

Oct. 1, 1941

Dear Lewis:

In thinking about our curriculum, the following come quickly to mind:

1. An educational plan should be based on the most significant phenomena of our modern world, i.e. the decline of reliance upon absolute authority and the growing importance of service to others and of the common good.

2. Involved as we are in disseminating knowledge and popularizing ideas we are helping the student to a liberal way of thinking, through an acquaintance with recorded discoveries, experiences and reflections of man.

3. Most anybody can enjoy food, drink, exercise, and relaxation but the ultimate source of happiness is in thinking, working, and loving and these are the realms where we can accomplish the greatest good.

4. There probably is no general educational value in any subject of instruction but only a much varied value for different students. Average educational values may be meaningless and are undoubtedly misleading. A subject may be of great importance to one student and have no value whatever for another.

5. So much of all this is found in how the instructor thinks and behaves that what he teaches may not matter much.

6. In our counselling we are attempting to bring coherence into the choice of courses and the appreciation of material offered in these courses. Whatever success we may have is proportional to our ability to judge the capacities of each student. Maybe we instructors are the ones that need educating!

7. Writing ability is largely the result of self discipline. Every one of our students should write in such a way that it should be difficult to misunderstand any sentence.

8. Those students who choose to trial major and major in science get a chance to do some science as well as study what others have done. This ought to be possible for students of other divisions but even in the case of the science students we have found it necessary for them to have introductory work in chemistry, physics and biology before beginning much individual work.

9. Any course in science should aid a student in developing a standard of accuracy and precision in the use of words and make one careful about the inferences which are drawn from observed facts.

Yours for a better curriculum,

B of Woodworth