I.

LOCATION.

A professional training school for teachers will be located on the North Side, Chicago, Illinois, within convenient reach of Lincoln Park, the Academy of Sciences and the Newberry Library. It is easily accessible to pupils from all parts of this quarter of the city.

II.

The School building is to be large and commodious. It will be constructed in accordance with the best designs of school architecture that are suggested by beauty, health and comfort and permissible in an institution devoted to the training of teachers by modern methods.

Ample space will be provided for laboratories, libraries, work in art, manual and physical training and other facilities needed by students in training for the work of teaching.

III.

EQUIPMENT.

The institution will be supplied with a library of carefully selected books and with the apparatus and illustrative material needed in the actual work of teaching. It is proposed, also, by properly organized means, to draw upon the great educational resources of the city that are found in its parks, its museums, its galleries and its industries.
I.

INSTRUCTION

A Practice School for Teachers will be located on

II.

The School will be in accordance with the needs of the

III.

CONCLUSION

Teaching materials provided in the

 EE to teach the basic scientific principles of the

The School is to be conducted to prepare teachers for the

The School is to be the nucleus of the

are lacking in the public, the science, the economics, and the industries.
IV.

THE FACULTY.

The chief strength of the institution will lie in its Faculty. It will be composed of educated, trained, expert teachers who will form of themselves a compact body organized for the purpose of studying, continually, the problems presented by modern education. The regular Faculty meeting for the discussion of professional questions is to be a as organic part of the school work as any other departmental duties.

V.

THE ORGANIZATION.

It is proposed that the institution shall meet the demand for trained and efficient teachers in all grades of schools, including the kindergarten and college.

To this end the work will be organized under the following co-ordinate departments:

1. Philosophy, including Psychology and the History of Education;
2. Science, including the Natural Sciences (excepting Geography and Geology) and Mathematics.
3. Geography, including Geology.
4. History, including Literature.
THE ORGANIZATION

In the preparation of the Instruction Department, the teaching and administration have been coordinated with the following departments and colleges.

1. The Executive Department
2. The Finance Department
3. The Personnel Department
4. The Administration Department
5. The School
6. The Laboratory
7. The Library
8. The Extension Department
9. The Research Department
10. The Library
11. The Extension Department
12. The Library
13. The Extension Department
14. The Library
15. The Extension Department
16. The Library
17. The Extension Department
18. The Library
Under this organization two schools will be maintained:

1. The Professional School

2. The Academic Schools

The Professional School will be devoted to the professional training of teachers who are preparing to occupy positions in elementary, secondary, normal school or college work, or who may desire to make preparation as specialists in the Kindergarten, Manual Training, Physical Training, Music, Art, Elocution, Science, Geography and History.

In the Professional School special courses dealing with the treatment and education of young children will be established. These will be adapted to the needs of mothers in the training of children and also to the requirements of those who desire such training but do not expect to become teachers. All the departments of this school will provide graduate courses offering opportunities for higher study in special lines.

The Academic School is to be established for the education of children thru all grades, including Kindergarten, Primary, Grammar, High School and a Junior College Course of two years.

This school is to be provided with trained, expert teachers, and it is to be equipped with apparatus and the other means and appliances demanded by the most enlightened methods of modern education.
Under this organization two sections will be maintained:

I. The Professional Section

II. The Academic Section

The Professional Section will be concerned with the professional training of all of those who are preparing to occupy positions in elementary education, normal school or college work, or who may desire to make preparation as specialists in the subject matter of their training.

Academic training must be received in science, modern languages, English, mathematics, and the liberal arts.

In the Professional Section special courses will be taught with the

Professional training of young people will be emphasized and

will be adapted to the needs of the time. The training will be

organized to the maximum of those who desire such training

and will have a larger percentage of those who desire such training.

The Academic Section is to be maintained for the education of

students who wish to receive instruction in the liberal arts.

The objective of this school is to provide a junior college course of two years

and to do so by placing the emphasis on the liberal arts and sciences.
The presentation of subject matter in The Academic School will be under a broad conception of the unity of knowledge and with a view to developing in the pupils a high degree of skill and power thru the use of all appropriate modes of expression. Special attention will be given thruout the course to physical development, manual training and all art forms of expression.

The aim thruout will be to study the individual pupils and to consider the best means of presenting natural conditions for their development.

Under strict supervision the entire Academic School will be used by the members of the Professional School, after satisfactory preparation, as a Model School for observation and practice teaching, thus giving great advantage in special instruction.

The teachers in the Professional School will supervise, direct and assist in the instruction in their respective departments in the Academic School. The teachers of both schools will form one Faculty, organized as a unit for the good of the whole. Moral life and moral power are the ends sought and both schools are to constitute one community.

VII.

ADMISSION REQUIREMENTS

The Professional School:

It is proposed to select the students for this school with
great care. Only those who have good health and physical vigor and sufficient education and refinement as a basis for professional study will be admitted. Under these general conditions the school will be open at any time to students.

The Professional School:
1. Students of accredited high schools, or the academic equivalent, will be admitted to the two years' course.

2. Teachers who have had two years' successful experience in teaching may be admitted conditioned upon the fulfillment of such requirements in the Academic School as the Faculty may deem wise. Those entering under such conditions will be considered special students, not members of the regular professional course nor candidates for a degree. When, in the judgment of the Faculty, they show sufficient preparation for the work of the Professional School they may be admitted to the regular two years' course.

3. The fourth quarter will be devoted to Summer School work, which will be open to all teachers and to any others who may desire to attend.

The Academic School:

1. The Kindergarten, Primary, Grammar and Secondary Schools will be open to all children.

2. The Junior College Grade will be open only to those who pass regularly thru the Secondary School.
Great care. Only those who have a good personal and professional background will be considered. It is essential to present a well-prepared resume and any relevant experience or qualifications.

The Personnel Officer:

It is important to make sure the resume is clear and concise. Include any relevant experience or qualifications. It is also important to highlight any strengths or accomplishments.

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:

The Personnel Officer:
VII.
TUITION.

