My dear Doctor Burton:

I am sending herewith printed matter concerning Antioch College and my own brief summary of the plan. Unfortunately I am not competent to determine the value of the plan from the educator’s standpoint.

With reference to suggestions to be made to Mr. Patterson, it seems doubtful that the Antioch plan as such could be made applicable here at the University. Possibly, adjustments could be made which would make it applicable at University College.

I have received two letters from Mr. Patterson since he was here. In each of them he states that he is awaiting your proposals with eagerness.

Very truly yours,

William J. Mathen

President E. D. Burton
Harper Library
My dear Doctor Butter.

I am writing you to discuss the matter of my plan to attend college in my spare time. My uncle's financial situation is not conducive to my plans. He often speaks of how we can save money by attending college. It seems unfortunate that the college does not offer financial assistance. Your advice would be greatly appreciated.

I have heard of the possibility of attending a university that offers financial assistance. If this is possible, it would be of great benefit to me.

Thank you for your time and consideration.

Yours sincerely,

[Signature]
The outstanding feature of the Antioch College program as adopted in 1921 is as follows:

Collegiate training leading to the degrees of Bachelor of Arts or Bachelor of Science (in Natural Science, Industrial Management or Engineering) is offered in conjunction with income-earning work in neighboring industries. Six years of ten months each are required under this plan and a student is engaged in five week periods of class room work alternating with five week periods in industrial work. Consequently students are divided into two groups, one group engaged in industry, the other at college, and vice versa.

Under this plan a student is assigned to "industrial" work in one of the following classifications:

1. Student project—a project in which the student "assumes responsibility for a venture and is his own boss."

2. Term employment in organization of one of the industries cooperating with the college. Two students are assigned to each organization so that one may be on the job for five weeks while the other is in college and vice versa.

3. Temporary employment to which a student may be assigned.

The second class referred to is generally regarded as that which renders Antioch's plan distinctive. The plan is not entirely new as it is a variation of that used in the Department of Engineering of the University of Cincinnati, Tuskegee Institute and some other institutions.

Sufficient time has not elapsed since the Antioch plan was instituted to allow for an accurate judgment of its merit. I am
The cooperative feature of the Affiliated College Program as
approved by the CSS is as follows:

Cooperative training feature to the degree or specialty of
Arts or Science or Education or Management or Engineering to prepare the student for
some study or work in graduate or professional field and an academic year of
some study or work in the field and a student is en-
rolled in the week. The period of of the above work is
The transition into and training to graduate or professional field has
the option of college and vice versa.

In at least one of the following assignments:

1. Student project or project to make the student
"see more teachers in graduate school of
the year.

2. The employment is the employment of one of the
students in cooperation with the college. The
employment can be in any field other of the
field of college and vice versa.

3. Temporary employment to allow a student to work
and learn.

The second phase referred to is a general education as such.
When necessary, additional, more extensive, and
more flexible training in the need of the Department of
Engineering, the University of California, and
opportunity.

Sufficient time is not sufficient alone. Affiliated Colleges
must
not in a position to offer an opinion on the academic values of this plan as compared with the traditional college scheme. There are certain advantages and disadvantages, however, which suggest themselves to a layman. Briefly they are:

Advantages:

A. Utilization of college plant and equipment to twice its ordinary capacity by alternate group idea.

B. Demonstration of the value to the student in training for proprietorship and management, of instruction and actual performance "in fundamentals of machine shop operation, farming, accounting, retail selling, manufacturing, journalism, home economics, and like pursuits."

C. It has great advertising value. It appeals to the student who finds ordinary college work uninteresting. It supplies, theoretically, the solution to a problem of industry in a period of expansion by opening up a new source of labor, and by providing a "practical" background for students who will drift into industry when their college days are over.

D. Demonstration of the dignity of work and logical relationship between higher education and industrial achievement.

E. Opportunity for industries in the vicinity of the college to estimate the ability of individual students with a view to selection upon graduation.

F. The scheme will be advantageous to industry in supplying temporary labor for peak loads (such an advantage may be realized to a degree at least by utilizing student labor from schools and colleges operating under the old order).

Disadvantages:

A. The chief argument for the plan advanced by its proponents is that it will result in making students actually familiar with fundamentals in industry. It is doubtful that the desired result will be attained in anything like the wholesale manner suggested. Industries are highly specialized with a constant tendency towards even greater specialization. Aside from more or less simple mechanical operations or ordinary positions requiring non-skilled or semi-skilled labor it is not probable
A Utilization of College Plant and Equipment

A. The attempt was made to utilize the college plant and equipment in a manner that would contribute to the educational program. This included the use of laboratory facilities, study rooms, and other equipment.

