October 31, 1902.

Dear Prof. Shepardson:

We are very much indebted to you for calling to our attention the advertisement in *Harper's Bazar* regarding the Ladies Training School.

Will you kindly say to President Harper that we have cancelled further advertisements of this concern unless they eliminate the name of President Harper. Naturally on receiving the advertisement we supposed that the American Correspondence School for Nurses had proper authorization to use President Harper's name; otherwise we should, of course, have excluded the advertisement. However, we have at once taken steps, as I say to stop the matter.

Very truly yours,

[Signature]

*Harper's Weekly.*

Prof. F. W. Shepardson,
Secy. to the President,
Chicago University,
Chicago, Ill.
November 3rd, 1902.

Mr. J. H. Stuart,
Post Office Inspector, Chicago.

Dear Sir:

I beg to acknowledge your letter of October 29th. I am inclined to think in the light of your letter that there is no ground for further action on the part of the University. I have written to the firm mentioned and have received a reply from them stating that they would cut Dr. Harper's name from all new advertisement matter.

Thanking you for your interest in this, I remain,

Yours truly,
Mr. Francis W. Shepardson,

Office of the President of the University of Chicago,

Chicago, Ill.

Sir:—

I am in receipt of your letter of the 28th instant, in which you make complaint of the use of the name of the President of the University of Chicago by the American Correspondence School for Nurses, presumably for the purpose of advertising that school.

In reply I beg to say that the mere unauthorized use of President Harper's name in that connection is not such an offense as would bring the case within the jurisdiction of this office, except, perhaps, in the use of the mails in the use of the mails in the distribution of their advertisements or literature. But in the event that the Postal Laws have been violated investigation could not be successfully begun or intelligently prosecuted without having submitted some of the objectionable advertisements, with evidence showing the use of the mails in their distribution. If you will furnish me with such evidence the matter will have the careful and prompt attention of this office.

Very respectfully,

Inspector in Charge.
March 2, 1905

My dear Mr. Judson:

Here is the correspondence of the American University Company arranged in chronological order. I have made an appointment for their representative with you at 3:30 this afternoon.

Yours,

H.P. Chandler
Introduction to
The American University
Popular Course of
Home Reading.
Pres. Wm. R. Harper, of the University of Chicago,
Earnestly advocates the importance of Home Study.
In his article on this subject in the Saturday Evening Post he said:

"Home reading and study is something which ought to engage the thought and consideration of every human being. No greater sin can be committed than that of failing to obtain the highest degree of cultivation possible. The world outside of school divides itself into two classes—those who read and study at home, thus continuing to rise higher and higher, not only in the intellectual sphere of life, but as well in the more practical spheres; and those who do not read and study at home, and for this reason sink lower and lower in the grade of human life, dragging with them all with whom they may come in contact. If there is any single necessity in life more vital than any other, it is the necessity of pressing forward intellectually from year to year as one grows older, and this necessity is all the greater if for any reason one in earlier life has been deprived of ordinary school privileges."

The American University Popular Course of Home Reading
Furnishes in a practical way, the means of carrying out these suggestions.

1. The reader in the home, in the club, in the office, and in the business house is guided and assisted by the great teachers and literary specialists of our country.
2. As the basis of reading and culture the reader is given the most delightful, the most entertaining, the most suggestive, and the most helpful and inspiring utterances of the brightest minds of all the ages.

WHAT IS
The American University
Popular Course of Home Reading?

IT'S AIMS ARE:
1. To encourage culture in the home.
2. To aid the busy business man to keep posted.
3. To help pupils in being educated.

IT CONTAINS:
1. Direction and help from the best teachers—scholarly men and women—in our country.
2. Text-Books selected and prepared by more than one hundred cultured men and women from almost every walk in life.
3. The most instructive reading from the brightest prose writers of the world, interesting in content, charming in style, pleasing in subject-matter, strengthening and helpful in tendency.

IT'S RESULTS ARE:
1. To make the wife more companionable for her husband and children.
2. To aid the club-woman in any and all lines of reading and study—to give her zest and strength in considering syllabuses or lectures, whether in literature, art, home life, or other subjects.
3. To make the business or professional man broader than his special business or profession, by furnishing means for culture and growth in the simplest, easiest, and least expensive manner.
SOME THOUGHTS ON BREADTH OF CULTURE.

HOW THE AMERICAN UNIVERSITY POPULAR COURSE OF HOME READING PROMOTES CULTURE.

Culture means growth—progress—in the art of living happily and wisely. This means that a cultured farmer is broader than the farmer who turns down with his plow, and that the cultured banker is more than a banker; that he is a man first and a banker afterwards. If not, he will soon have cause for humiliation when he comes into a gathering of intelligent people.

Culture does not Permit Us to "Get Rusty." How is the wife to become more companionable for her husband? How is the mother to be able to give the children the help for school they need? How is the busy business or professional man to keep posted on matters of general intelligence—literature, art, and the questions of government, and the general progress of the world? They all have books. Yes, but those books are only furniture, like the vases, and the fine chairs, and the other library and parlor ornaments.

How Can One Read When He Has No Time? Food, undigested, gives neither brain nor brawn. Books, unread, give no growth. But the busy mother, the busy father, have "no time to read" and "don't know where to look for the best thoughts, the most worthy and beautiful sentiments, or the brightest fancies," even when they do have time. This says that they need some competent and entertaining person to guide them, some problems and questions put at them in such a way as to stimulate their minds, to set them to thinking. And then something right at hand to read about those problems; something that is entertaining and wholesome, too.

An Answer to the Riddle. Here, then, is a serious problem. Is there any way to have a guide, a helper, right at home? And to have right at home, also, just the interesting reading one wishes to find on the important problems that cultured people are trying to solve? Happily these questions have been answered in a most gratifying way by The American University Popular Course of Home Reading.

What Is The American University Popular Course of Home Reading? The American University Popular Course of Home Reading is so named because it was prepared by the brightest and most entertaining men and women in our universities, assisted, when helpful, by noted literary specialists. The object of the course is to help one keep posted on the subjects that are of largest interest to cultured people, and which are much talked about in social gatherings and in the clubs, and frequently discussed in the newspapers and other periodicals—Literature, Art, Citizenship, the Conduct of Life, etc., etc.

How is This Course Helpful to Us? When we look at the names of the men and women who outlined this course (see page 1), not only on the subjects we are specially interested in, individually, but on all the live topics, we are struck by the fact that each of them is a person of usual talent and fitness to do just this work. Who for example, could suggest more interested and valuable questions about "Shakespeare" than Mr. Rolfes, the famous Shakespearean scholar? Or who is better prepared to show us the genuine, wholesome "Wit and Humor" of the world than Mr. John Kendrick Bangs, Editor of Harper's Weekly? Could we turn to a more sympathetically thoughtful about "Woman and the Home" than Miss Elizabeth D. Halsey, of Smith College, whose life work it is to train young women?

And so we might run through the list, and find out that whether we wish refreshing of the spirit and mind in church work; or in preparing to appreciate and enjoy to the fullest a line of reading selected for our club work; or to drink in the best of a public lecture; or to enjoy sculpture, paintings, music and the drama; or to prepare a paper on any topic that has engaged the human mind—whatever may be our purpose, here is an inexhaustible fund of the most charming and wholesome writings that could be selected from nearly 700 of the world's best essays, in the culling of which we are advised by those most eminently qualified to help us.

What are the Text-Books? Why and by Whom Prepared? For one will readily see, from the great variety of this course, that it would be almost impossible to furnish all of the University Course Reading Circle members the reference books necessary to obtain all the information desired to cover all the subjects.

To overcome this difficulty an Advisory Council of some twenty well-known scholars was formed, at its head, as Editor-in-Chief, being Justice Brewer of the United States Supreme Court. Represented in it are such institutions and bodies as Harvard, Cornell, Pennsylvania, Columbia, the Catholic, Johns Hopkins, California, Tulane, Vanderbilt and other universities, the Bureau of Education, the American Library Association, etc. Assembling in the laboratories of this Council was an editorial staff, composed of nearly one hundred men and women prominent in almost every pursuit and profession (including nearly forty notable women).
THE AMERICAN UNIVERSITY
Popular Course of Home Reading,
PREPARED BY
The Presidents and Professors of the Leading American Colleges, and Some of the Greatest Specialists in the United States.

Please Examine Carefully the Following Curriculum:

NATURAL HISTORY

SAMUEL G AHRMAN, B. S., M. A.,
Special Pupil of Louis Agassiz, Professor, Museum of Zoology, Harvard University.

CONDUCT OF LIFE

MRS. LOUIS CHANDLER MOULTON,
Author and Poet, Boston, Mass.

THE BIBLE

GEORGE BARKER STEVENS, B. S., D. D.,
Professor Systematic Theology, Yale University.

SHAKESPEARE AND THE DRAMA

WILLIAM JAMES ROLFE, A. M., LITT. D.,
Shakespearian Scholar, Author and Critic, Cambridge, Mass.

EDUCATION

DAVID STARR JORDAN, M. D., LL. D.,
President, Leland-Stanford University, California.

ANCIENT HISTORY

HENRY MITCHELL MACCRACKEN, D. D., LL. D.,
Chancellor, New York University.

AMERICAN HISTORY

ANDREW CUNNINGHAM MC LAUGHLIN, A. B., LL. D
Professor of American History, University of Michigan.

POLITICAL ECONOMY

HOR. CARROLL D. WRIGHT, PH. D., LL. D.,
Author of Several Works on Social and Economic Topics, United States Commissioner of Labor, Washington, D. C.

BOOKS AND THEIR MAKERS

JOSEPH NELSON LARNED, Author of Larned's History for Ready Reference, Librarian, Buffalo, N. Y.

(See Curriculum of The American University Popular Course of Home Reading on following pages.)
ENGLISH AND EUROPEAN LITERATURE

DA. T. M. PARROTT,
Professor Department of English,
Princeton University.

ETHICS AND PHILOSOPHY

WILLIAM FAIRMONT BLACKMAN, B. D., Ph. D.,
Professor of Sociology, Yale University.