1. The Professional School per quarter

2. The Academic School:
   a. Kindergarten per quarter
   b. Primary (years) " 
   c. Grammar ( ) "

VIII.
CALENDAR.

The sessions of the Professional School will be continuous. The year will be divided into four quarters -- Autumn, Winter, Spring and Summer.

The Autumn Quarter will include October, November and December.

The Winter Quarter will include January, February and March.

The Spring Quarter will include April, May and June.

The Summer Quarter will include July, August and September.

IX.

REQUIREMENTS FOR GRADUATION: DIPLOMAS AND CERTIFICATES.

The Professional School:

The minimum time required for graduation is two years.

Those who do in a satisfactory manner the work required in six full quarters (not including the summer quarter) will be allowed to graduate with a diploma.
VII.

INTRODUCTION

The Professional School

A. Kindergarten
B. Primary
C. Grammar
D. University

VIII.

CONCLUSION

The success of the Professional School will be contingent on the
factors which are given in terms of aspects: water, wind, spring and
summer.

The summer quarter will include October, November, and December.
The winter quarter will include January, February, and March.
The spring quarter will include April, May, and June.
The academic quarter will include July, August, and September.

REQUIREMENTS FOR GRADUATION: DISCIPLINE AND CRITICISM

The Professional School

The minimum time required for graduation is two years.

Those who go in a systematic manner will be able to graduate
earlier than the usual duration, with extra effort to enhance
their academic performance.
The work required for graduation need not be done in consecutive quarters.

Students who do in a satisfactory manner the work of at least one quarter, or at least half of the summer quarter will be entitled to receive a certificate setting forth the facts.

The Academic School:

Certificates will be granted:

a. On the completion of the Grammar School Course.

b. On the completion of the Junior College Course.

A diploma will be granted to those completing the High School Course.

X.

UNIVERSITY EXTENSION AND AFFILIATION.

The will be a center of extension work for the University of Chicago. The courses provided will be in accord with the professional and scientific purposes of the school and they will be in charge of the best professors in the University.

Students who are accredited with courses taken in the University of Chicago will and who desire to enter the will be given credit for the parallel courses in the in the Professional School.

At least three-quarters' resident work in the is required for graduation.
The work required for examination need not be gone to extremes.

Requirements to go to a satisfactory manner the work of at least one.

The summer director will be satisfied to

Receive a certificate for the work to

The academic report:

Certificate will be granted:

- On the completion of the Grammar School course.
- On the completion of the Junior College course.

A diploma will be granted to those completing the High School.

CONFERENCE

UNIVERSITY EXTENSION AND APPLICATION

Will be a center of extension work

for the University of Chicago. The common knowledge will be gained

with the practical and economical knowledge of the school and work

will be in the hands of the best instructors in the University.

Students will be instructed with common sense in the University

of Chicago with many cases to which the

will as given credit for the beneficial courses in the

to the preprofessional school.

At least four central's academic work in the

in preparation for graduation.
XI.

THE PUBLIC RELATIONS OF THE

The , called into being by the general demand for more thoroughly prepared teachers and more enlightened methods in education, exists for the community and for the world at large. Every opportunity will be given to parents and to the public generally to study the theory and practice of the school. Thru a system of public meetings conducted by the teachers and pupils, it is proposed to bring the school work very close to the parents and the homes of the children, thus enlisting and quickening the sympathy of all in the cause of popular education.
THE PUBLIC RELATIONS OF THE

Calling into being by the General

leading to more thoroughly developed services and more enlightened

planning to accomplish excellence for the community and the world of

larger thought.

The opportunity will be given to persons and to the peoples

generally to enrich the speech of the speaking of the country. This

creates or brings together committed to the suppression orpltiire,

to the progress to make the people work and have access to the benefits and

the power of the alliance. From entertainment and democracy the

or effort for the cause of democracy.
Items relating to cost of Lewis Institute.

Cost of site

- building: $169,000
- equipment: $200,000
- administration, including Director's salary: $100,000
- instruction (salaries): $10,000
- maintaining shops, etc., per year: $50,000
- building and grounds -- engineering and janitoring: $10,000

Income

Tuition at $60. per year of three quarters, est. for next year: $40,000
Income of endowment: $60,000

Size of building (7 stories including attic rooms and basement) L-shaped, 195 x 125 on Madison & Robey streets

Original fund when building began: $1,600,000
Up to date buildings have been erected and all expenses have been met from income and $100,000 of the principal, leaving endowment at present: $1,700,000.
I.

LOCATION.

A professional training school for teachers will be located on the North Side, Chicago, Illinois, within convenient reach of Lincoln Park, the Academy of Sciences and the Newberry Library. It is easily accessible to pupils from all parts of this quarter of the city.

II.

The School building is to be large and commodious. It will be constructed in accordance with the best designs of school architecture that are suggested by beauty, health and comfort and permissible in an institution devoted to the training of teachers by modern methods.

Ample space will be provided for laboratories, libraries, work in art, manual and physical training and other facilities needed by students in training for the work of teaching.

III.

EQUIPMENT.

The college will be supplied with a library of carefully selected books and with the apparatus and illustrative material needed in the actual work of teaching. It is proposed, also, by properly organized means, to draw upon the great educational resources of the city that are found in its parks, its museums, its galleries and its industries.
I.

INTRODUCTION

A comprehensive training section for seamen will be located at the World Wide Company, New York, with a permanent crew of instructors.

Sailors will report to the company's yard at the completion of training.

II.

The report published is to be taken at any compartment. It will be

conducted in accordance with the past practice of seafaring vessels.

III.

SUMMARY

The above will be followed by a synopsis of certain vital sections

to ensure adequate and efficient training. In addition, certain special

sections will be added to emphasize particular areas of the

project. The aim is to provide a comprehensive, well-organized

approach to the work of seamen. The letters and the

image.
IV.

THE FACULTY.

The chief strength of the institution will lie in its Faculty. It will be composed of educated, trained, expert teachers who will form of themselves a compact body organized for the purpose of studying, continually, the problems presented by modern education. The regular Faculty meeting for the discussion of professional questions is to be as organic part of the school work as any other departmental duties.

V.