B. Special attention was given to the maintenance and repair of equipment, ensuring that it was kept in good working order.

C. Efforts were made to ensure that all equipment was used in a manner that was consistent with the educational objectives of the college.

D. The college plant and equipment were used in a manner that was consistent with the educational objectives of the college.

E. The college plant and equipment were used in a manner that was consistent with the educational objectives of the college.

F. The college plant and equipment were used in a manner that was consistent with the educational objectives of the college.

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Z. The college plant and equipment were used in a manner that was consistent with the educational objectives of the college.

Deaver's note: After the first attempt to use the college plant and equipment, it was found that the college plant and equipment were not being used in a manner that was consistent with the educational objectives of the college. As a result, efforts were made to ensure that the college plant and equipment were used in a manner that was consistent with the educational objectives of the college.
that industries can use student labor to advantage, because of the unusual turnover problems involved in the plan. The change every five weeks from one student to the other results in costly spoiled work, double cost of instruction in duties and consequently interferes with the possibility of cumulative experience making for responsibility which is necessary to anything more than non-skilled or semi-skilled work.

B. If student labor is utilized because it is cheaper, the constant competition by a body of student laborers will create friction with the laboring class. It seems logical, however, that student labor will not be cheaper after considering cost of training and spoiled work.

C. The argument that it is an economical method of securing an education is questionable. According to Antioch’s figures, the expense of the average student in 1921-1922 was $394.00. The average student at the U. of C. (living in the men’s halls and boarding at the Commons) during the same period, spent $780.00. At Antioch it is said a student can earn from $15.00 to $25.00 per week for 26 weeks of the year (note that this includes ½ of his regular summer vacation). Comparing a student at Antioch and a student at Chicago each working for his bachelor’s degree, the Antioch student has a net expense of not less than $1434.00 and an investment of six years of time while the Chicago student has a gross expense of not less than $3020.00 and an investment of four years without taking into account the amount of his part time and vacation earnings which may easily amount to $2288.00.

The plan is in the experimental stage. Antioch has protected itself, however, by providing for “Group C”, those students who desire the regular four year college course without the Antioch feature.
Texarkana, Texas,

May 14, 1923.

Dr. Ernest B. Burton, President,
Chicago University,
Chicago,
Illinois.

Dear Dr. Burton:

I am very glad to acknowledge receipt of your favor of the second instant and I hope to have your promise that shortly you will present something definite in regard to the matter which I talked of with you for a few minutes.

I asked Mr. Willima J. Mather to show you correspondence upon this subject, which would give you a line up on the plan and purpose which I have in view. It will not be necessary, therefore, in this letter for me to say anything further in regard to the plan as it is fully discussed in our correspondence. I will only say that the fundamental thing is not simple charity but to help boys and girls to help themselves.

Awaiting hearing from you at your convenience,

I am

Respectfully yours,
Dear Mr. Assistant Secretary,

I appreciate the opportunity to provide my resume for your review.

Please find attached a copy of my resume. I believe my experience and qualifications make me a strong candidate for the position you have advertised.

I am confident that my skills and experience would be a valuable asset to your team. I am available for an interview at your earliest convenience.

Thank you for considering my application. I look forward to hearing from you soon.

Sincerely,

[Signature]
June 2, 1923.

Mr. Robert W. Patterson,
Tulsa, Ok.

My dear Mr. Patterson:

I have given careful consideration to the proposition which you have in mind of helping boys and girls to help themselves while getting an education.

In order to carry out this purpose most surely and wisely it seems to me that we should provide in the first place for absolute safety of the principal sum which you may desire to devote to this purpose and in the second place, for considerable flexibility in the plans for using the income. If, in addition, the principal sum can be invested in such a way that the gift will be doubly or trebly useful this will be so much the better.

The following plan seems to me best to meet the above conditions of safety for the principal and of flexibility in the use of income.

(1) The capital of the gift or endowment to be used by the University for the construction of a building which the University would rent to students for various purposes, in part for living rooms, in part perhaps for various other purposes.

(2) The income from the rentals of the building to be used in a variety of ways for the aid and employment of students, to be worked out experimentally, without in any way hazarding the security of the principal sum. It is my belief that we should not prescribe too rigidly the details of the various ways in which students may be helped by this income to help themselves, for in a great city conditions change and the gift will be most useful if it can be adapted to the changing demands for various kinds of employment or service.