WIT AND HUMOR

JOHN KENDRICK BARGHT,

SOCIOLOGY

WALTER VANCE WILCOX, LL. B., Ph. D.,
Professor of Political Economy and Statistics,
Cornell University.

WOMAN AND THE HOME

ELIZABETH D. HANSCOM, Ph. D.,
Professor of English, Smith College.

SCIENCE

HENRY SMITH HUTCHINSON, Ph. D., LL. D.,
President, Massachusetts Institute of Technology, Boston.

AMERICAN HISTORY
(Second Period)

EDWARD CHASKI, LL. D.,
Professor of History, Harvard University.

ART

RUSSELL STURGIS, A. M., Ph. D.,
Editor Dictionary of Architecture, etc., New York.

ENGLISH AND EUROPEAN HISTORY

ROBERT SNARE, M. A., Ph. D.,
Professor Tulane University, New Orleans.

POETS AND POETRY

ALBERT H. TOLMAN, Ph. D.,
Professor of English Literature,
University of Chicago.

MEDICAL SCIENCE

LEWELLYN FRANKLIN BARKER, M. B.,
Professor of Anatomy, University of Chicago.

NOTABLE MEN AND WOMEN

WHO FORM THE EDITORIAL STAFF AND ADVISORY COUNCIL OF TEXT-BOOKS OF The American University Popular Course of Home Reading

DAVID J. BREWER, Editor-in-Chief,
Associate Justice United States Supreme Court, Washington, D. C.

PROF. EDWARD A. ALLEN, WM. SCHUYLER,
Associate Editors.

Assisted by The Advisory Council.

SIR WALTER BISSANT, M. A., F. S. A.,

PROFESSOR KUNO FRANZKE, Ph. D.,
Harvard University, Cambridge, Mass.

CORNELL UNIVERSITY, Ithaca, N. Y.

WILLIAM DRAPER LEWIS, Ph. D.,

RICHARD GOTTHEIL, Ph. D., Columbia University, in the City of New York.

MRS. LOUISE CHANDLER MULHOLLAND, Boston, Mass.

WILLIAM VINCENT BYARD,
St. Louis, Mo.

P. M. CUNNINGHAM, A. M.,
Library St. Louis Public Library, President (1899) American Library Assn.

MAURICE FRANCOIS EGAN, A. M., LL. D.,
Catholic University of America, Washington, D. C.

ALDOE FORSTER, LL. D.,
Temple University, New Orleans, La.


A. MARSHALL ELLIOTT, Ph. D., LL. D.,
John Hopkins University, Baltimore, Md.

WILLIAM F. TRENT, M. A., Columbia University, in the City of New York.

CHARLES MILLS GAYLOR, M. D.,
University of California, Berkley, Cal.

RICHARD JONES, Ph. D.,
Vanderbilt University, Nashville, Tenn.

W. STUART SYMINGTON, Jr., Ph. D.,
Amherst College, Amherst, Mass.

Also Assisted by The Associate Editorial Staff, CONSISTING OF

18 Statesmen and Members of the Bench and Bar.
27 Educators
24 Clergymen
11 Authors
20 Club Women
14 Professional Women
4 Editors
6 Female Authors
7 Jurists
CULTURE AT HOME.

(Published in the School Weekly)

Readers of The School Weekly are invited to examine a systematic course of study prepared recently by university specialists and known as The American University Popular Course of Home Reading. Its plan is clear and simple and for that reason it best serves the needs of those whose busy days make any extensive study well nigh impossible. Only a moderate amount of reading is undertaken, outlines and text-books are supplied and references given to many volumes which may be found in the home or public libraries. The work each month is limited to one assigned subject and the material sent the members is so carefully prepared that twenty minutes devoted to it daily will bring astonishing results. The twenty topics which comprise the course naturally include many favorite branches as well as those wherein one may have but a passing interest. It is true that a month’s leisure time will not allow extensive study, but since few can devote their time to academic pursuits, it is apparent that four weeks spent with material collected and arranged by well-known instructors brings one infinitely greater results than an equal time given up to the usual hit-or-miss heterogeneous kind of reading, and is far better than not attempting regular study at all. During the Shakespeare month for example, Shakespeare’s England is studied, some attention is given to the development of the English drama, a critical examination of some of the best known plays is made and a list of additional material by the leading Shakespearean authorities is sent. A similar plan is followed with each subject in its turn. It is evident that one may find such pleasure and assistance from the suggestions offered as to induce him to continue his study still further.

Not only are the various periods of history and literature considered, but present problems in political economy and sociology, helps in the study of book-making and in the collection of a library, nature study, travel and the history of music—all are given consideration during the twenty months. The Crowned Masterpieces of Literature used as the text-book for the course comprise ten volumes of classified material bearing upon these lines of literary study and because of their superb indexing form a most gratifying addition to one’s library. Aside from the course of reading, their reference value has made them especially welcome.

This study course has already been adopted by literary clubs in different states, and its comprehensiveness and adaptability has made it particularly suited for such needs. Teachers of history, literature, art, and science are using its manifold suggestions in their classrooms, and its help to students who find a large library more or less bewildering can not be overestimated.

The happy results attained by those who are already enlisted in this work should encourage such as heretofore have failed to achieve the ends they sought for in home study; at least it is unquestionably worth investigation as the long evenings of fall and winter are approaching, and it is recommended that all who are now planning similar work for the coming year send for circulars describing more carefully the scope of the American University Course.
Extracts from Letters Written by the Specialists who Arranged the Monthly Outlines.

UNIVERSITY HEIGHTS.

April 12th.

I send you herewith twenty questions. I may add that the person who answers these questions will know more of the best Greek and Roman thought than the student who answers the stock questions on Greek and Roman History.

Yours very truly,

405 Broadway,

I think I could prepare a set on Shakespeare that would answer the purpose and will do this as promptly as possible.

Cordially yours,

MICHIGAN POLITICAL SCIENCE ASSOCIATION.

February 14th.

Your favor of recent date is at hand. I understand that you want twenty questions on American History. I think I can undertake to furnish the questions.

Very truly yours,

DEPARTMENT OF ENGLISH,
PRINCETON UNIVERSITY.

March 24th.

I am glad that you are well pleased with my questions. I put a good deal of time on them and they are the selected remnant of a much larger number.

Yours very truly,

405 Broadway,

I think I could prepare a set on Shakespeare that would answer the purpose and will do this as promptly as possible.

Cordially yours,

MICHIGAN POLITICAL SCIENCE ASSOCIATION.

February 14th.

Your favor of recent date is at hand. I understand that you want twenty questions on American History. I think I can undertake to furnish the questions.

Very truly yours,

YALE UNIVERSITY,
DEPARTMENT OF THEOLOGY.

New Haven, Conn., March 17th.

I will promptly attend to the preparation of the questions.

Very truly yours,

28 Rutland Square,
Boston, Mass., March 19th.

I have written and will send herewith twenty questions on "The Conduct of Life". I found it somewhat more difficult than if I had chosen some more definite subject, for it is easier to answer a question like—Where was Col. Rumbold hanged and why?—than for instance—"What is the secret of a happy marriage?"

I am always

Yours most cordially,

Prof. of Theology.
A Few of the Many Testimonials.

From Prof. W. D. McClintock, Dept. of English, Chicago, University.
I am giving a course on The Essay at the University and have had several opportunities to use you volumes of "The World's Best Essays". The good impression I had of the books is more than confirmed.

Such a series of masterpieces in a convenient form for reference is needed in all private libraries where there is some pretension to completeness and to the higher forms of culture, as also in all schools of academic grade and higher work. The idea underlying these is a thoroughly sound one.

From J. J. Mackay, Rector, All Saints Church, and Editor "Church and Home" Omaha, Neb.
The American University Popular Course of Home Reading, in connection with its text books, "The Crowned Masterpieces of Literature", makes an education complete in itself if carried out in the spirit of the editors. I have purchased this series for my own use and that of my family, and I commend the work to those families desiring the best literature of this and past ages.

From Supt. R. G. Boone, Cincinnati, Ohio.
I have made a very careful examination of the works (constituting the texts of The American University Popular Course of Home Reading) and particularly of the index, and I cannot speak too highly of their merits. These are far beyond the ordinary, both for reference and reading, and I cheerfully commend these "Crowned Masterpieces" in the highest terms. I would consider it a desirable benefit to have these placed in the library of every school in the city.

From Supt. C. E. Richmond, Litchfield, III.
In my judgment this is one of the finest systems of self-culture that one could undertake. Self-culture is a duty that teachers owe themselves as individuals, but at the same time it produces better teaching ability. It affords me pleasure, therefore, to commend The American University Popular Course of Home Reading and its text-books for they both give us a wonderful heritage of intellectual treasures, in convenient form, and also show us how to save time, energy and money in utilizing them for our own personal culture and information.

From Anha Knowlton Miller, Chicago, III.
It is a long time since I have made so valuable an addition to my library as the ten volumes of "The World's Best Essays". The title precisely indicates the scope and worth of the collection. It is a library in itself, with not a waste page in the whole four thousand. I cordially and earnestly commend it to all lovers of fine books and the best reading. Especially do I commend it as an admirable corner-stone for one who is building up a library from the foundation.

From Ellen C. Sabin, President Milwaukee-Downer College.
I place a high value on good courses of home study. They give a strong interest in good things and raise the level of conversation and thinking. Improved conditions of home and community life have followed the studies sent out for such Courses. A glance at the questions sent out by The American University Popular Course of Home Reading produces the impression that this course would be of great benefit.

From Sam'l J. Swartz, Attorney and Ex-Mayor, Columbus, Ohio.
These texts have met my expectations most satisfactorily. They are valuable to the citizen as inspiration in many lines of thought during hours of literary recreation.

From Alfred Bayliss, State Superintendent of Schools, Illinois.
These texts, "The Crowned Masterpieces of Literature", form an ideal course of reading which, if diligently followed, would amount to a liberal education.

From Hon. Frank L. Jones, State Superintendent of Schools, Indiana.
Your texts furnish, in convenient form, the best works of the World's most scholarly men. Our schools could not make a more valuable addition to their possessions.