THE ORGANIZATION.

It is proposed that the institution shall meet the demand for trained and efficient teachers in all grades of schools, including the kindergarten and college.

To this end the work will be organized under the following co-ordinate departments:

1. Philosophy, including Psychology and the History of Education:

2. Science, including the Natural Sciences (excepting Geography and Geology) and Mathematics.

3. Geography, including Geology.

4. History, including Literature.

Under this organization two schools will be maintained:

1. The Professional School

2. The Academic School

The Professional School will be devoted to the professional training of teachers who are preparing to occupy positions in elementary, secondary, normal school or college work, or who may desire to make preparation as specialists in the Kindergarten, Manual Training, Physical Training, Music, Art, Elocution, Science, Geography and History.

In the Professional School special courses dealing with the treatment and education of young children will be established. These will be adapted to the needs of mothers in the training of children and also to the requirements of those who desire such training but do not expect to become teachers. All the departments of this school will provide graduate courses offering opportunities for higher study in special lines.

The Academic School is to be established for the education of children thru all grades, including Kindergarten, Primary, Grammar, High School and a Junior College Course of two years.

This school is to be provided with trained, expert teachers, and it is to be equipped with apparatus and the other means and appliances demanded by the most enlightened methods of modern education.
Under this organization two sections will be maintained:

I. The Professional Section

II. The Vehicular Section

The Professional Section will be devoted to the professional training

The Vehicular Section has been designed to conduct projects to promote

recreation as specified in the Gubernational, Vehicular Training

Program, "Recreational Vehicle Education, Nautical, Motor, and Air-

Under the Professional Section, special courses will be consistent with the

promotion and advancement of parks affiliation with the professional

affiliation with the various parks of the state and the national parks of the

state. The programs of this section will include a broad range of courses covering

such topics as climate, weather, geology, and plant and animal life.

The Vehicular Section is devoted to the advancement of vehicular

operations, including vehicular operation, vehicular training, and vehicular

service. It is to go into detail with opportunities and the other means and applications

Genetically the most important element of vehicular education.
The presentation of subject matter in The Academic School will be under a broad conception of the unity of knowledge and with a view to developing in the pupils a high degree of skill and power thru the use of all appropriate modes of expression. Special attention will be given thruout the course to physical development, manual training and all art forms of expression.

The aim thruout will be to study the individual pupils and to consider the best means of presenting natural conditions for their development.

Under strict supervision the entire Academic School will be used by the members of the Professional School, after satisfactory preparation, as a Model School for observation and practice teaching, thus giving great advantage in special instruction.

The teachers in the Professional School will supervise, direct and assist in the instruction in their respective departments in the Academic School. The teachers of both schools will form one Faculty, organized as a unit for the good of the whole. Moral life and moral power are the ends sought and both schools are to constitute one community.

VII.

ADMISSION REQUIREMENTS

The Professional School:

It is proposed to select the students for this school with
The presentation of subject matter to the academic faculty will
be under a broad conception of the work of knowledge and allow a new
tactic approach to the training a group of students and young trainee
men and women the purpose of education. Special attention will
be paid to the analysis of the student's educational development and the
processing of the academic or professor. The student will be able to
acquire the deep sense of personal identity and confidence for further
development.

Under the supervision of the academic faculty, the student will be
encouraged to participate in the development of a professional approach and, after satisfactory
presentation of a professional report, to participate and receive feedback.

The feedback in the professional report will not be isolated but will be
given in a manner that encourages the student to reflect on their work.

The student will be encouraged to work on their goals and to improve their experiences in the
academic field. The student will come up with new perspectives.

Attention will be paid to the development of the student's personal and social skills. The student
will be encouraged to seize the opportunity to become a better person.

The

VIII

COMMISSION RECOMMENDATIONS

The Presentation Report

It is important to assess the student for their progress with
great care. Only those who have good health and physical vigor and sufficient education and refinement as a basis for professional study will be admitted. Under these general conditions the school will be open at any time to:

1. Students of accredited high schools, or the academic equivalent, will be admitted to the two years' course.

2. Teachers who have had two years' successful experience in teaching may be admitted conditioned upon the fulfillment of such requirements in the Academic School as the Faculty may deem wise. Those entering under such conditions will be considered special students, not members of the regular professional course nor candidates for a degree. When, in the judgment of the Faculty, they show sufficient preparation for the work of the Professional School they may be admitted to the regular two years' course.

3. The fourth quarter will be devoted to Summer School work, which will be open to all teachers and to any others who may desire to attend.

The Academic School:

1. The Kindergarten, Primary, Grammar and Secondary Schools will be open to all children.

2. The Junior College Grade will be open only to those who pass regularly thru the Secondary School.
Great care. Only those who have no 9.567% and property under arrest shall be arrested.

Under these general conditions the school will go on as usual.

I am, etc.,

[Signature]

[Date]

The Superintendent.

The Vocational Report.

I. THE KINDERGARTEN: Following completion of the kindergarten, students will:

be open to all applicants.

2. THE JUNIOR COLLEGE: Grade 9 to 14 only. Any student who
VII.
TUITION.

1. The Professional School per quarter

2. The Academic School:
   a. Kindergarten per quarter
   b. Primary (years) " "
   c. Grammar (" ) " 

VIII.
CALENDAR.

The sessions of the Professional School will be continuous. The year will be divided into four quarters — Autumn, Winter, Spring and Summer.

The Autumn Quarter will include October, November and December.

The Winter Quarter will include January, February and March.

The Spring Quarter will include April, May and June.

The Summer Quarter will include July, August and September.

IX.

REQUIREMENTS FOR GRADUATION: DIPLOMAS AND CERTIFICATES.

The Professional School:

The minimum time required for graduation is two years. Those who do in a satisfactory manner the work required in six full quarters (not including the summer quarter) will be allowed to graduate with a diploma.
The work required for graduation need not be done in consecutive quarters.

Students who do in a satisfactory manner the work of at least one quarter, or at least half of the summer quarter will be entitled to receive a certificate setting forth the facts.

The Academic School:

Certificates will be granted:

a. On the completion of the Grammar School Course.
b. On the completion of the Junior College Course.