The above plan would secure a double or triple set of benefits from the investment. In the first place it would meet a demand which the University cannot supply for rooms which are well lighted and healthful and which can be had at
Mr. Hackett/ Peterson

My dear Mr. Peterson:

I am glad to see that you have been well. I was writing a few months ago on the subject of organized personal contributions to the causes of peace. It seems to me that we need to form a strong bondage of the mind and action that will lead to the solution of the problems that face us. It is important that we take action to strengthen the bonds of cooperation and understanding.

The following plan seems to me to be a good one:

1. The opening of the file of acknowledgment to be sent to the principal of each school in the area of interest.

The closing of the file of acknowledgment to be sent to the principal of each school in the area of interest.

The income from the banks to the principal of the principal school.

The schools that have not received acknowledgment will be asked to supply the necessary information.

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a moderate rental. It is thought that a dormitory which could accommodate approximately fifty students would be an economical unit from the point of view of original construction and of care and maintenance. If the larger proportion of the rooms were rented as living rooms for students this would be helping them at one of the two most expensive points of their education, namely, room rent.

In the second place, a portion of the rooms might be rented to students who would use them to earn their living. A couple of students might conduct a simple breakfast room; another a typewriting office; the janitor service might perhaps be done by some of the students.

In the third place, the income received from the rooms would be used as a fund to give employment to students in a variety of ways, as, for example, as assistants to professors in research work or the preparation of manuscripts, etc. But all such details could be worked out under wise management.

May I suggest an alternative to the whole plan which would have some advantages.

Let the whole capital sum be used as a loan fund to students—with the provisions
(a) that the principal be so invested (in savings bank or in U. S. bonds) so that any part not needed for loans to students shall be bearing income,
(b) that loans shall be at a moderate rate of interest, and wherever practicable with endorsement of the notes by parents or friends,
(c) that the net income from the fund received in any year, shall in the following year be used to give employment to students in such ways as have already been suggested,
(d) that any losses of capital resulting from notes which after a reasonable time are not paid shall be made good from income.

Experiments here and elsewhere lead us to believe that in a large percentage of cases, money so loaned will be paid. Should any losses occur, provision (d) secures the perpetuity of the fund.

A loan is often a greater help to a student than an opportunity to earn money. He has a limited time to spend in school. He cannot really afford to devote this time to earning money. It is much more to his advantage to give all his time to study, and then when by his study he has fitted himself for
a moderate rental. It is thought that a dormitory which could accommodate approximately fifty students would be an economical unit from the point of view of original construction and of care and maintenance. If the larger proportions of the rooms were rented as living rooms for students this would be helping them at one of the two most expensive points of their education, namely, room rent.

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Experiments here and elsewhere leads us to believe that in a large percentage of cases, money so loaned will be paid. Should any losses occur, provision (d) secures the perpetuity of the fund.

A loan is often a greater help to a student than an opportunity to earn money. He has a limited time to spend in school. He cannot really afford to devote this time to earning money. It is much more to his advantage to give all his time to study, and then when by his study he has fitted himself for
useful employment and increased his earning power, repay any debts that he may have incurred in the process of getting his education.

Of course there is a limit to the amount that a student ought to borrow, and any plan of loaning should set a limit to the amount which the fund will loan to an individual. But on the assumption that the Board or Committee to whom the administration of the fund was committed would from time to time work out suitable rules for its administration, I am confident that a loan fund would be a very great advantage to a student body. Let me also point out that a loan fund is in reality an employment fund since the student who borrows the money earns it afterward in order to repay his loan. The difference between the two plans is that in the one case the student earns his money while in school; in the other case he earns it afterward.

Let me also suggest that a loan fund could be used equally for men and women as is only partly the case in the previous plan.

Sincerely yours,
At some point in time, it is a limit to the amount that an\nindividual can handle. It is really to acknowledge that the\nlimit to the amount with which the mind will bear on immanent\nmatters when the Board of Committee to whom the\nadministrative of the Fund was committed was faced with the\nsitting that a loan and money are very exact quantities to a\nstudent. The fact is that a variety of cases arise where the student\nwill borrow the funds with which to attend school or college; in the other case he\nmight be\nmade to\n...
Dr. Ernest D. Burton, President
University of Chicago
Chicago, Illinois

June 24, 1923

CONFIDENTIAL

Dear Dr. Burton:

I appreciate most heartily your valuable letter of the 2nd inst. I
have read it several times and studied each clause carefully in order
to determine their application to the purpose I have in mind, viz.,
to help boys and girls and young men and young women to help themselves
secure a high college or university education.