From James North, M. D., D. D. S., Atlantic City, N. J.
These volumes of The World's Best Essays occupy a position of honor in my library and prove a constant source of instruction and pleasure, not only to myself but to my children, who find therein ready aid in their school work. School children now-a-days do not have the time to search through public and private libraries, and among separate editions for material needed; and publishers, in selecting the best, and placing it before them in such an attractive way, are doing a public good which can hardly be estimated.
SYLLABUS
FOR THE
Text-Books
OF THE
American University Course
OF
Home Reading.

Classifying under each topic included in this course, a portion of the material assigned for each month's reading, for volume and page where these articles are found, and for additional reading on each monthly subject, members are referred to the general index in volume ten of text-books.

Nature Study.

The Central Fires of the Earth ......................... Jean Dominique Arago.
The Sun as the Source of Earthly Forces ............ John Tyndall.
The Wonders of the Heavens ......................... Camille Flammarion.
Life in Other Worlds ................................... Sir Robert Ball.
Theory of Natural Selection ......................... Charles Robert Darwin.
The Survival of the Fittest ......................... Charles Robert Darwin.
The Likeness of Monkeys to Man .................... Alfred Russell Wallace.
The Humming Bird and Poetry of Spring ........... John James Audubon.
When the Swallows Come ............................. Henry Wadsworth Longfellow.
The Sageness of Insects .............................. Oliver Goldsmith.
The Art of Seeing Things ............................. John Burroughs.
A Charm of Birds ........................................ Charles Kingsley.
Spring ......................................................... Donald Grant Mitchell.
The Holy Mystery of Night ......................... Friedrich von Hardenberg.
(Novalis.)
The Sky ......................................................... John Ruskin.
Higher Laws ............................................... David Thoreau.
Night .......................................................... Jean Paul Richter.
The Sea and its Sublime Laws ....................... Matthew.
The Life of Trees ........................................... John Evelyn.
The Knowledge of Nature .............................. Robert Boyle.

(Additional material is given in the text-books.)
Conduct of Life.

The Art of Living with Others.......................... Sir Arthur Helps.
The Beauty of Life......................................... William Morris.
Influence of Parental Character......................... Richard Cecil.
Principles of a Happy Life................................. Sir Matthew Hale.
Our Best Society........................................... George William Curtis.
Judging Others Charitably................................ Owen Feltham.
What is a Gentleman........................................ Henry Brooke.
The Mountain of Miseries................................. Joseph Addison.
The Art of Pleasing.......................................... Sir Richard Steele.
The Art of Conversation................................... Henry Fielding.
Gossip and Tattling........................................ John Hawkesworth.
The Gospel of Work......................................... Thomas Carlyle.
Work............................................................. John Ruskin.
Getting On in the World................................. Andrew E. Hutchinson Boyd.
Decision of Character..................................... John Foster.
Happiness of Duty.......................................... Sir John Lubbock.
A Wise Man May Gain by Any Company................ Owen Feltham.
The Quarrels of Friends.................................... Jean Paul Richter.
The Sanguine Temperament................................ Bulwer.
The Angler's Philosophy of Life......................... Isaac Walton.

Bible Study.

The Poetry of the Hebrews................................ Hugh Blair.
Inspiration and Higher Criticism........................ Cardinal Newman.
The Historical Attitude of Judaism....................... Moses Mendelssohn.
Natural Law in the Spiritual World...................... Henry Drummond.
Christianity and Music.................................... Chateaubriand.
Translation of the Bible.................................. Coverdale.
Genius of Christianity..................................... Chateaubriand.
Buddha and His Creed..................................... Robert Neidham Cust.
Poetry and Religion........................................ James Russell Lowell.
Beginnings of Brahmanism................................. Robert Neidham Cust.
Religio Medico.............................................. Sir Thomas Browne.
Sacred Poetry................................................ John Wilson.
The Bible...................................................... Hannah Moore.
Saint Paul as a Prophet of Progress.................... Honoré de Balzac.
The Devil in the Middle Ages............................. Freytag.
Christ and Socrates........................................ Rousseau.
Christianity and Progress................................ Sir James Stephen.

(Text-books contain other matter bearing on this subject.)
Shakespeare and the Drama.

Poets who made Shakespeare Possible. Henry Hallam.
Shakespeare's England Edward Dowden.
Shakespeare's Deer-Stealing Edward Dowden.
Shakespeare and Dante Thomas Carlyle.
Stratford-on-Avon Washington Irving.
Along the Avon Mortimer Collins.
Shakespeare and His Contemporaries John Dryden.
Shakespeare's Love Plays George Gottfried Gervinus.
Romeo and Juliet Edward Dowden.
Hamlet Edward Dowden.
Aspects of Shakespeare's Art Hall Caine.
Falstaff and His Friends Richard Cumberland.
Macbeth Thomas de Quincy.
Ophelia Anna B. Jamison.
Othello Samuel Taylor Coleridge.
Shakespeare and Moliere Jules Claretie.
Shakespeare's Faults Samuel Johnson.
Shakespeare Ben Johnson.
Shakespeare as Master of the Sublime Moses Mendelssohn.
On Shakespeare Alexander Pope.

Education.

Education—What Knowledge is of Most Worth? Herbert Spencer.
The Education of a Gentleman Roger Ascham.
Increase of Enlightenment Hans Christian Oersted.
Universities in the Seventeenth Century John Earle.
The Family and the School Friedrich Froebel.
What Shall be Taught in the Schools? Friedrich Froebel.
Ancient Languages James A. Garfield.
A Classical Education Sir Thomas Elyot.
Superfluous Knowledge Thomas de Quincy.
Thoroughness in Teaching and Learning Johann A. Comenius.
Advancement of Learning Francis Bacon.
Nature and Education Jean Rousseau.
Education as a Development of the Soul Richard Hooker.
Modern University Life Herman von Helmholtz.
Men—Educated and Uneducated Samuel T. Coleridge.
Evolution of the Professions Herbert Spencer.
Reading for Amusement Henry Fielding.
Newspapers and Modern Life Robert Collyer.
The Taste for Reading Sir John Herschel.
Readers and Writers Lord Lytton.

(Other references are given in the text-books.)
**Ancient History.**

The Study of History....................Lord Bolingbroke.
How History Should be Read..............Sir Arthur Helps.
Norse Mythology—Woden..................Karl Blind.
Norse Stories..........................Suneve Sturleson.
Homer and Greek History................Richard C. Jebb.
Memorabilia of Diogenes................Francois de Fenelon.
The Greek Theatre......................August Wilhelm von Schlegel.
A Grecian Banquet......................Lydia Maria Child.
Writing of Roman History................Titus Livius (Livy).
Conquest Among Early Nations.............Hugo Grotius.
Luxury of Roman Decedence...............Ammianus Marcellinus.
The Coliseum................................Madame de Vert.
Importance of Roman History..............Barthold G. Niebuhr.
Ancient and Modern Life................Madame de Stael.
Horace’s Sabine Farm.....................Countess Evelyn Cosaresco.
The Course of Civilization.................Prince Kropotkin.
Rome of To-day..........................Henry Wadsworth Longfellow.
The Destruction of Pompeii.................Pliny the Younger.
Ancient Life and Progress...............Percy Bysshe Shelley.

(Other material on Ancient History is given in the text-books.)

**American History.**

Character of the North American Indians...George Catlin.
Toleration in the Church..................John Locke.
Roger Williams and His Controversies......Rufus Wilmot Griswold.
Epitaphs and Anagrams of the Puritans.....Rufus W. Griswold.
War Between the States...................Alexander Hamilton.
On the American War......................Horace Walpole.
Dangers from Foreign Influence..........John Jay.
Analysis of the Proposed Constitution.....James Madison.
“Anarchy Plus the Street Constable” in America. Thomas Carlyle.
The Destiny of the United States..........Samuel T. Coleridge.
Literary Characteristics of America in Colonial Days..................Alexis C. de Tocqueville.
America and Swiss Democracy Compared.....James Fenimore Cooper.
Democracy and Civic Duty................James Bryce.
The Future of America....................Archibald Alison.
Hawthorne and America Equality...........Amos Bronson Alcott.
A Final Word on America..................Matthew Arnold.
Conquests Made by a Republic.............Montesquieu.
A Year’s Residence in United States in 1828.William Cobbett.
Political Economy.

The Social Contract ........................................... Rousseau.
The Division of Labor .......................................... Adam Smith.
Buying and Selling Labor Power ............................. Karl Marx.
"Illustrations of Political Economy".... Harriet Martineau.
Industrial Organization ......................................... Fouiller.
Is Co-operation an Evil? ....................................... William Godwin.
Captains of Industry ............ Thomas Carlyle.
The Right of Man to Labor ................. Fouiller.
Industrial Development in the Nineteenth Century .... Auguste Comte.
Recent Social Theories ......................... Hugh Arthur Clough.
Property and Poverty ......................... Jeremy Bentham.
Influence of Demand and Supply on Prices ... David Ricardo.
Social Liberty .............................................. John Stuart Mill.
The Rights of Man .............................. Thomas Paine.
Money Panics ............................................. Ruskin.
Meddling and Coddling Paternalism (Centralization) .... Herbert Spencer.
Ratios of Increase of Population and Food .... Thomas Malthus.
The Law of Nations ............................. Henry Sumner Maine.
In a Free State Man May Think What He Likes and Say What He Thinks .. Spinoza.

Books and Their Makers.

Early Printing .............................................. Isaac D'Israeli.
The First Books Printed in Europe .......... Henry Hallam.
The Mind in Books ........................................ Richard de Bury.
Book Making .............................................. Alexander H. Everett.
Books and Authorship ......................... Arthur Schopenhauer.
Men of Books .............................................. Henry Wadsorth Longfellow.
A Song of Books ........................................... Sir John Lubbock.
The Friendship of Books .......... Frederick Denison Maurice.
Celebrated Literary Forgeries ............ Andrew Lang.
"The Rambler" ........................................ Elizabeth Carter.
Wit and Wisdom in Literature .............. Joseph Addison.
The Bibliomania ........................................ Thomas Frognall Dibdin.
How Merit of Writers Has been Rewarded ... Isaac D'Israeli.
Judgments in Authors ............................... George Elliot.
Of Idle Books ............................................ Owen Feltham.
The Man of One Book ....................... Isaac D'Israeli.
Book Buying ............................................ Augustine Birrell.
On the Choice of Books ... Frederic Harrison.
Of Books ................................................. Michel de Montaigne.
On the Selection of Books ..... Hannah Moore.