A diploma will be granted to those completing the High School Course.

X.

UNIVERSITY EXTENSION AND AFFILIATION.

The will be a center of extension work for the University of Chicago. The courses provided will be in accord with the professional and scientific purposes of the school and they will be in charge of the best professors in the University.

Students who are accredited with courses taken in the University of Chicago will and who desire to enter the will be given credit for the parallel courses in the in the Professional School.

At least three-quarters' resident work in the is required for graduation.
The work leading to graduation must not be gone into conceivably.

The work and to a satisfactory manner the work at least one

examine and to the university committee with an estimate to

A U T H O R I Z E D

A satisfactory report must be furnished:

- On the completion of the Grammar School course.
- On the completion of the Junior College course.
- On the completion of the Senior College course.

A report will be necessary to complete the examination in the High School.

UNIVERSITY EXAMINATION AND ADMISSION

will be a matter of examination work

The work

will be a part of the examination work

for the University of Chicago. The course leading will be necessary

with the preparation and scientific knowledge of the school and

will be in accordance with the best preparations at the University.

Will be in accordance with the best preparations for the University.

or otherwise, when and why granted to another for

will be given only for the partial examination in the

the examination of the

A U T H O R I Z E D
XI.

THE PUBLIC RELATIONS OF THE ______________________.

The [insert name], called into being by the general demand for more thoroughly prepared teachers and more enlightened methods in education, exists for the community and for the world at large. Every opportunity will be given to parents and to the public generally to study the theory and practice of the school. Thru a system of public meetings conducted by the teachers and pupils, it is proposed to bring the school work very close to the parents and the homes of the children, thus enlisting and quickening the sympathy of all in the cause of popular education.
THE MILLIE RELATIONS OF THE

To the best of my knowledge and belief, any statement made in this document was true and complete at the time of its publication. I hereby declare that I have not suppressed any relevant information that could affect the accuracy of the facts stated.

I, [Your Name], hereby certify that the information contained in this document is true and correct to the best of my knowledge and belief. I understand that any false or misleading statements may result in legal consequences.

[Signature]
Items relating to cost of Lewis Institute.

Cost of site
" building
" equipment
" administration, including Director's salary.
" instruction (salaries)
" maintaining shops, etc., per year
" building and grounds -- engineering and jantoring

$169,000.
200,000.
100,000.
10,000.
50,000.
10,000.
10,000.

Income

Tuition at $60. per year of three quarters, est. for next year 40,000.
Income of endowment

60,000.

Size of building (7 stories including attic rooms and basement) L-shaped, 195 x 125 on Madison & Robey streets.

Original fund when building began

$1,000,000.
Up to date buildings have been erected and all expenses have been met from income and $100,000. of the principal, leaving endowment

1,700,000.
August 2nd, 1901.

My dear Mrs. Blaine:

You will be glad to know that we have arranged for the provisional building, at a cost of twenty-five thousand, of which the University furnishes eighteen thousand. This building will be used by the School of Education during the year.

I have been hoping to receive a message from you as to when I might have the privilege of seeing you and talking over the affairs of University College. Hoping to hear from you at your convenience, I remain

Very truly yours,

W. R. Harper
Dear Miss Nottie,

We have arranged for the hospital to purchase such a house of twenty-five years' provenance as will meet your requirements for comfort and will be near the grounds of Hamilton University. We are hoping to hear from you at your early convenience.

I have been hoping to receive a message from you as to when I might have the pleasure of seeing you and talking over the matter of your coming to Hamilton. I hope to hear from you at your early convenience. I remain,

Very truly yours,

W.R. Hunter
August 7, 1901.

Dr. William R. Harper,

University of Chicago.

Dear Dr. Harper:

I have been hoping to make an appointment with you in town but I have not had any other occasion to go in town and I have had business which kept me here, and I am leaving so soon now that I am afraid I cannot make an appointment in the City before I go.

Would it be possible for you to write me of the affairs of the University College? You questioned in your letter as to whether I would pay an added amount. I have not your letter before me and if it is a further amount than I promised, I would not be able to do it - but if you alluded to the $1200. which I promised to pay providing the University College could not meet this extra rent I will, of course, pay it, unless the University College can meet it.

I am sorry not to see you and hear fully
DEAR MR. HARPER,

I am writing to express my gratitude for your recent letter and for the assistance you have provided in my career development at the University of Chicago.

You mentioned the opportunity to work with the university researchers, and I must say that I am very excited about the prospect. I have been working on a project that I believe aligns well with the university's interests, and I am eager to contribute to their work.

I have also been learning about the various programs and resources available to faculty members, and I am impressed by the level of support provided. I am particularly interested in the opportunity to collaborate with other researchers in the field, as it will allow me to expand my knowledge and skills.

Thank you again for your support and guidance. I look forward to hearing your thoughts on the project I am working on, and I am eager to discuss any potential collaborations in the near future.

Please let me know if you have any questions or concerns. I am available at your convenience to discuss the matter further.

Sincerely,

[Your Name]
about the affairs of the College, but I hope it will meet the need and not be too much trouble for you to write to me about it.

I am

Very sincerely yours,

[Signature]
Dear Mr. [Name],

You spoke of the matter of the College, but I hope it will mean the need and not too much trouble for you to write to me about it.

I am,

Very sincerely yours,

[Signature]

---

I am glad to hear from you.

Yours truly,

[Signature]
August 9th, 1901.

My dear Mrs. Blaine:

Your kind letter of August seventh has been received, and I appreciate very much indeed the fact that you are driven with work. I have been very reluctant to place upon you an additional burden.

In response to your request, I would say that I had no intention of asking you to add anything to the two contributions which you had already promised, namely, five thousand dollars, and an extra twelve hundred dollars for rent. If you will kindly refer to my last letter you will find the facts fully presented. If you will be kind enough, in accordance with the generous proposition contained in your last letter, to pay the contributions promised, namely, five thousand dollars for the year closing July first, 1901, twelve hundred dollars for extra rent during the year closing July first, 1900, and twelve hundred dol-
The French Interior

Your kind letter of August

seven sent me your recent letter and I appreciate very

much the fact that you are going with

work. I have been very reluctant to place upon

your un flattering reports.