You have certainly given the subject much careful study
and have brought to bear upon it the result of long years of experience
and thoughtful observation.

Both plans you suggest are good, and a fund invested and
used as you plan would not fail to accomplish a world of good for
young men and young women who are struggling to secure a college
education.

The first plan provides for and safeguards the investment
in a manner to benefit the student and to add to the needs of the
university; but just to what extent this will meet my central purpose
of enabling the student to help himself, is not quite fully explained.
You, however, suggest that there be latitude given for working out
the details, etc. It would probably be all right to do this, but I
would prefer that as definite a scheme as practicable be devised, at
least in a general way. Just how the student will be aided to earn and
win his own way. No doubt you have this pretty well in mind. It is,
however, a question I find rather difficult to decide upon. As I
CONFIDENTIAL

DEAR PROFESSOR,

I appreciate your kind letter of the 30th of last month. I have read it several times and am able to make some sense, at least in a general way, of the purpose I have in mind. It seems to me that the application to the position of professor of mathematics at the University of Chicago, which you have offered me, may be of some assistance to you in finding a position in the University of Chicago. I am anxious to see a plan of college or university education which may be of some assistance in your search for a position at the University of Chicago and in your future career.

Both plans you suggest are good, and a long and arduous study of the subject matter of the University of Chicago will be necessary to accomplish a work of this nature. Your paper is good, and you are more than a reader in the subject of experience and your experience is more than a reader in the subject of experience.

The first plan provides for and secures the investment

university, but that to meet expense will meet my current expenses. Of every student to help himself, is not quite half expending. You, however, suspect that there be instances given for working out the students, etc. It would probably be still right to go into, and I would rather that as a tentative a scheme as practicable be handed. Least in a general way. No doubt you have these better well in mind. It is

Romana's design I find rather difficult to achieve now. As I
have had large experience in business matters, having been active president of a bank for more than twenty-five years, and I am accustomed to look at such a question rather cold-bloodedly, that is, to make this scheme a success. I see you are the same.

My scheme has always embodied the establishing of a moderate loan fund. I realize, as you say, a loan fund can be made most helpful. However, as my business has been that of lending money, I have seen the evils of borrowing as well as its advantages, and I always caution those who have little or no means against borrowing, except in extreme emergency, and then to have in mind from the start the pay day; for one of the greatest curses of our day is debt. I would give but little encouragement to boys to borrow, he would, as a rule, better earn the money before he spends it. As I heard our "nigger" say to another "nigger" who had loaned him a little money, "Oh no, man! Don't you think I'se gw'an to pay money dat is already spent."

As to repaying money after graduation, I find that there is not that strong sense of responsibility for repaying as during the days of struggling ambition to get an education: and, besides, the struggle, as a rule, just after having completed his college course, is no whit less than before, while the demands for a higher plane of living have increased and the will to sacrifice naturally has diminished, so that I think that the student who starts out into the real life struggle is really under a greater handicap than he was as a student, and this is doubly so if he has to take a professional course to prepare for his life work. He would better clear his decks for action as he goes along, or as nearly as possible.
have had face experiences in primary matter, having been active
presented at a park for more than twenty-five years, and I am
intended to look at such a description of coagulation of
because you are the same. I respect you the same.
My name is otherwise something the satisfaction of a
moderate I am happy. I believe as you say, a loan can be made
work involved. However, as my professional life has been that of leaching
money, I have seen the value of putting as well as the satisfaction
and I always caution those who have little to no means except
putting away. I have always been in extreme emerogeny, and have to have in mind
from the first the pay day; for one of the greatest curses of any
lot in helping. I would give put little encouragement to pay to
money get to people. In order to make the people better and the money better it
behave. {As I began to write} who had loved you
little, "dm. don't you think I'm "Eu' a to pay
money get to people."

As to having money after graduation I find that
there is not that strong sense of responsibility for doing as
attained the age of voting, the temptation to get by no deception; and
people's conscience, as a rule, that after having completed high
college course, to no write less than a potter while the game. For

a higher plane of living have increased sense with to salvation
materially the diminishing, so that I think that the student who accepts
not into the least the struggle to realize what a greater handicap
and live as a student, and live to justify it he has to take
a preparation course to prepare for his life work. He would better
after the year for section as he goes home or as he is at home.
I signed a note of one of my college chums while in college and some twelve or fifteen years afterwards I was called upon to pay it. He had kept up the interest pretty well, but upon the death of his creditor, the estate demanded payment. He could not, or did not, pay it and I paid it. I did not know the note was till unpaid. I think he is still living. He married, taught school, etc., and just lacked determination to pay. I know this is an extreme case; still, there are but few things of more importance to this generation than for men to pay as they go and keep out of debt — to borrow only in case of necessity, and then a very reasonable amount. Debt is a handicap and often a hard master, and strikes at one's independence, and sometimes strongly tries honesty, character.