(Valuable helps in the selection of a library are included in the text-books.)
English and European Literature.

Middle Age Romance ............................... Thomas Keightley.
The Saxons as the Source of English Literature. Hippolyte A. Taine.
Chaucer and the Italian Poets ......................... Algernon C. Swinburne.
Milton .................................................. Joseph Addison.
The Utopia .............................................. Sir Thomas Moore.
The Spectator .......................................... Joseph Addison.
The Literature of Queen Anne's Reign ................. Viscount de Chateaubriand.
Addison and His Friends ............................... Thomas Babington Macaulay.
Samuel Johnson ......................................... Thomas Carlyle.
Character and Habits of Swift ........................... Sir Walter Scott.
Pope and Dryden ........................................ Samuel Johnson.
The Characteristics of French Literature ............... Ferdinand Brunetiére.
Victor Hugo ............................................. Paul Buret.
The Tyranny of the Novel ............................... Edmund Williams Corse.
Magazine Writers ....................................... William Hazlitt.
The History of British Novels ......................... Thomas N. Talfourd.
Thackeray's Great Satires ............................ Hippolyte A. Taine.
George Eliot and Her Times ............................ John Morley.
Don Quixote and His Times ............................. William H. Prescott.
The Love Song of Scotland .............................. John Stuart Blackie.

(Many articles treating of all literary periods are included in the text-books.)

Ethics and Philosophy.

The Greatest of Philosophers ........................... Pierre Bayle.
Genius of Plato ......................................... Walter Pater.
The Teachings of Aristotle ............................. W. V. Byars.
The Natural Mind in Man ............................... Walter Bagehot.
Principles of Good Taste ................................ Edward Burke.
Virtue Alone Sufficient ................................ Marcus Tullius Cicero.
Cause of the Sublime and the Beautiful ............... Edward Burke.
Man the Highest of Things Created .................... Comenius.
Positive Philosophy .................................... Auguste Comte.
The Philosophy of Buddha .............................. Robert Needham Cust.
The Ethics of Brahma .................................... Robert Needham Cust.
French Philosophy ..................................... Joseph Dennie.
Transmigration of Souls ................................ Isaac D'Israeli.
"I Think—Hence I Exist" ............................... René Descartes.
The Intellect ............................................ Ralph Waldo Emerson.
The Mind as a Picture Maker ............................ Francis Galton.
Abuses of False Philosophy ............................. Anius Gellius.
Socratic Teaching ...................................... Plato.
Religion, Art and Philosophy ........................... Hegel.
Of Good and Evil ....................................... Ben Johnson.
Wit and Humor.

The Philosophy of Wit ......................... Joseph Addison.
Wit and Wisdom in Literature .................. Joseph Addison.
On Laughter .................................. James Beattie.
Pleasures Natural and Fantastical ............ George Berkeley.
Love Affairs of Will Honeyscomb ............. Rustace Beddell.
The Duffer's Whist Maxims ..................... Henry Jones.
Dignity of a True Joke ......................... Horace Smith.
Wit and Humor ................................ Sydney Smith.
Certain Atrocities of Humor .................. Theodore Hook.
The Literature of Mirth ....................... Edwin Percy Whipple.
Certain Venerable Jokes ...................... Richard Cumberland.
Wit ........................................ John Selden.
That the Worst Puns are the Best .......... Charles Lamb.
Of Jesting .................................. Thomas Fuller.
Better to Laugh Than Cry .................... E. W. Hare.
The Wits of the Thirties ....................... Walter Besant.
Rogueries of Tom Moore ...................... "Father Prout."
Observations in Sky People ................... Lord Lytton.
The Hundred and Thirty-six Varieties of New England Weather ................. Mark Twain.

Sociology—A Study of Society.

The Prevention of Crime ...................... Marquis de Beccaria.
Against Capital Punishment .................. Marquis de Beccaria.
The Highest Usefulness ....................... Marcus Aurelius.
Civilization—Its Cure ....................... Edward Carpenter.
The Physical Diseases of Society ............ Carlyle.
Uselessness of Rank .......................... William Channing.
Laws and Human Happiness .................... Beccaria.
Degeneracy and Passions ..................... Shaftesbury.
Men Who Cannot be Bought ................... Samuel Smiles.
Mesanthrophy ................................ Emile Souvestre.
The Desire and Will to Hurt .................. Thomas Hobbes.
Benevolence .................................. Shelley.
Brutality in Human Nature ................... A Kempis.
Unnecessary Ignorance Criminal .............. Luther.
The Pride of Wealth ........................... Nisani.
Cruelty and Carnivorous Habits ............. Alexander Pope.
Punishment of Crime ........................ Celsius.
A Yankee Beggar .............................. Whittier.
Tours and Tourists.

A Glimpse of Life in Ireland.
Along the Avon River.
On the Thames.
Life in London.
The Castle of Blonay—Switzerland.
Rome—The Eternal City.
In and About Naples.
A Day in Florence.
Morning Rambles in Venice.
Night Near Naples and Vesuvius.
The Ruins and Thebes.
Through the Desert.
Crossing the Arctic Circle.
Home Life in Cuba.
El Dorado.
In the Blue Grass Country.

Woman and the Home.

Woman's Brains and Rights. . . Ludwig Buchner.
Life of Women During the Renaissance. . . Rene Doumic.
A Reverie of Home. . . . . . Donald Grant Mitchell.
Women in the Nineteenth Century. . . Madam Adam.
Marriage as a Temporary Arrangement (Plea Against Frequent Divorce). . . Sarah Grant.
Women and Marriage. . . . . . Philip Gilbert Hamerton.
Marriage as the Highest Friendship. . . Johann von Herder.
Motives for Marriage. . . . . . Louise Chandler Moulton.
Women's Men . . . . . . . . . . Joseph Addison.
Women, Vanity and Love. . . . . Lord Chesterfield.
Women . . . . . . . . . . . . . . John Selden.
Moral Standard of Men and Women . . . William Edward Lecky.
Higher Education for Women. . . . Daniel Defoe.
Dress of Women in Different Countries . . . Isaac D'Israeli.
Concerning Whist and Feminine Beauty . . . John Duncombe.
Life of Women in Cuba. . . . . . William Cullen Bryant.
Some Famous Daughters. . . . . Dean Farrar.
The "Rambler" on Womankind . . . . Samuel Richardson.
Liberties and Privileges of European Women . . Montesquieu.
Science.

General Nature and Objects of Science ............... John Abercrombie.
A Point of Space ........................................... Elihu Burritt.
The Age of Iron and Bronze ....................... Amos Bronson Alcott.
A Glow Worm ............................................... Robert Boyle.
The Force of Gravity ................................. Burritt.
Science as an Evolution .......................... Thomas Chalmers.
The Circulation of Matter ............................ Elihu Burritt.
Goldmakers and the Philosopher’s Stone .... Justus von Liebig.
Laws of Music and Physical Science ............ Mary Fairfax Somerville.
The Sea and its Sublime Laws .................... Matthew F. Maury.
Science as a Civilizer ............................... John Herschel.
Watt and the Work of Steam ..................... Francis Jeffrey.
Of Science and Wisdom ............................. Owen Feltham.
We Taste Nothing Pure .............................. Montaigne.
The Dust We Breathe ................................. Richard Procter.
Science and Religion ................................. Count Lyell Tolstoi.
Science and Spirits ................................ John Tyndall.
Science and Life ......................................... Wagner.
Six Follies of Science ............................... Isaac D’Israeli.

Art.

Ancient and Modern Art .............................. Joseph Warton.
Principles of Art ......................................... John Ruskin.
The Mission of Art ....................................... Ralph Waldo Emerson.
The Progress of Art .................................... Goethe.
Comparison of Pagan and Christian Art ........ Viscount de Chateaubriand.
Relation of Art to Nature ............................ Friedrich W. von Schelling.
Michael Angelo, the “Homèr” of Painting .... Sir Joshua Reynolds.
Study of Angelo’s Paintings ....................... Archibald Alison.
Sculpture .................................................. Viscount de Chateaubriand.
“Laocoon” Examplifying Art’s Highest Law . . Lessing.
The Story and Art of “Laocoon” ...................... Goethe.
Sir Joshua Reynolds and His Friends ........... Allan Cunningham.
Habits of Hogarth ................................. Allan Cunningham.
Life and Work of Hogarth .......................... Allan Cunningham.
Ideals in Art ............................................. Washington Allston.
Relation of Science to Art ........................ Richard Wagner.
The Art of the Future ................................ Count Lyell Tolstoi.
Modern European History.

Development of Civilization in Europe ................. John W. Draper.
The Normans ............................................. Ralph Waldo Emerson.
Luther and the Reformation ............................ Karen von Bunsen.
Character of Queen Elizabeth ......................... John Richard Green.
William of Orange ...................................... John Lothrop Motley.
Joan of Arc ............................................. Jules Michelet.
Machiavelli ............................................. Thomas B. Macaulay.
The Commonwealth ..................................... Thomas B. Macaulay.
John Hampton .......................................... Lord Clarendon.
Cromwell Compared to Napoleon ...................... Thomas Carlyle.
Private Character of Cromwell ....................... Lord Clarendon.
Cromwell's Army and Their Discipline ............... John Richard Green.
The French Revolution ................................ Thomas Carlyle.
Rousseau, Robespierre and the French Revolu-
tion ..................................................... George Henry Lewes.
The Genius of Mirabeau .............................. Thomas B. Macaulay.
The Guillotine ........................................ John Wilson Croker.
Character and Power of Danton ...................... Lord Brougham.
Waterloo ............................................... Victor Hugo.

(Other articles developing this subject are plainly indicated.)

Poets and Poetry.