In response to your request, I would say

that I have no information on anything you asked else

with regard to the two consultation which you have at

both brooklyn marine's fine Gunner's go for two.

If you will kindly refer to my last letter, you will find

the raise fully presente.

If you will be kind enough, in accordance with the foregoing, to pay the

fron consultation in your last letter, to the

financial department, you may thereby go

for your latest letter from the Ag. 100°. and two weeks notice go

October 29th 1901, 100° and two weeks notice go.
lars for the year closing July first, 1901, this
is all that the University could possibly expect.
In addition to this, however, there will be a defi-
cit, which the University itself will undertake to
meet.

Hoping that you will have a very pleas-
ant vacation, I remain

Yours very sincerely,

W. R. Harper
Dear Mr. Hamilton,

I am writing to extend my congratulations on your appointment to the position of Assistant Secretary of State.

Your appointment is well-deserved and I am confident that you will make a significant contribution to the University.

I am looking forward to working with you and wish you all the best.

Thank you for your time and consideration.

Yours sincerely,

W.R. Hamilton
August 12, 1901.

President Wm. R. Harper,

The University of Chicago,

Chicago.

My dear President Harper:

I have your letter of August 9th, for which I thank you - though I am very sorry that we could not talk over all the matters of the University College.

I stand ready, as I told you, to pay the $1200, for extra rent if the University College can not assume it. I think your statement of what I owe the University on this basis is incorrect. I have looked up my payments to the University and I find them to be as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1899</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan. 27</td>
<td>Half payment for 1898-'99</td>
<td>$2500.00</td>
</tr>
<tr>
<td>June 19</td>
<td>Half payment for 1898-'99</td>
<td>2500.00</td>
</tr>
<tr>
<td>1900</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 27</td>
<td>Whole payment for 1899-1900</td>
<td>5000.00</td>
</tr>
<tr>
<td>May 29</td>
<td>Extra rent current year</td>
<td>$1200.00</td>
</tr>
<tr>
<td></td>
<td>Extra rent former year</td>
<td>668.28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1868.28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$11868.28</td>
</tr>
</tbody>
</table>
My dear President Harper,

I have your letter of August 20th, for which I thank you. I am very sorry that we cannot now take all the matters of the University off your shoulders. I am glad, however, that you have given me the opportunity to say that I am very grateful for your assistance and that I look forward to continuing our work together.

I enclose a summary of our recent meetings:

- 6000.00
- 4000.00
- 2500.00
- 1000.00

Total: 13500.00

I trust that this will be satisfactory to you.

Yours sincerely,

[Signature]

August 21, 1930
According to this statement, I owe you now the original promise for the College for 1900-'01 $5000.00 and extra rent for the same time,-- 1200.00

$6200.00

As I am leaving tomorrow I enclose a cheque for this amount, but please verify this statement of mine and let me know any difference that you find in your books.

Please address any letters to my house and they will be forwarded to me.

Hoping that you are not going to have an arduous summer,

I am

Very sincerely yours,

[Signature]
Dear Mr. Smith,

I am pleased to inform you that I have been accepted to the College for the academic year 1920-21. My total annual expenses will be $200.00.

As I am receiving some financial assistance, I enclose a check for $100.00 to cover my expenses for the first semester. I am hopeful that this will enable me to attend college.

Please let me know if you have any questions or if there is anything else you require.

Sincerely,

[Signature]

[Address]
August 19th, 1901.

Mrs. Emmons Blaine,
344 Erie Street, Chicago.

My dear Mrs. Blaine:

Your letter of August twelfth, with check for $6200., has been received. Will you kindly accept the thanks of the University for this large contribution to its work?

I note your statement in reference to former payments. After looking through our records very carefully we find that we have no record of receiving, under date of May twenty-ninth, 1900, as indicated in your letter, extra rent for the current year $1200, and extra rent for the former year, $688.28, making a total of $1888.28. We are afraid that the check which you made out may have gone astray. I write, therefore, to ask whether you will not have your checks examined to see whether this particular check has been returned through your bank? We are greatly disturbed by our failure to find any record of this payment.

Thanking you for your kindness and cour-
August 16th, 1904

The Honorable House,
The State of Illinois:

Dear Sirs:

Your letter of August 15th, with accompanying letter of introduction, has been received. Will you kindly return the deposit of the University to the War Department?

I note your statement to read:

"After looking through our records, we find that we have no record of the name and address of the writer, as indicated in your letter, except for the letter here referred to the year 1880, and state that for the year 1880 the sum of $700 is made a total of $700.00. We are unable to trace any record of the date of the letter or the source of the information in your letter, except for the letter here referred to the year 1880."

I agree with you when you state that the information given is not quite accurate, but in the interests of correctness, I think your statement would be well received, to see whether the information given is correct. We are great admirers of your kindness, and your very kind and courteous letter to the War Department.

Thank you for your kindness and consideration.
tesy, and hoping to hear from you as soon as it is convenient, I remain

Very truly yours,

W. R. Harper
I am hoping to hear from you as soon as it is convenient. I remain, very truly yours,

W.R. Hoes
August 20th, 1901.

My dear Mrs. Blaine:

I have received your kind letter of August 9th, in which you explain the position of the Board of Trustees of the Institute in respect to the new buildings. This letter will be presented to the Board of Trustees at an early date.

Thanking you, I remain

Very truly yours,

W. R. Harper

Mrs. Erxons Blaine,

Chicago.
Mr. George Blaine:

I have received your kind letter of August 8th, to which you explain the position of the Board of Trustees of the Institute in regard to the new position. The letter will be pleased to take the Board of Trustees at an early date. Thanking you, I remain

Very truly yours,

W.R. Harper
I am indeed...rejoiced by your finding no record of the payment of twelve hundred dollars for 1899-1900 rent as I had made...
Record of.
My cheek are
not with me.
And therefore I
cannot verify
the statement.
Mr. I should say
that I couldn't
have made a
metabelle about
it. But I
will look at
the back.
When I return and
let you know
what it as soon
as possible after
that. Referring
this uncertainty.
Dec. 18th, 1901.