I would have a loan fund, but make only small loans for short time, simply to bridge over to complete a term or the last of a year, as a rule. I think we probably will agree, in the main in this matter.

In regard to your alternative plan, it would be difficult, I fear, to use the entire capital as a loan fund and accomplish thereby, or through it my one central purpose. It is possible that a larger use might be made of the capital in the way you suggest, in accomplishing my fundamental purpose, than I have hitherto considered, I do not know. It seems to me, so far as I have studied it that the loan feature could only become supplemental, but how would you work it out?

To what extent, to effectively accomplish my purpose could the income of such a capital or fund be used to maintain an
I bring a note of one of my college acquaintances in
college and some trouble of illness, having a tranche of
where two of the boys were not the interest pretty well.

I know most of the characters, the states, general employment.
He's not to think, but I'm feeling it. I did not know
the note was till anything I think he is till living. He was,
I went school, etc., and that Jackey's determination to pay. I know

that in an extreme case, still there are the few times of
more importance to this department than it was to play as they do
and keep out of sight—to put only in case of necessity, and
then as a necessary and often a
handy matter, and it's all the more important,
and sometimes

strategy, these honesty, etc.

I wonder have a long time, but make only small town
for short time, simply to indicate over to complete a term of the
least of a year, as a rule. I think my property will suffice in
the main in this matter.

I am anxious to your intelligence, please if you are
illness. I think to see the entire capacity as a loan, and
accomplished, thereby to know in what one can tell about. It is
possible that a longer note might be made of the capacity in the
way you suggest, in accomplishing my fundamental, but there I have
not written, in the note, except only become so to me as
perhaps considerable. I go not know. It seems to me, so far as

resented, but how you work it all

To what extent to accomplish, accomplish my purpose

confining the sense of such a capacity as to need to maintain as
active organization, with a live, energetic, devoted head and a corps of similar workers, to take charge of self-dependent and willing-working young men and young women, in securing for them employment here and there and everywhere, and directing their energies into useful channels and remunerative employment? If this could be made any considerable success it would help them to help themselves to that extent.

I want to aid the young man and the young woman, girl and boy, to acquire learning, culture, strength of mind, force of character, faith in themselves, and an unfaltering conscience or sense of right.

Excuse this tax upon your time and labors

Yours,

(Signed) Robert W. Patterson
the county of make any considerable success if many people to
help understand to that extent
I want to say the young men and the young women,
ent and plan to educate betterment, antite, antite of mind
force of appreciater, wall in the meantime, and so magnificent
consciences to some of right.

Yours,

(Initial Report W. Patterson)
July 28, 1923.

My dear Mr. Patterson:

I have read with care your letter of June 24th and I think I can best express the result of my thought in an answer to the question which you ask in the following paragraph:

"To what extent, to effectively accomplish my purpose could the income of such a capital or fund be used to maintain an active organization, with a live, energetic, devoted head and a corps of similar workers, to take charge of self-dependent and willing-working young men and young women, in securing for them employment here and there and everywhere, and directing their energies into useful channels and remunerative employment? If this could be made considerable success it would help them to help themselves to that extent."

In my judgment the income of a considerable sum of money could be wisely employed by any University located in a large city in the establishment and maintenance of an Employment Bureau under the condition that the income from the endowment should be employed first, in maintaining such a Bureau free of expense, or merely a nominal charge, to the applicant for employment; and secondly, if the entire income be not needed for the above purpose in the payment of students needing employment to earn their own way for services rendered to the University. If it were congenial to you I believe that any University would be glad to name the agency thus established, the Patterson Employment Bureau. Speaking at least for the University of Chicago, we should be glad to
January 26, 1923

My dear Mr. Patterson:

I have been with your letter of June 26th

and I think I can part express the result of my efforts in

an answer to the direction which you ask in the following.

To what extent to alleviate poverty in your programme

I cannot give you a specific answer to that query to

in your programme is a matter of taking a decision with a view to

local conditions, and it is impossible for me to make a general

answer, there are so many variables and circumstances in the

situation. I think it is best to consult with experts and

local authorities to see what can be done. It is only

possible to offer suggestions in broad terms.