Primitive Poetry ........................................ Johann von Herder.
Poetry the Earliest Literature of all Peoples ....... Paul Henri Mallet.
Poetics of Aristotle (Epic Poetry, Tragedy and
Comedy) .................................................. Aristotle.
The Lyric Poetry of Persia ............................ William Rouseville.
Romantic Love and Poetry of Arabia ................. Sir Richard Francis Burton.
Love Songs of the Afghans ............................ James Darmesteter.
Epic Poetry ............................................ John Dryden.
Epics of Homer ........................................ Richard Claverhouse Jebb.
The Poetry of the Hebrews ............................ Hugh Blair.
The Uses of Poetry ..................................... Sir Philip Sidney.
Romantic Love and Petrarch's Poetry ............... Jean Charles de Sismondi.
Anglo-Saxon Poetry ................................... Henry Wadsworth Longfellow.
What is a Poet? ........................................ William Wordsworth.
Poetry and Religion .................................. James Russell Lowell.
Of Poets and Poetry .................................. Owen Feltham.
Love Poetry ............................................ Hartley Coleridge.
The Poetry of the Common People .................... Joseph Addison.
Sublimity of the Great Poets ......................... Longinus.
Wordsworth, Byron and Scott ....................... Henry Arthur Clough.
Character of Burns ................................... Thomas Carlyle.

(Other articles developing this subject are inserted in the text-books.)
Medical Science.

(This being a subject of special interest to only a part of the members, the Extended Reading for this month will take up the History of Music.)

What it Costs to Feel and Think..............Alexander Bain.

Sleep and Dreams..........................Alcott.

Gastronomy and Other Sciences...............Brillat-Savarin.

Earliest Men of Science......................Herbert Spencer.

English Physiology........................De Quincey.

Man as a Condensed Gas......................Liebig.

Quack Medicines............................Goldsmith.

Melancholy..................................Coleridge.

(Other material in the history of this science is included in the text-books.)

HISTORY OF MUSIC.

Music of the Spheres.......................Joseph Addison.

Harmony and the Passions....................Thomas Atterbury.

Music and Christianity......................Chateaubriand.

Music, Ancient and Modern...............Friedrich Hasse.

Mozart and Beethoven.......................Henri Amiel.

Songs of Love................................J. Russell Lowell.

Spanish Ballads............................George Ticknor.

The Laws of Music..........................Mary Somerville.

Music and Musicians.........................Fulcher.

Beneficial Effects of Music...............Cambreis Giralda.

Refining Influence of Music................Cosmas.

HINTS ON THE INDEXES

A feature of the General Index likely to prove helpful to the reader is THE ANALYSIS OF THE ARTICLES BY SUBJECT, which classifies every article in the work by the idea to which its governing thought belongs. The citations to incidental references to a subject can thus be reinforced by articles which are wholly or chiefly devoted to it. The Chronological Indexes of Authors, of Literature, and of Periods and Events will be found specially helpful in the use of the General Index.

SUB-INDEXES

Important Sub-Indexes in the General Index Contain over 400 Very Important Sub-Headings of which We Particularly Note the Following:

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- American Literature - 47 " " "
- Anecdotes - 97 " " "
- Anthropology - 11 " " "
- Apothegms - 18 " " "
- Art - 88 " " "
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Fuller Information

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Mr. W. H. Patterson,
Princeton, Indiana.

My dear Sir:

I desire to explain that my delay in answering your letter of the 9th inst., which President Harper referred to me, is due to the fact that I have been making unsuccessful attempts at an investigation. I have a clue now, however, which I think will result in something, and I shall hope to be able to write you definitely therefore in the course of a few days.

Yours very truly,

H. P. Chandler
Secretary to the President

Secretary to the President.
Dear Dr. Harper:

Permit me to call your attention to what seems to me a misuse of the "University" name. An evident "scheme" is being worked by an association known as "The American University" with headquarters in Chicago of which J. R. Brown is said to be Recording Secretary, 601 Fine Arts Building. A fine certificate of membership is issued, headed by these words: "Universities represented in the Curriculum, Harvard, Yale, Chicago, Princeton, Cornell, Michigan, Columbia, New York, California, Smith, Institute of Technology, Tulane." The Curriculum covers Nat. Hist., Conduct of Life, The Bible, Shakespeare and the Drama, Education, Ancient History, American History, Political Economy, Books and Their Makers, English and Eu. Literature, Ethics and Philosophy, Wit and Humor, Sociology, Woman and The Home, Poets and Poetry, etc. Each of the schools above mentioned is represented by some Professor.

Chicago Univ. is represented by Albert H. Tolman Ph. D. Prof. of Eng. Lit. The object of the American University is to furnish a "Popular Course of Home Reading", a series of "Text Books" having been prepared under the supervision of the various Professors, the whole being "Edited" by Justice Brewer; one month to be devoted to each of the above Topics, etc. You see this promises well. When the books are delivered, "furnished Practically at cost", they are discovered to be "Crowned Masterpieces of Literature or the World's Greatest Essays", compiled by Justice Brewer, the first volume having a flaming Title Page pasted in
assuring the purchaser that they are the "Text Books of the American Univ.
Popular Course of Home Reading".

Any one can see that the whole thing is a fraud of great proportions,
and it is being most enthusiastically worked in all this section of the
state, and I presume elsewhere, as my certificate is numbered 9457.

Of course I cannot believe that the Universities above mentioned would
lend themselves to such a thing as this, but it seems too bad that
their names must be so used since the whole procedure has a tendency to
injure proper courses of Reading, and University Extension work.

You are of course aware that Brewer's work is supposed to give "The
World's Best Essays from the earliest Period to the Present Time", and
as a set of books is good enough in its way. But this plan is under-
taken simply to sell the books. Here are a few of the profound Quest-
tions on "Natural History". "Which is said to cost the more, pain or
pleasure"? See Text Book Vol. I, page 376. "In what does the food of
the humming bird consist and what are its feeding habits"? Vol. I p. 280
"What Knowledge is of most worth"? Vol. IX p. 3519. Pro. Samuel Garman
of Harvard, Special Pupil of Agassiz is supposed to ask these questions,
and some old essayist of the dim past to answer them.

With apologies for taken up so much of your time, and with

Sincerely Personal Regards, I am

yours,

W.R. Patterson

Former of De Moines, Iowa.
January 25, 1905

Mr. J. T. Brown,

601 Fine Arts Building,

Chicago, Illinois.

My dear Sir:

Our attention has been called to the use of the name of the University of Chicago in connection with the American University Popular Course of Home Reading, about which we wish to inquire. It is stated that a certificate of membership is issued by your Association headed by these words, "Universities represented in the Curriculum, Harvard, Yale, Chicago, Princeton, Cornell, Michigan, Columbia, New York, California, Smith, Institute of Technology, Tulane". I beg you to inform us whether the fact as stated is correct. If it is not, the incident is closed, and we shall inform our correspondent of his error. If, on the other hand, such a statement is made, we beg to protest against it as misleading and injurious. While the University recognizes the value of courses of reading and does not wish to be understood as criticising such a method of education for persons who are unable to obtain a more systematic training, at the same time it does not wish the idea to gain ground that it is officially connected with an institution of this kind. It needs no argument to prove that the mere
Mr. 

Dear Sir,

Our attention has been called to the case of

the name of the University of Chicago in connection with the

American University Parents' Group at Home Reading, and

which we wish to examine. It is stated that a certificate of

membership is issued by your Association bearing the following

"Univestity of Denver, Colorado, Home Reading, 1938.

"University of Chicago, Home Reading, 1938." I am sure you

cannot mean "Univestity of Denver, Colorado, 1938." I do not

mean to inform you whether the letter as sent to me is correct or not, but the fact that in the case of Denver and the similar

letter, a statement is made that the name of the university is used in the University's record of the name of course of reading

while the University recognizes the name of course of reading

may mean that unless we are made to understand as authoritative such a statement

of a university for persons who are unable to obtain a more systematic

and comprehensive plan of the University's record of the name of

It seems no advantage to blame that the name

of this kind. It seems no advantage to blame that the name
that members of the University have contributed some of the material for your pamphlets does not constitute official representation of the University; yet that is the impression very naturally conveyed by the passage to which I have referred.

I take it a mere statement of the situation will be enough, and that you will undoubtedly take steps to remove the name of the University of Chicago from your publications and certificates.

Yours very truly,

H. P. Chandler
Secretary to the President
that members of the University have contributed some of the material for your bulletin goes not constitute official representation of the University but that is the impression which I have received.

I take it a mere statement of the situation will be

enough. And I am sure you will not improperly take steps to remove the name of the University as quickly from your publications.

Yours very truly,

H.P. Chandler
Secretary to the President
Mr. W. H. Patterson,

The Manse, Princeton, Indiana.

My dear Sir:

Since I wrote you, I have talked at some length with Mr. Tolman with regard to his share in the American University Popular Course of Home Reading, and find that like Mr. Wright and Professor Stephens whom you mention, he merely furnished some questions based on the essays. The title of the institution and the statement that "the University of Chicago is represented in the Curriculum" appear quite without authorization or consent on his part; in fact he had no idea of the form in which the books would be advertised when he did his work, and I have every reason to believe that had he known the situation, he would not have agreed to connect himself with it in any way. At the present time, inasmuch as his work is finished, there seems nothing for him to do. If there is any fault, it is on the part of the management of the Association and not of the contributors, who, I am convinced, were like Mr. Tolman, innocent of any thought of misrepresentation.