Mrs. Emmons Blaine,

Chicago, Illinois.

My dear Mrs. Blaine:—

Will you pardon me for making inquiry concerning the question of the lost check? Our Auditor is quite anxious about the matter, and I am writing to ask whether anything new has turned up in reference to it.

Hoping that you are very well, I remain

Yours very truly,

W. R. Harpe
Mr. Eames Blake.

Chicago, Illinois.

My dear Mr. Blake:

Will you pardon me for making inquiry concerning the demotion of the last copy of our Auditor to duplicate examiner about the matter and I am writing to ask whether anything new has turned up in reference to it.

Hoping that you are very well, I remain

Yours very truly,

W. H. Hodge
December 20, 1901.

President Wm. R. Harper,
The University of Chicago.

My dear Dr. Harper,

I received last night your note asking about the missing cheque, and I have gone through the cheques that I have and have not found it. I have had to do this rather hurriedly as I am leaving town this evening for the Christmas holidays. I am sorry not to have straightened this matter for you before, and I am afraid now that I can but ask you to wait until I return.

It looks now as if I owed you $1200., but I cannot think that the impression I had in the spring when I went over the matter could be so wrong. I will look into it carefully as soon as I return, which will be not long after New Year's - and may I ask your bookkeeper's patience until then.

I am

Very sincerely yours,

A. Emmons Blaine

By Estelle Jordan, Secretary.

Mrs. Emmons Blaine.
December 50, 1962

Mr. President Mr. Harper

The University of Chicago

My dear Dr. Harper,

I received your note yesterday and I have gone through the enclosures. I understand that you have not yet named the May 3rd speaker. I see that I have not yet named the speaker for the combination lecture and I am writing this note to you simply to say that I would be very much interested in hearing you speak.

I hope that I may put you to work while I am in Chicago. It looks now as if I may go by 12:30, and I cannot think that the presentation I had in mind for the lecture will take very long. (This last may be of interest as soon as I leave Chicago and will find space in your book.)

I am very interested in hearing you.

Very sincerely yours,

Mr. Raymond Stane
My dear Dr. Harper:

Herewith inclosed please find statement of
the two (2) subscriptions $25000. and $5000. respectively a/c
The University College; this statement brought down to Dec. 31 1901
shows a balance of $4200. due The University upon that date, with a
possible additional sum of $600. due upon the smaller subscription
as set forth in foot note.

It is quite desirable that The University should be
in receipt of the amounts due upon this subscription.

Yours truly

1 Inclosure

Business Manager

President Harper

Haskell Museum
Mr. George W. Herbert,

Thank you for your letter with the information enclosed.

The two (2) requests for an investment of $20,000 each to the University College in St. Thomas, dated to Dec. 20th, 1905, were not approved by the University Council on Dec. 20th, 1905. The Council was asked to study the matter further with a view to adopting a resolution of $20,000 and the President has written

The President,

The future of the matter should now be explored.

Yours truly,

President's Name
THE UNIVERSITY OF CHICAGO

In re Subscription of Mrs. Emmons Blaine

(a). Subscription of $2000, per annum for five years for extension of the University work to the Public School Teachers of the City of Chicago------------------- $25000.

(b). Subscription of $2000, per annum for five years to enable the Board to lease other rooms on the fourth floor of the Fine Arts Building------------------- $6000.

--- $31000.

Due on above subscriptions to Dec. 31 1901

(a). Fiscal year 1898-1899------------------- $8000.
    " 1899-1900  5000.
    " 1900-1901  5000.
    " 1901-1902 (first half)  2500.  $17500.

(b). Fiscal year 1898-1899 commencing Feb. 1899-5 months------------------- 800.
    Fiscal year 1899-1900  1200.
    " 1900-1901  2200.

Total due------------------- $20400.

CR

1899
Jan. 30 (a) By cash------------------- $2500
June 20 " " 2500.
1900
Mar. 28 " " 5000.
1901
Aug. 14 " " 5000.  15000.
1901
Aug. 14 (b) " 1200.  16200.

Balance due Dec. 31 1901------------------- $ 4200.

E. & O.E.
Jan. 20 1902

[Signature]

Business Manager

Mem:

Mrs. Blaine's supplemental $1200. subscription being distinctly predicated upon its being required, it is possible that the close of any fiscal year should be awaited before determining the fact as to whether it was or was not required—if payments upon this subscription should be made semi-annually they would be the further sum of $600, due upon Jan. 1 1902.
<table>
<thead>
<tr>
<th>Date</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>03-1990</td>
<td>500</td>
</tr>
<tr>
<td>03-1990</td>
<td>1000</td>
</tr>
<tr>
<td>09-1990</td>
<td>1000</td>
</tr>
<tr>
<td>12-1990</td>
<td>1000</td>
</tr>
<tr>
<td>12-1991</td>
<td>1500</td>
</tr>
<tr>
<td>12-1992</td>
<td>2000</td>
</tr>
<tr>
<td>12-1993</td>
<td>2500</td>
</tr>
<tr>
<td>03-1994</td>
<td>3000</td>
</tr>
<tr>
<td>03-1995</td>
<td>3500</td>
</tr>
<tr>
<td>03-1996</td>
<td>4000</td>
</tr>
<tr>
<td>03-1997</td>
<td>4500</td>
</tr>
<tr>
<td>03-1998</td>
<td>5000</td>
</tr>
<tr>
<td>03-1999</td>
<td>5500</td>
</tr>
<tr>
<td>03-2000</td>
<td>6000</td>
</tr>
</tbody>
</table>

Reference: File No. 1001-1001

Finance Manager

Note: This form is to be completed on or before the specified date. Any changes must be made in writing and signed by the appropriate authority. The form must be returned to the Finance Manager by the due date.

Date: 03-2000

[Signature]
March 11th, 1902.

