Reed 1925-1926

College

of the most experienced professors on the College staff at the moment when he begins his studies.

THE FRESHMAN YEAR

The course in HISTORY AND LITERATURE is intended to provide the background for an intelligent appreciation and understanding of the foundations of our contemporary civilization.

This course aims at an understanding of the development of civilization and makes a study of selected representative materials to illustrate the various approaches to the common fund of knowledge and to an understanding of human achievement.

To this end, besides the lectures and small group conferences and papers in history and literature, supplementary study is required in one of the following fields: the development of political institutions, that of economic institutions, cultural history (music and art) and the history of philosophic and scientific thought. This work, which is correlated with the main stream of the course, is carried on by reading and discussion in special conference sections. (For a limited number of students interested in art, arrangements with the Portland Art Association make possible work in the Portland Art School in place of these supplementary sections.) A further correlation is sought wherever possible in the utilization of the same reading for various divisions

926

of the course; for example, Homer and Plato's Republic serves as bases of discussion from the historical, literary, political, economic and sociological points of view.

The introductory course in MATHEMATICS aims primarily at insight and interpretation, rather than at acquisition of technique. It acquaints students with a certain very general and precise mode of thought, which lies at the root of modern scientific method. The mathematical methods of analysis developed in the course are those which have the most immediate human significance, and will sometime be encountered by anyone who seeks to understand recent progress, whether in the life sciences, the social sciences, the investment world, or the physical sciences. The processes used are drawn from several mathematical fields, elementary calculus, analytic geometry, trigonometry and algebra; and are fused into a unified course, which presupposes no preparation beyond a slight knowledge of algebra and geometry. Students expecting to specialize in science are taught in separate sections, with extra work on technique. Those expecting to major in mathematics take still another supplementary unit of work in special topics needed by them.

The course in GENERAL BIOLOGY gives an understanding of the fundamental phenomena of life, and of the relations of living beings to each other and

Reed 1925-1926

College

The Sophomore Year

The study of the development of civilization is continued with one of the social sciences, chosen by the student, occupying the dominant place held in the Freshman year by history, although the background given by the study of modern history is required of all students. The student is not allowed to lose sight of the intimate connection of what he is studying during this year with what he has studied in the previous year. Again, as in the Freshman course, the co-operation of instructors calls constant attention to the close relation of historical, political, economic, social, and literary facts and ideas. Finally the great problem of contemporary society presents itself: the reconciliation of the essential unity with the necessary individual, national, cultural, religious and racial diversity of mankind.

Students in the Letters-Social Science Group take modern literature in addition to history and one of the social sciences, devoting approximately one-half of the work of the year to this course of study. Students in the Mathematics-Natural Science Group take, together with the history, either a social science or literature, giving thus slightly more than one-quarter of their time to this work. The program of study, aside from this, varies according to the special interests and needs of the student.

THE LAST TWO YEARS

At the end of the Sophomore year it is presumed that the student has acquired the necessary knowledge of himself and of the opportunities for study offered by the College to enable him to choose wisely a special field in which to concentrate his major interest during the Junior and Senior years. More or less uniformity has been secured during the first two years; diversity is encouraged during the last two, to meet the varying needs and capacities of the individual. The student is thrown as far as possible on his own resources, and urged to work independently, with no more than general guidance from his instructor.

M

Toward the end of the Sophomore year, students confer with the professors of the Division in which they propose to work during their last two years, and plan a course of study. The College is interested only in seeing that the student's time is wisely and fully occupied. So far as the Junior and Senior years are concerned, it leaves to the discretion of the student and his instructors the allotment of time to the various studies, and the type of instruction. The student may be enrolled in several formal courses, or he may be doing much of his work independently, reporting to his instructors from time to time for guidance. The number of hours he spends in the classroom is not significant. Even in the case of formal courses the amount of effort expected of all

G

Reed 1925-26

students is not equal, nor is the work of the same type for all. It is not required of instructors that they meet their classes for a certain fixed number of hours each week; the number may vary during the year. Thus in every way possible the work of the Junior and Senior years is made elastic, and students are treated individually. It is recognized that the new plan is even more exacting than the old, but the interest of the student is such that he willingly accepts the added burden.

CONSTANT CORRELATION. The correlation which is so conspicuous a feature of the work of the first two years is preserved and re-enforced in the last two. Either in formal courses or by means of independent reading the student carries on parallel investigations in allied fields. He is encouraged to study a period from the varying points of view of history, social science, literature, philosophy, and science; or, at least, from some of these. All of the work in the Letters-Social Science Group is international in scope; the correlation of studies in this way promotes an understanding of the world's civilization within a given epoch. In the field of Mathematics and Natural Sciences the usual close correlations are preserved and emphasized. The policy of linking the work of one year with that of the preceding, mentioned in connection with the Sophomore course, is continued. As the studies undertaken within a given year are carefully correlated, so is the work of the College course rounded so far as possible into a unified whole.