President Harper is now in the East. When he returns, I shall consult with him as to whether in his opinion a protest can be sent to Mr. Kaiser. For his name, I thank you. Although
Since I wrote you, I have talked at some length with Mr. Toynbee with regard to the plans in the American University's Pontifical College at Rome. He began, "You may mention my name, but I think that if I could, I would prefer some other name." He mentioned the possibility of a"case" or "gesture" of the faith of the American University at Oxford in recognition of the "Unanimity of Ours," which I understand means an agreement among the various divinity schools of the country to cooperate in the support of one another in the face of the present exigencies. He mentioned that he had reason to believe that there was a possibility of forming a group in the Roman Catholic world, to which I could not help but wonder if there was any truth to it. I am not aware of any prospect of cooperation on the part of the American Catholics on this matter. However, I am not sure that we are like Mr. Toynbee, who has a more comprehensive understanding of the American Catholic world. There seems nothing for me to do. It seems to me that if there is to be any real cooperation on the part of the American Catholics, it must be on the part of the American Catholics. If I am not mistaken, we have been very successful in the past in forming groups for the advancement of the cause. By the way, I am not aware of any prospect of cooperation on the part of the American Catholics. I am not aware of any prospect of cooperation on the part of the American Catholics. If I am not mistaken, we have been very successful in the past in forming groups for the advancement of the cause. By the way, I am not aware of any prospect of cooperation on the part of the American Catholics. I am not aware of any prospect of cooperation on the part of the American Catholics. If I am not mistaken, we have been very successful in the past in forming groups for the advancement of the cause. By the way, I am not aware of any prospect of cooperation on the part of the American Catholics. I am not aware of any prospect of cooperation on the part of the American Catholics. If I am not mistaken, we have been very successful in the past in forming groups for the advancement of the cause. By the way, I am not aware of any prospect of cooperation on the part of the American Catholics. I am not aware of any prospect of cooperation on the part of the American Catholics. If I am not mistaken, we have been very successful in the past in forming groups for the advancement of the cause. By the way, I am not aware of any prospect of cooperation on the part of the American Catholics. I am not aware of any prospect of cooperation on the part of the American Catholics. If I am not mistaken, we have been very successful in the past in forming groups for the advancement of the cause.
the prospectus and the statements of the Company are altogether misleading, I am not sure but what they have been shrewd enough to protect themselves legally. Nearly all, if not all of the statements which they make, although calculated to deceive, are susceptible of explanation. It is a question whether the letter of the truth may not save them, although they clearly violate the spirit.

Yours very truly,

H. P. Chandler
Secretary to the President
Secretary to the President.
The prospectuses and the advertisements of the company are altogether misleading. I am not aware of what they have been engrafted on. To protect shareholders greatly, nearly all, if not all of the statements which they make, without contradiction or correction, are unacceptable or explaination. If in a document written the letter of the truth may not have been altogether that properly notifies the truth.

Yours very truly,

H.R. Chandler
Secretary to the President.

Secretary to the President.
January 28th, 1905.

Mr. Henry Porter Chandler,
Chicago University.

My Dear Sir:—

I thank you for your recent note. Concerning the so-called "American University Popular Course of Home Reading" I have discovered that Mr. Ferd P. Kaiser is the originator, and as he says in a letter to me, "the proprietor of it from beginning to end". His address is St Louis. He tells me that it is duly registered according to the laws of Mo, and he takes great umbrage at my suggestion of fraud. You may have difficulty in getting the little booklet they send out to help satisfy their patrons. It is called "Earnest Words from the World's Workers". I sent the only copy I could spare to Justice Brewer at his request. I am in receipt of a letter from Hon. Carroll D. Wright, also one from Dr. Geo. B. Stevens of Yale, disclaiming all knowledge of the so-called "Course", but admitting having furnished some questions based on the "Essays" perhaps two or three years ago.

I find that Prof. Lewellys F. Barker of Chi. University is also mentioned in the "Curriculum". I can give you a complete list of the people said to be responsible for the course if you desire it.

Sincerely Yours,

[Signature]
The American University Course of Home Reading

Suite 601, The Fine Arts Building

J. T. Brown
Manager

Chicago, Feb. 1, 1905.

Mr. L. Harper, Esq.,
University of Chicago,
Chicago, Ill.

My Dear Sir:-

Replying to yours of the 25th I desire to state that I have forwarded your communication to the President of the Ferd. P. Kaiser Publishing Co. of St. Louis, Mo. who own the American University P. O. of H. R. In the meantime, I desire to assure you that in our Reading Course no undue use is made of the name of the University of Chicago, as we, under no circumstances permit the idea to be given that the Chicago or any other University is officially connected with our Course, and we should regret exceedingly should any such impression be given by any one connected with us.

We use the name "American University, etc" from the fact that much of the material used in our Reading Course has been prepared by Presidents and Professors connected with the Universities mentioned, but we in no way, shape or form have sought to impart the idea that any official connection existed, as the matter prepared by the different gentlemen has been done in a private capacity; but we believe that, although they were acting in a private capacity, we certainly did not have a right to mention the Universities they are at present or were connected with at the time the work was done for us; and only in this manner has the name of any University been used.

Very respectfully yours,

Sic/J.T.B.

[Signature]
The American University Course

Home Reading

Thank you, Mr. Johnson,

University of Chicago

Mr. J. Harper, Agent

University of Chicago

My dear Mr. Johnson:

Receiving your letter of the 23rd I gather to state that I have

forwarded your communication to the President of the Board. I waited

for the report & of course no word came from the University. I will

return to it if you mention, I gather to receive your letter in our Reading

course on Monday. You make me to make of the name of the University of Chicago

as more near an American college than any other. I am glad that the course

of the American University is relatively, comparatively, even in course, my one

spontaneous expression. May your health improve and one enjoy your own

connection with us.

May the name 'American University' be for you total

just what of the material may to our Reading course you reap here. May

F. P. W. Scholarships and other connections connected with the University's wealthy,

promise me in no word, label or form, permanent to improve the less that

they and other connections remain as the material remain in the university.

Yours very truly,

[Signature]
Dr. Wm. L. Harper,
Pres. University of Chicago,
Chicago, Ills.

Dear Sir:

Your favor of Jan. 25th to Mr. J. T. Brown, 601 Fine Arts Bldg., Chicago has been forwarded to me by Mr. Brown with a copy of his reply. I feel that his reply fully represents and covers the case as it exists. Our Courses of Reading were registered in the State of Missouri on the 19th day of June 1902, since that time we have never had anybody that made any such claim as your informant, that we represented we were in any manner connected or that the universities were in any manner connected with these Courses of Reading. The statement made is just as your letter repeats it viz; Universities represented in the Curriculum then the Curriculum is given and the name of each subject with the name of the President or Professor or outside Specialists so to speak who prepared the series of twenty questions founded on the World’s Best Essays and by Justice David J. Brewer of the Supreme Court of the United States.

There is no desire on our part to in any manner misrepresent or issue anything that is misleading, and I wish to say to you plainly that nobody has ever been misled, nor have we ever had any complaint until the one to which you refer, which if I am not mistaken originates from a party in Princeton, Ind., that is desirous of evading the payment of his subscription.

We have certainly done a great deal to advance the reading of good literature in this country, and it seems to me a shame that we should be assailed by any such imputation, as I judge the party’s letter contained. Reference to any Mercantile Agency or to any one in St. Louis, where the writer is known will convince you in a minute that we would not be guilty of any deception of any kind.

It was our endeavor to have these questions prepared by the very best talent that we could get so that the people would get something thoroughly meritorious. I should be very glad indeed to have Mr. Brown submit the matter to you personally, and if you feel after examining it that there is anything in any way that could justly and honorably be liable to be misunderstood, I should be delighted to have the heading that you speak of changed in such a manner as to avoid even the slightest possibility of any misconstruction. Our Course as it exists is the best Course in the United States today, and consequently we don’t feel that we should be placed in any ambiguous position whatever. With highest respect and esteem, we are,

Yours very truly,

FERN. E. KAISER PUBLISHING CO.
Pres.

T. F.

Proprietors The American Popular Course of Home Reading.
Mr. Ferd P. Kaiser,

The Ferd P. Kaiser Publishing Company,

407 North Broadway, St. Louis, Missouri.

My dear Sir:

In answer to your statement of the 3rd inst., I beg in the first place, to express my thanks for the information given, but to suggest that in the second place we do not feel after all that the statement made on your certificates that the University of Chicago is represented in the Curriculum is warranted. Such a statement leads to the impression that there is an official connection between your institution and this University. The mere fact that a member of our Faculties chooses in his private capacity to write a pamphlet of questions and answers, does not in any sense, we feel, constitute representation of the University, and to that extent the certificate is misleading.

With the motive of the informant, we are not concerned. The fact that a statement is printed which is likely at any time to place us in a false light is enough to lead to solicitude on our part. We are sure that your attitude is entirely open, that you desire to avoid even the suspicion of misrepresentation, and we are confident therefore that you will be glad to
Mr. Floyd W. Kinsey,
The Kinsey Mfg. Co.,
703 North Broadway, Fort Wayne, Ind.

Dear Sir:

In answer to your statement of the 25th instant.

I note in the latter place, to express my thanks for the information given, is to express my thanks for the information.

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I note in the latter place, to express my thanks for the information.
consider the point which has just been made.

I agree with you that a personal conference with your agent, Mr. Brown, will be advantageous, and in all probability lead to a mutual understanding. Therefore, I shall be very glad to delegate a member of our Faculties to talk with him and shall suggest that Mr. Brown call upon him.

Thanking you again for your consideration and courtesy,

I am,

Yours very truly,

H. P. Chandler
Secretary to the President
consider the point which has just been made.

I agree with you that a personal conference with your request.

Mr. Brown will be unavoidably away in the propriety thing to

a moment's interruption. Therefore, I shall be very glad to
gather a member of our Committee to talk with him and bring
suggest that Mr. Brown call upon him.

Thanking you again for your co-operation and conference,

Yours very truly,

H. P. Chandler
Secretary to the President.
Doctor William L. Harper,

President Chicago University.

Chicago, Ills.

Dear Doctor Harper:-

Yours of the 27th received. First let me say that I am very much pleased to see the good news in the papers concerning your health. I sincerely hope the improvement may continue.

I have at your suggestion completely changed the first line on our certificates, so that there can be no connection made between our questions and the University itself by any stretch of the imagination. You can rest assured that I certainly have no desire to do anything that is not perfectly straightforward and plain, as nearly all I have in the world is invested in this study course, text books and money outstanding on the same. I want in justice to myself to say, that I never had anyone in all the thousands we have sold interpret our headline as you fear it might be, and that party in Princeton who is trying to evade payment of his just contract, is simply trying to do us all the injury he possibly can.

I will request Mr. Brown to call at the College and ask for your Secretary and he can tell Mr. Brown who the party is that you appoint to act in your place.