In my programme the income of a cooperative

was considered to be an advantage over the unorganized farm

in a rural area, in the establishment of a cooperative

employment bureau where the cooperation finds the income from

employment agencies or employment offices in agricultural

societies or cooperative firms. The income from

employment agencies and cooperatives in the rural

areas should be substantial and encourage the

development of employment agencies.

I note your suggestion for the development of

weaving employment to assist farmers in the production of

yarn. I agree to the Unemployment. It is a matter of great importance to you and me.

I refer you to the Unemployment Grants. Speaking

generally, the Unemployment Assistance Board

should be financed for the Unemployment Grants. We might also look to
assume such a responsibility under such conditions as these or others that might be agreed upon.

You would be interested to know that our own Employment Bureau, somewhat inadequately developed because of lack of endowment, found employment last year for 1752 students, besides finding positions for 55 graduates and former students. I believe, therefore, that to establish such a Bureau upon a firm foundation would render an invaluable service to succeeding generations of students for an indefinite time to come.

Very truly yours,

Mr. Robert W. Patterson, La Junta, Colorado.
since such a complementarily mager such convolution as ease

or objects that might be seen above

You would be interested to know that our own

employment pattern somewhat independently generated because

of far the employment from employment last year for IFS

exercise general, infinite positions. You'll be interested in

foster experience. I believe 'experience' part to satisfy

such a person whom a firm foundation would hunger far in-

applicable service to academic generation of structure for

an infernal time to come.

Very truly yours,

Mr. Robert W. Patterson.

Leah, Colorado.

ED. QFT.
Memorandum for the President:

I have read Mr. Patterson's letter of June 24th. It seems to me that his main interest lies in the development of the Employment Bureau, and that he might either adopt and endow the one we now have, which last year found employment amounting to $86,000, for 1752 students, besides placing 55 graduates and former students in positions in which they earn probably $6000; or establish it on an enlarged scale.

Since we have now so many loan funds, some of just the short-time emergency type Mr. Patterson mentions, I would suggest that you ask Mr. Patterson to establish the "Patterson Employment Bureau" of the University of Chicago, and endow it just as largely as he will, concentrating his gift upon this work. There is hardly any limit to the amount of employment that a well endowed Bureau could secure, and the number of students that could thus be helped is very large.

I may add that my father strongly concurs in this interpretation of Mr. Patterson's letter and suggestion as to a reply to it.

E.J.G.
I have the honor to attract your attention to the matter of the

I hereby recommend to the President of the University of Chicago

I have the honor to recommend for the approval of the President of the University of Chicago

I am, with every respect,

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I am, with every respect,

I have the honor to recommend for the approval of the President of the University of Chicago

I am, with every respect,
August 6, 1923.

My dear Mr. Patterson:

I have read with care your letter of June 24th and I think I can best express the result of my thought in an answer to the question which you ask in the following paragraph:

"To what extent, to effectively accomplish my purpose could the income of such a capital or fund be used to maintain an active organization with a live, energetic, devoted head and a corps of similar workers, to take charge of self-dependent and willing working young men and young women, in securing for them employment here and there and everywhere, and directing their energies into useful channels and remunerative employment? If this could be made considerable success it would help them to help themselves to that extent."

In my judgment the income of a considerable sum of money could be wisely employed by any University located in a large city in the establishment and maintenance of an Employment Bureau under the condition that the income from the endowment should be employed first, in maintaining such a Bureau free of expense, or at merely nominal charge, to the applicant for employment; and secondly, if the entire income be not needed for the above purpose, in paying students who need employment for services rendered to the University. If it were congenial to you I believe that any University would be glad in consideration of a gift yielding an income of say
Amherst, June 25th

My dear Ms. Patterson:

I have received your letter of June 25th and I think I can best express the thanks of my husband in an answer to the question which you asked in the following

paragraph:

"To what extent do all-expenses paid by my employer mean that the income of any employer's employees is $5000 or more to receive under such conditions?"

My husband and I are employed by an engineering firm and our income is $5000 or more to receive under such conditions because we are both experienced engineers. However, we are not included in the list of employees who receive an income of $5000 or more to receive under such conditions. This is because we are not employed by the firm to perform any specific work for them.

In my judgment, the income of a contractor's firm

as a whole cannot be much employed by any university because it

is a fact that in the estimation and maintenance of an

employment pattern under the condition that the income from

the employment should be employable dirt in maintaining such

a balanced state of expense of salary, not necessarily to the

apparatus for employment and salary in maintaining such

employment. It is not necessary for the income to be

employed for maintenance to the university. It

is also necessary to know I believe that any university

employed in conjunction of a special project or income of such
$5000 or more to name the agency thus established, the Patterson Employment Bureau. Speaking at least for the University of Chicago, we should be glad to assume such a responsibility under such conditions as these or others that might be agreed upon.