My dear Mrs. Blaine:—

I am enclosing an official letter with reference to the nomination for the vacancy. It has occurred to me that when, in your judgment, it seemed best to take up the matter, it would be well to have an informal interview. I take it that we ought to know each other's mind in this matter before any official action is taken on either side. I wish to say that I place myself entirely at your disposal for such an interview.

Yours very sincerely,

W. R. Harper

Mrs. Emmons Blaine.

Chicago.
Mr.フレーズ:

I am writing in official letter with reference to the nomination for the vacancy. If it is convenient to me, I take this opportunity to convey my thoughts on the matter. If not, I request that you take necessary action to know some office you may offer me. I wish to say that I place myself entirely at your disposal for such an interview.

Yours very sincerely,

Mr. Hesper

The Embassy, Blaine
Chicago
President William R. Harper,
The University of Chicago.

My dear President Harper:

I have received your official notification of the vacancy in the headship of the School of Education, occasioned by the death of Colonel Francis W. Parker, and your request for a nomination for the vacancy from the Trustees of the Chicago Institute, in accordance with the agreement between the University of Chicago and the Trustees of the Chicago Institute.

This letter will be brought before a meeting of the Trustees of the Chicago Institute at the earliest possible opportunity, and I will inform you as soon as possible of the action taken in the matter.

I am

Very sincerely yours,

[Mrs. Emmons Blaine]

Secretary of the Board of Trustees
of the Chicago Institute.

(Mrs. Emmons Blaine)
March 14, 1893

President William E. Harper,
The University of Chicago,

My dear President Harper,

I have received your official notification of the vacancy in the presidency of the School of Education, occasioned by the death of Colonel Parnell W. Parker, and your request for a nomination for the vacancy from the Trustees of the University of Chicago, in accordance with the agreement between the University of Chicago and the Trustees of the Chicago Institute.

This letter will precede notice of the Trustees of the Chicago Institute of the vacancy, and I will inform you as soon as possible of the action taken in the matter.

Very sincerely yours,

[Signature]

Secretary of the Board of Trustees

[Signature]
March 14, 1902.

President William R. Harper,

The University of Chicago.

My dear Dr. Harper,

Your note enclosing your official notification is also received. The matter has had the attention of the only two of the Trustees of the Chicago Institute at present in the city. Mr. Bentley will return to the city on Monday; Mr. Aldis and my brother Stanley are away from Chicago more indefinitely. On Mr. Bentley's return, however, we will have a majority here and we will at once take up the subject of your letter. I am sure also that we will act on your suggestion of an informal interview before any official action is taken — and this, I think, should be done next week, and in anticipation of it — could you tell me what days and what times would be most convenient for you? and then, on Mr. Bentley's return, I will arrange a conference.

I am

Very sincerely yours,

(Mrs. Emmons Blaine)
President William E. Harper
The University of Chicago

My dear Dr. Harper:

Your note enclosing your official certification
in the case regarding the matter has brought the attention of
the only two of the Trustees of the Chicago Institute of
present in the city. Mr. Hendley, will return to the city
on Monday. Mr. Atlee, and my present position at the way from
Chicago, more important. On Mr. Hendley's return, pow-
cover, we will have a majority here and we will at once
take on the subject of your letter. I am sure that I
will see my opportunity to give you the information
we wish to your satisfaction or an informal interview.
Because any other section at the line - and these I think
amounted to gone next week, and I am satisfied that it - could
account for you, and then, on Mr. Hendley's return, I will
arrange a conference.

Yours sincerely yours,

[Signature]

(Enclosure Envelope)
March 17th, 1902.

Mrs. Emma Blaine,
7 Walton Place, Chicago.

My dear Mrs. Blaine:

I have received your kind letter of March fourteenth, and shall be most happy to meet you and Mr. Bentley sometime this week if it can be arranged. Unfortunately this is Convocation week and I am occupied quite fully until Wednesday evening; and unfortunately again, I am compelled to leave the city Thursday morning at ten-thirty for New York City to be gone a week. It would seem, therefore, that my only opening for a week is Wednesday evening. I will keep this open until I hear from you.

Yours very truly,

W. R. Harper
MY DEAR MAN HAZEL:

I have received your kind letter of March 27th. My wife and I will be very happy to meet you and Mr. Duncan. Unfortunately this is sometime this week if it can be arranged.

We leave Chicago this week and I am occupied during the first part of the week. I am unfortunately away from the office. My schedule is too tight to go home a week or two. During the week of Sunday, I am only available for a week at Winthrop Avenue.

I will keep this open until I hear from you.

Yours very truly,

[Signature]
March 18, 1902.

Dr. William R. Harper,

The University of Chicago.

My dear Dr. Harper:

I find that it is impossible to make the engagement for Wednesday evening for the three Trustees of the Chicago Institute who are now in the city, and so it seems as though it would be impossible to meet on the question until your return from the East. If this is agreeable to you, we will await that time.

I am

Very sincerely yours,

[Signature]

(Mrs. Emmons Blaine)
President William R. Harper,
The University of Chicago.

Dear President Harper:

The Trustees of the Chicago Institute met yesterday afternoon. At this meeting I reported to the others the results of my conferences with the Faculty, and we also had a talk with Mr. Jackman. The meeting came to a close finally without our having a chance to deliberate on it sufficiently, and we came to the conclusion that we must ask an extension of the time to consider it a little further in all its bearings before we could reach a definite conclusion. Owing to the absence of Mr. Bentley from the city for about ten days, we shall probably not be able to reach our conclusion until we can have a meeting on his return. We regret this much delay, and yet I feel also that under all the circumstances a little further time to think over the subject may even be beneficial. At all events, I hope so.

Please communicate to us any wishes or thoughts
President William E. Harper
The University of Chicago

Dear President Harper:

The Trustees of the Chicago Institute met here
seriously this afternoon. At this meeting I report to the
trustees the results of my conversations with the president,
and we have had a full and frank discussion. You know, the meeting
came to a close finally without having a chance to
gather together in a spirit of fellowship, and we came to the conclusion
that we must seek an explanation of the time to
conference in a little longer in, if the present plan of
we can have a better understanding of the plan. We hope that
sense of Mr. Burns, we can have a little more to discuss our cooperation until
we can have a better understanding of the plan. We hope that
myself, and that I have also seen, under all these circum-
stances a little further time to think over the subject
we may ever feel protective. As if anywhere, I hope so.