Hoping for your speedy and permanent recovery;

I am,

Yours very truly,

President.
Doctor William A. Harrell,
President, Columbia University,

Dear Doctor Harrell:

Your letter of September 11th reached me yesterday.

If I may, I desire to express my appreciation of the warm reception you have given me during my recent visit to Columbia University. I believe that the hospitality extended to me was genuine, and I am grateful for the opportunity to have been a part of the academic community at your university.

I have been struck by the contrast between the academic atmosphere here and the more formal setting I am accustomed to in my own country. Columbia University seems to be a place where ideas are free to flourish and where creativity is encouraged. It is a place where students are not only taught, but also challenged to think critically and independently.

I have been most impressed by the dedication and enthusiasm of your faculty members. They seem to be passionate about their work and are committed to the development of their students. I believe that this level of dedication is rare in many institutions.

I will return to my country shortly, and I look forward to maintaining contact with you and Columbia University. I hope that our relationship will continue to grow and strengthen.

Please accept my warm regards and my best wishes for the continued success of Columbia University.

Yours truly,

[Signature]
Jan. 18, 1906

Mr. Wallace Heckman,
135 Adams Street,
Chicago.

Dear Mr. Heckman:

Your inquiry as to the American School of Correspondence is received. I should think it inadvisable to lease to them a building so closely connected with the University. It could not fail to cause complications. I may add that I have already been approached with regard to some affiliation with the school in question. I have no information which would lead me to think that the school is not entirely a reputable institution but I do not think that we wish to branch out into that line and it would be peculiarly involving to have any misunderstanding in the public mind as to the relations of the two institutions.

Very truly yours,

H. P. Judson
My dear Mr. Heckman,

Yours truly,
H.F. Jacobson
My dear Dr. Judson:—

I am in receipt of an inquiry from the American School of Correspondence, which seems to have some connection with the Armour Institute of Technology, for space in the building adjoining the Manual Training Building. Before committing ourselves as to terms of lease there I should like to be sure that no unpleasantness may be likely to arise hereafter from their location on the campus. I can see an advantage to them, as it will imply some connection with the University which they will doubtless make the most of. I should like your advice as to whether we ought to consider leasing to them.

Yours very truly,

Dr. H. P. Judson
The University of Chicago
Chicago
In Chicago, Jan. 1906

Mr. President and Members of the Board of Directors,

I am to present to you today this report of the progress of the American School of Classical Archaeology, which began to have a formal connection with the American Institute of Technological Research, as a part of the technological education which is being progressively extended to the schools of art and science. I am in the position of presenting the report of the progress of the school for the year 1905, and the first of my report is to give an account of the progress of the school during the year, and to promise to the members of the Institute the further development of the school and the advantages of its staff in the service of the Institute. I am sure that the financial difficulties we have had will be continued and that the advantages of the school will be further developed.

Yours truly,

[Signature]

In the name of the Board of Directors of the American School of Classical Archaeology.
Jan. 18, 1906

Mr. Wallace Heckman,
135 Adams Street,
Chicago.

Dear Mr. Heckman:

Your inquiry as to the American School of Correspondence is received. I should think it inadvisable to lease to them a building so closely connected with the University. It could not fail to cause complications. I may add that I have already been approached with regard to some affiliation with the school in question. I have no information which would lead me to think that the school is not entirely a reputable institution but I do not think that we wish to branch out into that line and it would be peculiarly involving to have any misunderstanding in the public mind as to the relations of the two institutions.

Very truly yours,

H. P. Judson
March 2nd, 1906.

Mr. R. A. Millikan,

My dear Mr. Millikan:—

Your favor with regard to the American School of Correspondence is received. I have asked Mr. Mallory to speak with you about it. Under the circumstances of our lacking technological work, I think it is hardly likely that we should like to make any arrangements. If not, and the school itself is on an independent basis, it would not seem desirable for it to occupy the University building. Unforeseen complications would be very sure to arise.

Very truly yours,

H. P. Judson
Chicago

Dr. Judson

The facts to which I wished to call
your attention are as follows.

Since I last spoke with you with reference to
the correspondence school work the American School of
Correspondence has severed entirely its relations with
Armour Institute, absolutely refusing to consider
any basis of relationship which was not a purely
educational one. At the time I spoke with you
they were somewhat doubtful about the effect of
their contemplated move upon their own
growth as an educational institution, and were
inclined to look for a relationship with some other
large resident school, and would have been
particularly eager to think of some
possibility of cooperating in some way with the
University of Chicago.

They have now been for more than a month
on their own feet, not using in any way the name
or influence of Armour in their advertising, and
have had one third more inquiries and
a considerably larger number of enrollments
than during any month of their history.
They are beginning, therefore, to feel fairly
secure of their future and are not nearly as
much inclined as they were a month ago to
look for affiliation or cooperation with any other
school. In fact, they are now laying plans
for a large building of their own and are
looking for a site in this neighborhood.
The question which I wish to raise is this: Might it
not be to the advantage of the University to
help in take some steps which will at least keep
it in touch with this school? If so, now is the
while time to give the matter consideration, for they are
pulling up their roots at Armour and are
likely to be transplanted somewhere. If any move
is made now it will have to be because the
University sees an opportunity which it doesn't
wish to lose and not because the
American School takes the initiative.
I am not well versed in University affairs
but do not know what would now be feasible
but I have the following conclusions:

1) That the Correspondence school movement is the biggest and most important educational movement of the last two decades, and that there is a great opportunity for some university to enter into educational control of this movement.

2) That the American School of Correspondence has thus far solved the correspondence school problem in more satisfactory way than any other school now in existence, and that within one or two years it will be a larger institution in the matters of receipts and disbursements than the University of Chicago itself. It now has an enrollment of something like 7000, and an annual income of about half a million dollars.

3) That the Armour Institute (and this I ought not to say in writing) will not continue as it is now for more than five or six years, that either Armour or another institution will put a lot of money into it, or else it will attempt, at least, to get into some sort of relations with the University of Chicago.

I have not anything definite to suggest in view of these considerations except perhaps this: The
American School is going to move from its present quarters. If plans for any sort of cooperation seem now inadvisable might it perhaps be worth while for the university to keep in touch with this school by building on some of its now vacant property in this neighborhood a building which might be leased to the school for an indefinite term and which the university might take for its own purposes as soon as it needed it? I think the possibility of any educational advantage to the university has been considered. My own feeling is that the American School will draw students to the university by its mere presence in the neighborhood. I notice that in the President's last report he speaks most enthusiastically of the work of the University of Chicago and suggests that all that is needed to make it a great work is "endowment." I am inclined to believe that every educational advantage which the President had in mind can be gained by the university, if not now then at no remote day, without one cent of expenditure.

You of course know that Northwestern University already has a correspondence school in affiliation with it, but it is a relatively very small affair.

Very sincerely yours,

[Signature]

R. H. Millikan.
December 19th, 1906.

Mr. H. C. Trow,

American School of Correspondence,
Chicago.

My dear Sir:-

I cannot agree to furnish you with a photograph of any of the University buildings to be used in the way you propose for the purpose of advertising your school. I think that you know that the general public in noting the presence of our University buildings in your advertising matter will consciously or not, assume some sort of relationship existing between your school and our own. This would certainly be unfair to both institutions. It would be very much better, therefore, to avoid the difficulty by omitting to print photographs of any of our buildings in your announcements.

Yours very truly,

H. P. Chandler
Secretary to the President

Secretary to the President.
December 8, 1906.

University of Chicago,
Chicago, Ill.

Gentlemen:

We are sending you under separate cover a copy of our Bulletin, in which you will see that we have shown cuts of the principal buildings of the foremost colleges and Engineering schools in the country. We find that it adds very much to the interest of our Bulletin to show these reproductions of the representative resident schools, and would ask you to supply us with photographs of one or two of your principal buildings from which we could make half tones to use in a similar manner.

Trusting that you will be able to comply with this request, and thanking you in advance, I remain,

Very truly yours,

H. C. Gove
Editor of Textbook Dept.
December 14th, 1908.

My dear Mr. Mallory:—

What do you know about our esteemed rival the American School of Correspondence and the way they have using photographs of buildings which have no connection with their institution? I don't like to think of our tower appearing as a drawing card for one of their ads. If we could get any advertising out of the move apart from them and without boosting their enterprise, of course we should be willing to take advantage of their proposition. I have not seen any of their advertising matter and fear that they will be using our buildings and those of other institutions for the sake of attracting attention to the advantages offered by the American School of Correspondence. The discriminating public does not always see the difference.

Yours very truly,

Mr. H. F. Mallory,
The University of Chicago.
December 14, 1943

Wy, you'll be returning soon.

I'm looking forward to December 17th. I haven't seen the American School of Commerce in over seven months, and the thought of seeing you again makes me happy.

I'm sure I'll be back soon. My parents are planning a trip to Europe in the spring. I'm looking forward to seeing you and hearing about your experiences in France.

Thank you for your letter. I hope you have a pleasant trip.

Yours sincerely,

[Signature]

The American School of Commerce
CHICAGO, ILLINOIS, Dec. 18, 1906.

Mr. David Allen Robertson,
Secretary to the President,
University of Chicago.

My dear Mr. Robertson:

When I learned that the American School of Correspondence was going to build at the corner of 58th and Drexel I was pretty sure that they would sooner or later endeavor to create the impression that they were more or less connected with the University of Chicago. I am not at all surprised at this feeler. Whether it is the first or not I do not know, but I think that the head authorities ought to be given plainly to understand that they are not in any way to create this erroneous impression. You know that for a long time they have been situated just across the street from Armour Institute of Technology and have been using as their address "The American School of Correspondence at Armour Institute of Technology." I hope that they may not only never have an inch on which to base a claim for permission to use the title of University of Chicago in connection with their work, but that they will be given, at the outset, clearly to understand that they are not to do so.

Very truly yours,

[Signature]

Secretary.

Dictated.
CHICAGO, ILLINOIS, Dec. 18, 1906.

Mr. Davel Aplin, Professor,
Secretary to the President,
University of Chicago.