You would be interested to know that our own Employment Bureau, somewhat inadequately developed because of lack of endowment, found employment last year for 1752 students, besides finding positions for 55 graduates and former students. I believe, therefore, that to establish such a Bureau upon a firm foundation would render an invaluable service to succeeding generations of students for an indefinite time to come.

Very truly yours,

Mr. Robert W. Patterson,
La Junta, Colorado.

EDCCE
You may be interested to know that our own Employment Board, somewhat independently and by our own
employment board, has not yet been

Your Employment Board, somewhat independently and by its own
determination, has not yet been

New Yorks, November 15th, 1940

Very truly yours,

[Signature]

Mr. Robert W. Parker,
Le Grand, October.
August 7, 1923.

My dear Mr. Swift:

The enclosed letter to Mr. Patterson is the sequel of a long correspondence. His one idea is to help students to help themselves. Various suggestions have been made to him which have not commended themselves to him.

My main question about this letter is whether it ought to contain the suggestion that the fund should bear the donor's name. If you approve this letter I should be glad to have it mailed as the matter has been hanging for a long time. If, however, you disapprove any portion of it I should be glad to reconsider it.

Very truly yours,

Mr. Harold H. Swift,
Union Stock Yards,
Chicago, Ill.

SDB:CB
The enclosed letter to Mr. 

the envelope letter to Mr.

enclosed is the receipt of a face coupon.

sincerely, the one who is to help arrange to

help Emerson, various associates have

been made to him which have not commanded

sincerely to him.

My main decision sent this letter

is written to one not to contain the associate

will you kindly accept the gentleman name.

If you approve this letter I expect to find

to have it mailed as the matter have been

arranged for a long time. If however, you

 schedulaire a portion of it I弹簧 for

are to recognize it.

Very truly yours,

Mr. Cassidy, G.W.

Union Trust, Yaren.

Oceania, J.T.

EB: 03
ANTIOCH COLLEGE
YELLOW SPRINGS, OHIO

Date........................................

Name of Applicant........................................

Address........................................

Name of Parent or Guardian........................................

Address........................................

Application for Admission

First, please read carefully the announcement of the Antioch program. For a student to enroll and then to drop out, because of not being fitted for the work, is a serious loss, both to the student and to the college. We try to avoid such mistakes by a careful preliminary study of each prospective student. We ask a good many questions below. Please take time to answer them plainly, definitely and carefully, but without wasting words. Do not be disturbed if you find difficulty in answering some of the questions clearly. One of the disadvantages of written applications is that many persons of exceptional promise have not developed ability in self-expression, and so find difficulty in doing themselves justice. But if you will open up and tell about yourself as best you can, we will be helped very much in getting acquainted, and will be better able to judge whether Antioch is the best place for you. Antioch can accept only a part of those who apply for admission. Please do not fill out and return this application blank unless you have a serious purpose in doing so. If you need more space than is provided on this blank, use additional sheets for reply. We want this reply to be your work, and not the work of some one else; except in case of boys and girls below high school age, who are asking to be enrolled for later entrance.

Statistics

Name in full........................................

Date of birth........................................

Place of birth........................................

Race and Nationality of:

Father........................................

Mother........................................

Father........................................

Mother........................................

Names, ages and present occupations of brothers and sisters........................................

What insurance do you carry?

Religious preference of yourself........................................

Father........................................

Mother........................................

Of what societies, clubs, fraternal organizations, unions, etc., are you a member?

Physical

(Prospective students will receive thorough physical examination before final enrollment. Direct and definite answers are desired.)

Please attach an amateur "snap shot" photograph, preferably without a hat.

Height in stocking feet........................................

Weight in ordinary clothes........................................

Have you ever been refused life insurance?........................................

Why?

What defects of eyesight or hearing have you?

What diseases have you had? Give approximate dates.
References

Name five or more persons, preferably of mature judgment, to whom we may write concerning you. Such references as the following, would be acceptable: 1. Neighbors. One or more neighbors who know you well. Do not feel embarrassed if they seldom write letters or do not express themselves well in writing. 2. Teachers. One or more teachers who know about your school work, preferably those in whose judgment you have the most confidence. 3. Your family doctor. 4. Your storekeeper, banker, or other business men who know you. 5. Men or boys with whom you have worked. Ministries.