There are, in general, no semester examinations; the examinations at the end of a given year cover all the work of that year. At the end of the Junior year, an oral examination (supplemented, in some cases, by written examinations) tests the knowledge of the student within his chosen field and allied fields and his fitness to enter upon the work of the Senior year. This Junior examination and the oral examination at the end of the Senior year are not based merely on the courses pursued by the student, but are intended to disclose the measure of proficiency attained by the student in the treatment of problems which fall within the field of study in which he has been engaged. During the Senior year the student concentrates his attention upon a special topic within his major field in preparation of a thesis, discussion of which forms part of the Senior examination.

SPECIAL MEANS OF CORRELATION. In the Senior year all students participate in a colloquium, the purpose of which is to round out the work of the four years. Its aim is two-fold: first, to clarify the student's ideas concerning the nature of experience and knowledge and the concept of the universe; second, to incite the student at least to face the question of his own "philosophy of life," involv-

Reed 1925-26

ing, as this does, the persistent problem of right conduct.

PERSONAL RESPONSIBILITY. It is fully realized that the curriculum of Reed College calls upon the student to assume a degree of personal responsibility which is unusual, and in some cases at least, dangerous. Instructors are alive to this danger and try to minimize it by keeping in constant touch with those who come under their supervision.

It is understood that part of the individual reading which the student will find necessary will be done during the summer vacation. Books suitable for summer reading are indicated in almost all classes. In literature classes, for instance, long novels are assigned for reading during the summer preceding the college year in which they are to be discussed. In history courses most of the ordinary text-book reading is accomplished during the vacations. The student may do this reading or not, of course, as he chooses. In this matter, as generally, the College tries to substitute voluntary effort for compulsion; the student is allowed the utmost liberty, the College reserving only the right to test results at stated intervals.

This plan of meeting the diversified interests of students by individual work rather than by highly specialized courses naturally leads to a reduction in the number of courses offered. As the purpose of the College becomes more evident, it is hoped that

the number of formal courses and class meetings will be still further reduced, with an increase in individual, voluntary student effort. The needs of the student and economy of financial resources are subserved at the same time by the elimination of duplication and overlapping of courses, and by the omission of many courses which, though desirable, are not considered necessary. The fields of instruction are thus strictly limited to those which seem essential in a liberal College of Arts and Sciences; nor are students encouraged to take as many courses as possible; on the contrary, they are urged to enroll in few, and to devote as much time as possible to private reading and laboratory work—always under the guidance of an instructor.

Along with formal courses and class meetings, it is presumed that lectures will decrease. The student is even now, as has been said, expected to rely, not on discourses pronounced ex cathedra, but on his independent reading and on his own initiative. He is taught to seek his own sources of information, to explore the library in search of an object of interest and of books which bear on that interest—to choose his problem, to make up his own bibliography, and read widely. He is in frequent consultation with his instructor, but he knows that his instructor expects him to find problems worth solving, and to show considerable independence in their solution.

From the beginning to the end of the college course, the student is taught that his primary aim should be to acquire the power to think for himself; he is made to have a proper respect for facts and for ideas, to recognize that ideas cannot be sound unless supported by indisputable facts and that facts are valueless unless they serve as the basis for ideas. He is taught to read, to write, and to speak. He is early convinced that the ability to read well is not easily attained and that it includes the ability to determine what is worth reading.

Reed 1925-26

TABULAR DISPLAY OF THE FIRST TWO YEARS OF THE REED COLLEGE CURRICULUM

LETTERS — SOCIAL SCIENCE GROUP

FRESHMEN

MAN'S SOCIAL AND BIOLOGICAL HERITAGE

HISTORY (2½) AND LITERATURE (2½)
(To c. 1763)
INCLUDING A SUPPLEMENTARY SECTION (2) IN
A) POLITICAL OR ECONOMIC INSTITUTIONS, *or*
B) HISTORY OF ART AND CULTURE

BIOLOGY (3)[1]
INCLUDING HUMAN EVOLUTION

MATHEMATICS (3)[2]

ELECTIVE
A) INDEPENDENT STUDY UNDER DIRECTION OF INSTRUCTORS (READING OR LABORATORY WORK), *or*
B) FOREIGN LANGUAGE (3)[3]

SOPHOMORES

CONTEMPORARY CIVILIZATION

SOCIAL SCIENCE (3)
{ PRINCIPLES OF ECONOMICS *or*
{ COMPARATIVE GOVERNMENT *or*
{ SOCIAL THEORY AND INSTITUTIONS

LITERATURE (3)

HISTORY (1½)
1763 TO DATE

ELECTIVE
A) ADDITIONAL SOCIAL SCIENCE (3)
B) LANGUAGE, ANCIENT OR MODERN (3)
C) HISTORY OF ART AND CULTURE (2)
D) CHEMISTRY (4)[4], *or* PHYSICS (4)[4], *or* GENERAL PSYCHOLOGY (3)
E) ADDITIONAL HISTORY OR LITERATURE

