best Meet Certain Aptitudes.**

Problems of Immigration and of Population—

- History of Immigration in America.**
- Problems of Unrestricted Immigration.**
- Necessity of Uniform Ideals and Standards in a Great Nation.**
- Tendencies of Immigration to Greatly Change American Standards.**
- How the Kind of Peoples Has Changed within a Few Decades.**
- Whether Numbers of Immigrants Should Be Limited.**
- The Different Propositions to Restrict Immigration.**
- The Malthusian Law of Population.**
- The Limits of American Resources.**
- Whether America Can Take the Undesirables of Other Countries and Make Them into Intelligent Citizens.**
- Immigration and the Supply of Labor.**

Problems of Nationalism—

- How Most Nations of Europe Grew from Smaller Kingdoms.**
- How the French Revolution Changed the Ruling Class.**
- How the Industrial Revolution Increased the Problems of Government.**

Problems of Nationalism (continued)—

How the Industrial Revolution Affected Population.
 The Era of Non-Interference or *Laissez-faire*.
 Economic Individualism.
 Movements Protesting Against Economic Individualism.
 Why the Bourgeoisie Wished to Rule and Finally Did Rule.
 The Different Meaning of Democracy to Different People.
 Chartism in England.
 Protests of the Protelariate.
 How Nationalism Often Thwarted Democracy.
 Napoleon and Nationalism.
 French Imperialism.
 Nationalization of Italy.
 Bismark and German Nationalism.
 Nationalistic Movements of Hungary and of Poland.
 Frequent Clashes of Nationalism.
 The Benevolent Bourgeoisie.
 Pre-eminence of the Middle Class.
 Lessening of the Nobility.
 Growth of Materialism.
 Now Nationalism Opposed Clericalism.
 Attacks upon the Bourgeoisie—Karl Marx—Socialism
 Anarchy—Syndicalism.
 Nationalism and the Tariff.
 Attempts of Different Nations to Imperialize the World.
 Federal Movement in Germany.
 Conflicting Nationalities in Austria-Hungary.
 Creating of Great Powers to Rule the World Affairs.
 Balance of Power.
 Alliances to Defend Certain Nationalities.
 Selfishness in Nationalism.

Problems of Imperialism—

Colonial Movement and Mercantilism.
 Colonial Imperialism.
 Imperialism and the Revolutionary War.
 The French Revolution and the New Imperialism.
 Characteristics of the New Imperialism.
 Motives for Imperialism.
 Effects of Imperialism upon New Countries.
 Aggression.
 Spheres of Influence.
 Anti-foreign Movements.
 Imperialism in the East.
 Imperialism in Africa.
 Imperialism in Turkey.
 Rival Empires.
 Imperialism of America.
 Problems Brought out by Conflicting Imperialism.
 Remedies for Conflicting Imperialism.

10. HEADS OF DEPARTMENTS PRESENT THE OPPORTUNITIES IN THEIR DEPARTMENTS

In this Orientating Course the Heads or some representative of each Department presents the opportunities of his department to the college student. These topics are treated in two sessions and student reactions to these sessions are very favorable. The student can here see the advantages of each group of subjects and can more intelligently decide what he wishes after he has heard this discussion. The student has an opportunity to ask questions if he desires to do so. Many students avail themselves of this opportunity.

11. THE SUNDAY FORUM

Attendance to this part of Contemporary Civilization is not required. Yet more than half of the class attended the discussions of prominent speakers who spoke in the Congregational Church each Sunday noon. After the speaker presented his talk, the topic was thrown open for discussion and questions to the speaker were encouraged.

Here are some of the subjects treated at the Forum on Sunday:

- The Unity of the Universe.
- Changing Conceptions of God.
- Harmony between Religion and Science.
- Some Principles of Evolution.
- How Evolution Has Affected Man.
- How Evolution May Affect Man.
- The Evolution of Religion.
- The Conception of Evolution Means a World Growing Better.
- Some Recent Discoveries in the Structure and Functions of Man.
- How to Make One's Self Fit for Life.
- Some Changing Conceptions of the Bible.
- The Value of the Bible as a Guide to Life and Civilization.
- The Evolution of Government.
- The Growth of Human Rights in Government.
- How to Improve Communities.
- How to Improve Citizenship.
- How to Improve the Masses.
- Some Important National Problems.
- Some Important International Problems.
- How Man Can Politically Make a Better World.

How Morals Have Changed Throughout History.

The Results of Indifference Among the Masses.

Whether Morals Have Kept Pace with Material Advancement.

The Safety of Civilization Depends upon a Desire for Better Things in the Soul.

Some Aspects of Prohibition.

The World Court.

The Opium Question.

The Child Labor Question.

The Question of Literacy.

12. PSYCHOLOGICAL TESTS AMONG THE FRESHMEN

The Course in Contemporary Civilization supervises the giving of the Psychological Test to all Freshmen. This test which is one of the formal tests for Freshmen is given and the results are recorded. The results of the tests and the results of the class room are compared. While these tests are not regarded as infallible, yet they are very valuable in diagnosing the work of different students. Besides these formal tests many general tests are given to ascertain both the mental ability of the student and his cultural experience before entering college. For three years these tests have been given with most satisfactory results.

13. WHY NO TEXTBOOK IN THE COURSE

The question as to whether a textbook should be used in the course came up early in the history of the course. At first several text books were used, but with limited

success. The final judgment of the committees is as follows: The knowledge of the students should not be limited to any half dozen texts; he should think of the different problems in terms of libraries and of unwritten facts rather than in terms of single books. He should get into the habit of using hundreds of books and of consulting authorities of all viewpoints. He should read as nearly as possible all sides and all suggestions on a problem and consider all sources of solution and then begin to think for himself. It is not the function of the college to direct the thinking of the college but to make honest and efficient thinkers. The student should do his own organizing and his own concluding. He should feel the necessity of thinking a problem through before he reaches a final conclusion, but his conclusion should be based upon his own thinking rather than upon the statement of any book or instructor. Then again, if a textbook is used the status of speaker and of auditor is lost, the status of a cooperative group working together in order to reach a conclusion or opinion of a problem is lost. When this status is lost the recitation becomes mechanical and dead. The main function of the class is to read, to search original sources, to compare the fruits of reading and searching of all the class, to evaluate all evidence and then to organize all the reasons to reach a conclusion which then is student made. It may be crude but is reached by an efficient method and this method will eliminate errors later in the student's life. We feel that there is perhaps one weakness in the library method and that is a possible indefiniteness in the students' minds after the problem is handled. We believe this is due to faulty instruction rather than to a faulty source method. Proper organization of the matter by the student will eliminate this fault or show that the pupil has not thought it out

thoroughly. No textbook would remedy this fault. The final organization of thought and reason is a function of the student and not of the text.

In Middlebury each student pays seven dollars a year for textbooks. This brings to the library each year hundreds of books upon the problems to be considered. The books remain in the college library so that within a few years there are hundreds of special books besides the general library books on the problems considered by this class.

To those who are interested in this course and who are doing something along these lines, the College would be pleased to send more information and also borrow from the experience of others.

UNIVERSITY OF MICHIGAN



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