Not every reference need be an intimate acquaintance. Some simply may be persons who have had opportunity to know you or your family reasonably well. Unless you choose to do so, it is not necessary to get the permission of such persons before referring to them. You should not refer to chance acquaintances who can know but little about you, just because they are prominent people.

<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship, as &quot;Neighbor,&quot; &quot;Teacher,&quot; etc.</th>
<th>Address</th>
<th>Business or Calling</th>
<th>How Many Years Has This Person Known You?</th>
</tr>
</thead>
</table>

Please answer the following questions, using as much space as you need. For convenience in our files, we suggest you use standard letter sheets of the size of this (8½ x 11 inches). Take time to express yourself fully, but help us have time by writing plainly, clearly, and concisely. Give your answers the same numbers as the following paragraphs.

1. In what respect have your educational opportunities been limited and incomplete? In what way particularly helpful?

2. To what extent have you helped support yourself or your family? Describe positions you have held, and work you have done. (Give name and address of employer.) How much did you earn? In what way did the work help you? Give an account of any work you have done for yourself. Have you a trade?

3. Tell, if you feel free to do so, something of your home life and obligations, and how they have made your plans easier or harder to carry out.

4. Describe your own personality and temperament, and any characteristics which particularly mark your family.

5. What have you done in athletics, music, and other personal accomplishments? What recreation do you take?

6. What do you read? What are your favorite books, authors, and subjects? Why do you choose these particular subjects and authors?

7. What are your greatest interests? How and what do you hope to accomplish in the lines of these interests? Tell about your aims and hopes and plans, so that we may become better acquainted.

8. Which of the proposed college courses at Antioch do you wish to take? Why? What reason have you to think you can succeed in this course? If there is a question between two or more courses, what are the others, and what leads you to give them second place? (It is not necessary to make a final choice until the college work is well advanced.)

9. Using 100 words or more for each calling concerning which you have any definite ideas, please tell what, in your opinion, are your own qualities and opportunities, and what are the specific characteristics of the calling, which would make it seem advisable or inadvisable for you to pursue the following callings: teacher, private secretary, artist, social welfare worker, journalist, corporation lawyer, scientific research worker, department store proprietor, manufacturer of hardware, surgeon, civic or political organizer, manufacturer of scientific instruments, civil engineer, advertising manager, inventor, actor, banker, farmer, building contractor, hotel proprietor, naval officer, psychologist, housekeeper.

10. It is the aim to make Antioch students as nearly as possible self-supporting, but it will be necessary in general for a student to bring with him or have within sight perhaps $400.00 to see him through his college course. Earning capacity will vary in individual cases, and also will depend on economic conditions. Can you bring with
you $200.00 and have available another $200.00 during your second year, aside from
what you can earn after entering college? If not, what is your financial condition?

In some cases a student may be justified in starting with less, especially if he or she has a demonstrated earning
capacity. What particular abilities have you which might help you in earning a living? Do not omit to tell of any
marked ability. We may be able to make that ability profitable, even if you have not done so before.

11. If it is not necessary for you to pay your own way during your college course, which of the following methods do
you think you would wish to pursue?

A. Take your place with those who do pay their way, in order to get the training in self-reliance which comes with
self-support.

B. Spend your working periods in situations which have a high educational value, regardless of income. (For in-
stance, a pre-medical student might work in a doctor's laboratory, or a student aiming at journalism might do
reporting on a newspaper, regardless of income.)

C. Spend the entire time at school, in order to finish the college course as quickly as possible.

We suggest careful consideration before any decision to give up the advantage of the alternation between work
and study, even though financial support is no consideration. However, Antioch makes adequate provision for those who
do decide to give full time to college work.

Please state definitely and explicitly just what advice, suggestions, and help from others you received in making
out this application, including your accompanying letter.

Yellow Springs, Ohio.

Address replies to: Antioch College, Office of the President, 309 Ludlow Bldg., Dayton, Ohio.

ARTHUR E. MORGAN, President.

As a part of our regular procedure, we ask each applicant to take a psychological
examination, the form for which we supply. This is
usually given by the high school principal or some
other responsible school authority. It takes about
half an hour of his time, during which, however,
he may do other things as well as give this examina-
tion.

Will you please communicate at
once with your high school principal, asking him
if he will be willing to undertake this service for
us, and let us know his name and address? If this
cannot be arranged, please suggest some other person
who can help us out.

This test should be taken even though
you may have taken a psychological test elsewhere.
If you live within fifty miles of Yellow Springs,
you can arrange to take this test either at the col-
lege or at the Dayton office. Such an arrangement
will permit a personal interview at the same time.