My Dear Mr. Professor:

When I learned that the American School of Correspondence was going to publish in the course of 1898 and 1899, I was pleased to know that you had secured an instructor in the subject. I was most interested in the impression that they make, and I feel that you have taken the best possible steps to secure the finest possible instructor.

I am not able to say much about the University of Chicago, as I am not a student of the school, but I have heard many good things about it. I hope you will do your best to secure the finest possible instructor. I believe that you have been successful in this respect.

I am glad to hear that the American School of Correspondence will be able to offer a course in this subject. I hope that you will be able to offer a course in this subject. I believe that you have been successful in this respect.

With best wishes,

Very truly yours,

[Signature]

Deford.
CHICAGO  July 2, 1907

Mr. David A. Robertson  
The University of Chicago  
Chicago.

Dear Sir:-

In respect to the American School of Correspondence, lest there be some confusion of our Correspondence School with it and to avoid such a complication as arose in the other instance recently where no less than five or six of the members of the Faculty of The University of Chicago were heralded on one page of a prospectus as editors of certain history publications, I would suggest that proper means be taken to advise members of the Faculties of these experiences and of the desirability that no relation should be sustained by them to the American School of Correspondence which would tend to injure the correspondence work of the University or confuse the work of other institutions with ours.

Very truly yours,

[Signature]
Dear Sir:

In respect to the American School of Correspondence:

I trust there is some connexion of our Correspondence School with it, and to which such a proposition as mine in the order

of the Society of the University of Chicago were referring can

one hope of a proposition as one of certain practical purposes.

Then, I would suggest that proper means be taken to utilise

memories of the question of free examinations may not be

apply that fact in relation obtained from the

American School of Correspondence which would lead to answer

the correspondence work of the University to continue the work

of offer examinations with ours.

Very truly yours,

[Signature]
July 11, 1907

My dear Sir:

The University of Chicago has been at times embarrassed by the unscrupulous use of its name by persons in no wise connected with the University. Occasionally this has been made possible because of the connection, more or less slight, of some member of the University Faculty with the institution in question. Directors have sometimes taken advantage of the fact that a member of the University has a connection with their organization and have so phrased their advertising that the impression is spread abroad that the institution is a part of the University of Chicago or in some way affiliated with it. In order that there may be no opportunity for the directors of these organizations to use the name of our University for their personal ends each member of the University of Chicago is reminded that loyalty to his colleagues and to the University itself requires that each one of us be exceedingly careful in associating his name with any institution other than the University of Chicago.
My dear Sir:

The University of Chicago has been at times, especially in the mechanics of the name by deletion, in no way connected with the University of Chicago. Occasionally, I have seen a great deal of correspondence of the connection, more or less, of some member of the University Faculty with the instructions in question, sometimes taken advantage of the fact that a member of the University has a connection with their own—

Exegetics may have as much bearing upon the Universities as the Universities upon exegetics. In other words, the Universities are a part of the Universities of Chicago. It is only in some way associated with it, or I have some affiliation with it. I mean by no opportunity for the instruction of these organizations to use the name of our University.

The University of Chicago is, to my knowledge, connected with the University of Chicago, and to the University most intimately. Without that name one of us would be extremely careful to associate the name with the instructions offered there.
This is particularly necessary in the case of institutions doing correspondence work. Inasmuch as the University of Chicago maintains a correspondence department it may easily lead to complications for members of our faculty to connect themselves with such institutions as they might if the connection were with institutions doing resident work. Propriety would dictate in either case that no such connection should be made without consultation with the President.

Very truly yours,

HARRY PRATT JUDSON
This is particularly necessary in the ease of institutional work to maintain the University of Chicago department and college departments in an easily read form of cooperation. Those for members of our faculty to connect with these services with more institutions as they might to the connection were with institutions going elsewhere. Property money, office in another case that on any connection would be made without connection with the President.

Very truly yours,

HARRY P. HINSLEY
The University of Chicago
Founded by John D. Rockefeller
Office of the President

Chicago July 3, 1907

My dear President Judson:

The University of Chicago has been at times embarrassed by the unscrupulous use of its name by persons in no wise connected with the University. Occasionally this has been made possible because of the connection, more or less slight, of some member of the University Faculty with the offending institution. The Directors have sometimes taken advantage of the fact that a member of the University has a connection with their organization and have so phrased their advertising that the impression is spread abroad that the institution is a part of the University of Chicago or in some way affiliated with it. In order that there may be no opportunity for the directors of these organizations to use the name of our University for their personal ends each member of the University of Chicago is reminded that loyalty to his colleagues
The University

I am pleased to inform you of the appointment of Dr. [Name] as the new President of the University, effective immediately. This appointment is the result of a comprehensive search process involving faculty, staff, and students. Dr. [Name] brings extensive experience in higher education, with a particular focus on [Area of Focus].

Please join me in congratulating Dr. [Name] on this important appointment. His leadership will be a valuable asset to our university as we continue to pursue our mission of excellence in education, research, and service.

Sincerely,

[Your Name]
and to the University itself requires that each one of us be exceedingly careful in associating his name with any institution other than the University of Chicago.

Yours very truly,

D. A. Robertson
Secretary to the President

Secretary to the President.

This is particularly necessary as institutions doing correspondence work in Kansas as the University of Chicago maintains a correspondence department it may as easily lead to complications for members of the faculty to connect themselves with such institutions as it might if the connection were with institutions doing resident work. On-
Presdent

Just much dictated that we go forward with our plans in the construction of the mill here. It is the only way to save the funds that have been committed to the project.

Very truly yours,

[Signature]
My dear President Judson:

I am presenting herewith a letter from Mr. Heckman which, it seems to me, might well be followed. If you desire me to issue such a letter as he advises I shall be glad to throw together something which would point out without mentioning specific organizations the danger in giving other institutions a hold upon our name.

Yours very truly,

[Signature]
My dear President:

I trust you received a letter from Mr. Herrman Smith of the American Institute, and hope to hear from you soon with the letter. I have a letter from him to send to you as well. I am enclosing a copy of the letter. Mr. Smith has been very kind to me and has taken a great interest in my work. He has written me many letters and has given me a great deal of advice. I am very grateful for his help.

Yours sincerely,

(Signed)
June 1, 1909.

My dear Mr. Heckman:

I am sending to you this morning a letter which Dean Vincent apparently has received in response to a protest from him to the "American School of Correspondence". It may be of interest to you in connection with the cards sent yesterday.

Yours very truly,

D. A. Robertson
Secretary to the President
Secretary to the President.

Enc.

Mr. Wallace Heckman,
1204-206 LaSalle St.,
Chicago.
May 31, 1909

My dear Mr. Heckman:

I am enclosing three post-cards which I purchased this morning in a shop on Fifty-fifth Street. The President desires me to call your attention to the legend accompanying the picture.

Yours very truly,

[Signature]

Secretary to the President

Mr. Wallace Heckman,
1204-206 La Salle St., Chicago.
May 21, 1939

My dear Mr. Hockett:

I am enclosing three feet and a half in length and three feet and a half in width. The present position requires me to call your attention to the legal aspects of:

Yours very truly,

[Signature]

Secretary to the President

Mr. Wallace Hockett

1204 S. E. 28th St., Chicago.
June 1, 1909.

Mr. D. A. Robertson,
Faculty Exchange.

My dear Mr. Robertson:

I am investigating the "University of Higher Education."

It is our duty to get after as many of these fake enterprises as we can.

Yours sincerely,

[Signature]

George D. Vincent
The University of Chicago

June 10, 1902

Mr. A. [Signature]

Recent [Signature]

My dear Mr. [Signature]:

I am investigating the "University of Light Investigation." If it is only to get after as many of these facts as we can.

Your sincerely,

[Signature]
April 4, 1910.

Mr. David A. Robertson,
The University of Chicago,
Chicago.

Dear Sir:-

Confirming telephone conversation of this morning, we should be glad to have copies of your correspondence with the American School of Correspondence on the subject of literature which erroneously identifies that institution with the University.

Also we should be glad to know if any inquiries have come to the University from persons who have been misled by these postal cards, or by other representations that the University and the American School of Correspondence were under the same management.

Also any information which would aid the attorneys in getting a complete understanding of the University's standing abroad through exchange of professors, publications, foreign students, and matters of like nature, is desired.

Very truly yours,

Wallace Steckmay
May 6, 1910.

Dear Mr. Heckman:

The enclosed postal card, though it is anonymous, presents an exceedingly interesting fact. The flag of the American School of Correspondence, like those of the University and the Quadrangle Club, is at half mast— I suppose for Dr. Ricketts.

Yours very truly,

[Signature]

Secretary to the President.

D. A. Robertson
Secretary to the President

Mr. Wallace Heckman,
1204 - 206 La Salle St.,
Chicago.
May 10, 1910

Dear Mr. Heckenast:

The enclosed report card from

The Kennedy Program on Exceedingly Important Fact

The Case of the American School of Correspondence, 1910.

This report on the University and the Correspondence Camp is at

I have heard. I suppose for Dr. Ripper.

Your very truly,

Secretary to the President

D. A. Roper

Secretary to the President

Mr. Wallace Heckenast

1504 Soo La Salle St.

Chicago.
Athens, Ohio R. 6, Dec. 10, 1913

Dear Mr. /

I wish to know your opinion of the instruction given by the American School of Correspondence of 58th St. and Drexel Ave., Chicago. Could you recommend such instruction for the purpose of qualifying me for a vocation and is it a reliable institution?

Hoping to hear from you at an early date and thanking you in advance for the information I am,

Very truly yours,

J. H. Burgom.
Chicago, December 15, 1913

Dear Sir:—

Your favor of the 10th inst. is received. I have not sufficient knowledge of the institution to which you refer to give you an opinion which would be of any value.

Regretting not to be able to serve you, I am,

Very truly yours,

H.P.J. — L.

Mr. J. A. Burgoon,
Route 6, Athens, Ohio.
Office, December 16, 1912

Dear Sir:

Your favor of the 16th inst. is received.

I have not sufficient knowledge of the instrument to enable you to give me an opinion which would be of any value.

Heretofore not to be able to serve you, I am,

Very truly yours,

[Signature]

Mr. J. A. Brescot

 fiance's office