MATHEMATICS—NATURAL SCIENCE GROUP

FRESHMEN

MAN'S SOCIAL AND BIOLOGICAL HERITAGE

HISTORY (2½) AND LITERATURE (2½)
(To c. 1763)
INCLUDING A SUPPLEMENTARY SECTION (2) IN
A) POLITICAL OR ECONOMIC INSTITUTIONS, *or*
B) FRENCH, OR GERMAN (3)[3]

BIOLOGY (4), *or* CHEMISTRY (4), *or* PHYSICS (4)[1]

MATHEMATICS (4)

ELECTIVE
INDEPENDENT STUDY UNDER DIRECTION OF INSTRUCTORS (READING OR LABORATORY WORK)

SOPHOMORES

CONTEMPORARY CIVILIZATION

A NATURAL SCIENCE (4)
{ BIOLOGY *or*
{ CHEMISTRY *or*
{ PHYSICS

MATHEMATICS, *or* PHYSICAL MEASUREMENTS, *or* AUXILIARY NATURAL SCIENCE (4)[4], *or* GENERAL PSYCHOLOGY (3)

HISTORY (1½)
1763 TO DATE

SOCIAL SCIENCE (3)
{ PRINCIPLES OF ECONOMICS *or*
{ COMPARATIVE GOVERNMENT *or*
{ SOCIAL THEORY AND INSTITUTIONS

or LITERATURE (3)

ELECTIVE
(AT THE SUGGESTION OF MAJOR PROFESSORS, TO MEET INDIVIDUAL NEEDS)

Figures in parenthesis indicate units of the student's time, not hours or credits. The normal program is 16 or 17 units.

1. A year of Biology is required for graduation.
2. Literature students may substitute Language for Mathematics, but Mathematics is then required in the Sophomore year.
3. A reading knowledge of French or German is required for graduation.
4. A year of Chemistry or Physics is strongly advised, and is required if not presented at entrance.

ECONOMICS

13. DEVELOPMENT OF ECONOMIC INSTITUTIONS (supplementary to History 11.) See page 14. 2 units.

21. PRINCIPLES OF ECONOMICS. 3 units.

*31. THE ECONOMIC ORDER. 4 units.

33. THE CREDIT SYSTEM. 4 units.

35. PUBLIC FINANCE. 4 units.

*37. THE LABOR MOVEMENT. 4 units.

39. (i) STATISTICS. First Semester. 4 units.

39. (ii) TRANSPORTATION. Second Semester. 4 units.

41. INTERNATIONAL ECONOMICS. 4 units.

*43. CURRENT ECONOMIC PROBLEMS. 4 units.

47. SEMINAR. 4 units.

SOCIOLOGY AND ANTHROPOLOGY

21. SOCIAL ETHICS AND SOCIAL PSYCHOLOGY. 3 units.

33. SOCIAL THEORY AND MODERN SOCIAL PROBLEMS. 4 units.

*35. ANTHROPOLOGY. 4 units.

47. SEMINAR. 4 units.

POLITICAL SCIENCE

13. DEVELOPMENT OF POLITICAL INSTITUTIONS (supplementary to History 11.) See page 14. 2 units.

21. COMPARATIVE GOVERNMENT. 3 units.

31. GOVERNMENT OF THE UNITED STATES. 4 units.

*35. INTERNATIONAL POLITICS AND GOVERNMENT. 4 units.

41. POLITICAL THEORY. 4 units.

47. SEMINAR. 4 units.

A service course for the Division is Education 45 E, Teaching of History and Social Science. 2 units.

Reed College 1925-1926

DIVISION OF MATHEMATICS AND NATURAL SCIENCE

Professors F. L. GRIFFIN, L. E. GRIFFIN, KNOWLTON, AND STRONG; *Assistant Professors* CLARE AND SCOTT; *Instructor*, MISS SHORT; *Assistant*, MISS DRAKE.

MATHEMATICS

11. INTRODUCTION TO MATHEMATICAL ANALYSIS. (See page 15.) 3, 4, or 5 units.

21. MATHEMATICAL ANALYSIS, WITH APPLICATIONS. (Including elementary differential equations.) 4 or 4½ units.

23. HIGHER GEOMETRY, ANALYTIC AND SYNTHETIC. 4 units.

25. STATISTICS AND INSURANCE. 4 units.

27. DESCRIPTIVE GEOMETRY AND MECHANICAL DRAWING. 4 units.

31. (i). THEORY OF EQUATIONS. 4 units, first semester.

31. (ii). ADVANCED CALCULUS. 4 units, second semester.

43. SPECIAL TOPICS. 1 to 4 units.

45. [EDUCATION 45 D.] TEACHING OF MATHEMATICS. 2 units.

47. SEMINAR. 2 units.

BIOLOGY

11. GENERAL BIOLOGY. (See page 15.) Two lectures and one recitation weekly. One or two laboratory periods weekly. 4 or 5 units.

21. THE STRUCTURE AND EVOLUTION OF THE VERTEBRATES. Three laboratory periods, one or more conferences weekly. 5 units. Prerequisite, Biology 11.

31. PHYSIOLOGY. Two recitations and two laboratory periods weekly. 4 units. Prerequisites, Biology 11, 21.