Please communicate to me any wishes or suggestions.
that you have on the subject, and

Believe me,

Very sincerely yours,

[Signature]

Secretary of the Board of Trustees
of the Chicago Institute.

P.S. I find since writing this note that Mr. Bentley has delayed his leaving for a day, in which case we shall probably consider this matter further to-day and we may be able to send you more definite word tomorrow.
I am sending you these notes about the property question.

I have telephoned the President for a call to explain some matters.

I hope to see you more frequently with suggestions.

Very sincerely yours,

[Signature]

Secretary of the Board of Trustees

of the Chicago Insitute
with Dr. Dewey
on the educational
problems involved.
I feel it would help us greatly
if this picture
in making up our
ideas as to the
best course to
pursue in our
function.

May 6, 1902

My dear President Harper,

The Summer Institute at
Chicago Institute had
another meeting this
afternoon and as a
result I am asked
to ask you if
you will consider
it as having a
Nominations:

If this applies
with your wish
will you send
me the ordered
rite after the deed
1 Dr. Llewellyn
Jan

Yours sincerely

[Signature]

Secretary of the
President Wm. R. Harper,

The University of Chicago.

My dear President Harper:

The meeting of the Trustees of the Chicago Institute on Wednesday came to a close before we could finally reach a perfectly unanimous opinion on the subject of the School of Education. Our meetings will be interrupted for the next ten days by the absence of Mr. Bentley from the city, so that the decision on our part will have to be postponed for that time. We all greatly regret this delay just now but in this important matter we do not feel that we can proceed without the presence of at least four of the Trustees. I think if I could have a talk with you during that time it might, perhaps, help us in our conclusions.

I am

Very sincerely yours,

[Signature]

Secretary of the Board of Trustees of the Chicago Institute.
Mr. President,

The University of Chicago:

My dear President:

The meeting of the Trustees of the University

is scheduled for Wednesday, June 10th, at 3:00 p.m. I regret to announce that I will be unable to attend. However, I am enclosing a letter from Professor John Doe of the Department of History, who will give a talk on the significance of our past.

Professor Doe is a foremost expert in the field, and I am confident that his insights will provide valuable perspectives on our history. I have expressed my regret that I cannot be present in person, but I believe that his talk will be a valuable contribution to our meeting.

I look forward to discussing these matters with you and the other Trustees in due course.

Very sincerely yours,

Secretary of the Board of Trustees
May 10th, 1902.

Mrs. Emmons Blaine,
5, The Raymond, Walton Place, Chicago.

My dear Mrs. Blaine:-

I have received your letter of May ninth and note the situation which it describes. It will give me great pleasure to talk with you at any time you may wish to arrange an interview. I shall be pleased to hold myself subject to your orders.

Yours very truly,

W. R. Harper
Mr. Kramer, Please:

2, The Second, West 46th Street, New York, N.Y.

My dear Mr. Kramer:

I have received your letter of May 1st

and note the attention which it generates. I will give no great

pleasure to speak with you at any time you may wish to arrange an interview.

I am particularly pleased to find myself subject to your notice.

Yours very truly,

W.H. Fisher
May 21st, 1902.

My dear Mrs. Blaine:—

It was very kind of you to send the personal word. I join most heartily with you in the same expression, for I believe that the future will be a strong and progressive one.

I wish to express to you the great satisfaction that it gives me personally to be a co-worker with yourself. The inspiration which I have received from you I cannot describe. I can only assure you that it exists in a most tangible form.

Yours very truly,

W. R. Harper

Mrs. Anita McCormick Blaine,

5, The Raymond, Walton Place.
Mrs. Hartley

My dear Mrs. Hartley;

If you are not very kind of you to send the telegram may I join most positively with you in the same expression for I believe that the future will be a bright and prosperous one.

I wish to express to you my greatest satisfaction that it gives me particularly to be a co-worker with you.

The information which I have received from you I cannot necessarily. I can only assure you that it exists in a most tangible form.

Yours very truly,

W. R. Hartley

Mrs. Alfred Wickersham Blaine

5 The Haymarket, Wellow Place
July 1st, 1902.

Mrs. Emma E. Blaine,

Chicago.

My dear Mrs. Blaine:

I am wondering whether it would be convenient for you to assist us in the matter of the University College subscription. We are making an effort to close the books of the University as nearly as possible by the first of July. For any help you can give us under these circumstances, you may be sure that we shall be profoundly grateful. I think that you have a statement of the financial situation of the College. I shall be very glad indeed to talk with you in detail if you so desire.

Very truly yours,

W. R. Harper
My Dear Mr. Halsey,

I am wondering whether at present to encourage you to have a position in the University. We are making every effort to secure the professor the University so desperately necessary as to promise the third of July. For you help you can give no greater chance of advancement than your money. I think that you have a great opportunity, I expect to very shortly entertain the College and will be very glad to talk with you in detail if you so desire.

Very truly yours,

W.R. Halsey
July 17th, 1902.

Mrs. Anita McCormick Blaine,
#5, The Majzond, Walton Place, Chicago.

My dear Mrs. Blaine:-

I am very much obliged to you for your kind letter of July 16th, and the opinion of the trustees in reference to the use of the accrued interest on the building fund, to make out the payment for the temporary gymnasium and assembly hall. It is our understanding that the use of this sum will in no way encroach upon or necessitate a change in the permanent building.

Thanking you for your response, I remain

Yours very truly,

W. R. Harper
July 11th, 1905

Mr. Alice Macomber Blake
The Fielding Building
72, The Milton, Wollon Place Chicago

My dear Mr. Blake:

I am very much obliged to you for your kind letter of July 10th, and the opinion of the trustees in reference to the use of the existing interest on the outlying land to make out the baymen for the temporary summer and emergency fleet. If it is our understanding that the use of this sum will in no way encroach upon or necessitate a change in the permanent outlying.

Thinking you will have received I remain
Yours very truly,

W. R. Harper