Mr. Wm. R. Harper,

President of the University of Chicago,

Chicago, Ills.

My Dear Dr. Harper:

I have received from Mr. Kohlsaat a letter, in which that gentleman says: "I think you had better send your resignation direct to the Mayor without any suggestions as to your successor, as he is a little sensitive on that point, and does not wish a president. Your successor will probably be appointed by the Mayor when he makes the other appointments. I understand that there are nine members going out. I have an idea that Mr. Swift will appoint Dr. Harper, if the Dr. will accept the position."

I have little doubt as to his meaning but I shall send my resignation to the Mayor at once.

With reference to your suggestion that I become a member of the Committee on Education of the Civic Federation, I have to say, that, if I can be of any service to you, you are at liberty to use me for that purpose.

Yours truly,

[Signature]
I have received from Mr. Cooper a letter to whom

were sent the papers relating to your resignation.

I think you may learn something about your resignation

in the letter that is sent to Mr. Cooper and that is the only

important point that will interest you in the matter of your resignation.

I have not made the same appointment as the man who

inquired for your appointment. I have not made any appointment

and I have not gone to the man who inquired for your appointment.

I have made my own decision as to how much and how small a

position for you to accept. Mr. Cooper will be

Mr. Cooper will be

My position in the matter of

With reference to your application, I propose a

advertisement of the other matters I have to

say. If I see any material to you, you may be informed

You are right.
My Dear W. R. Harper,

University of Chicago, Chicago,

April 15, 1896

Dear Dr. Harper,

Everything published that I have noticed concerning your possible appointment to a position upon the Board of Education has caused me considerable thought and some concern. All the considerations involved, both as concerning yourself personally and the interests of the University, seem to me to make this an unwise and undesirable step.

It is perhaps unnecessary here to particularize these objections, but I want you to believe that those concerning your own personal interests are founded upon the most friendly considerations, and that in my judgment they forbid your adding one iota to your present responsibilities and cares. The interests of the institution seem as urgently opposed to this step as the objection I have last mentioned.

Of course, I may be needlessly anxious about this matter and you may not be seriously considering it, but I feel it my duty to give expression to these objections both as a personal friend and a Trustee of the University.

Want of time alone prevented my saying these things to you personally yesterday.

Believe me,

Very cordially yours,

[Signature]
Morgan Park, Illinois, October 22, 1892.

Pres't. W. R. Harper,

UNIVERSITY OF CHICAGO,

Chicago, Illinois.

Dear Dr. Harper:-

With reference to Sup't. Nightingale's letter. I find as to his inquiry about elementary and advanced French and German that the advanced course in each language is supposed to take twice the time of the elementary. According to the Harvard Catalogue, where both courses appear in the college curriculum, three hours a week for one year are there allotted to the elementary course and three hours a week for two years to the advanced course. Of course, a considerably larger number of recitations must be given to this work in a preparatory school, where the pupils are younger and have had less experience in language work. I find I have assigned one hundred and fifty recitations to elementary German in the last year of the Academy course; if it came in the early part of the preparatory course, two hundred recitations ought to be assigned to it.

As to the matter of the requirement in Biology, I have had some talk with Mr. Cornish and what I write will be a combination of his experience and my observation. If Sup't. Nightingale would simply like to have you state that the course in Biology is a help to the later study of Physics and Chemistry, I should say there could be no objection to doing so. If, however, he wishes you to endorse the teaching of three sciences in the high-school course and put Biology in as important a place as Physics or Chemistry, the question becomes a very different one. In the first place, any science teaching which the University can endorse should be taught inductively in the laboratory and the pupil should persistently handle specimens for himself; not for a day now and then or even every day for a few weeks, but for a long enough time to secure the habit of scientific thinking. Now, for this purpose the matter of choice of sciences is extremely important. Even with the most fortunate chosen science it is no easy matter to secure good preparation. I understand Biology to be a sort of combination of Botany and Zoology. Now, to furnish a large class with perishable specimens requisite in
Dear Dr. Harper,

I find, with reference to the report of the Committee and the recommendations thereof, that the University of Chicago is the only institution in the United States where a course of practical instruction in aerodynamics is given. According to the committee's report, the University of Chicago has a course of instruction in aerodynamics, which is one of the most important courses of instruction in the country. I believe that the University of Chicago is the only institution in the United States where a course of practical instruction in aerodynamics is given.

I have had some experience with the Committee and was present at the meetings. It appears to me that the Committee was well advised in choosing the University of Chicago as the place where a course of practical instruction in aerodynamics should be given. The University of Chicago has a long record of excellence in the field of aerodynamics, and it is well equipped to provide the necessary instruction.

I am aware that you are interested in the development of a course of practical instruction in aerodynamics. I would be glad to assist you in any way that I can. Please let me know if you have any questions or if there is anything else that I can do to help.

Sincerely yours,

[Signature]
these sciences, such as clams, oysters, fish, snails—to say nothing of larger forms of animal life—and to provide them with plants and flowers which are found wild only during part of the year is no easy task. Indeed, it is so difficult that a requisition for this sort of work is apt to become nugatory; indeed, it is confessedly so to a very large extent in Boston schools, where Nature study is put down in the elementary grades. I have no doubt that it will ere long be necessary to make a group for the University entrance which will contain a much larger amount of science than any group we now have, but so far as I can see it would be better to put in courses in advanced Physics and advanced Chemistry than to add a new science like Biology. It must be remembered that every new science demands a new nomenclature and that the acquisition of this nomenclature means just so much subtraction from the practical scientific work which the pupil does in the laboratory. The limitation in the number of sciences also seems to me to be more in accord with our system of concentration. No fact has impressed me more strongly than this; that most of the high schools, or, at least, very many of them, taking the country through, are taking so many so-called sciences into their courses that these studies entirely lose their scientific character and become simply memoriter studies leading only to the acquisition of some more or less interesting information. I return you Superintendent Nightingale's letter.

Sincerely yours,

Isaac B. Burgess

Sincerely yours,
My Dear Sir:—

Along the line of, and in the interest of, uniformity of requirements for admission to our best colleges, I solicit replies to the following questions, as Chairman of the Committee appointed at Denver to study the problem.

1st. — As a preparation for admission to the classical course (so-called) of those colleges which require three foreign languages, viz: Latin, Greek and French or German, would you consider in addition to four or more years of Latin, and three years of Greek, that two years (the last two in the course) of French or German under a competent instructor with four or five recitation periods (45 to 50 minutes each) a week, sufficient to satisfy the demands of the best institutions?

Secondly. — In a preparatory course which omits Greek, and substitutes a modern language therefor, would you consider three years of French or German (the last three) with recitations as above, a sufficient substitute for the Greek — time for time.

Thirdly. — Do you think the preparatory requirements for any course in college, should include Latin and Greek and French and German (four foreign languages)?

Fourthly. — Do you think where Greek is omitted in the preparatory course that both French and German rather than a choice of one of them, should be required in addition to Latin? If so, and you desire to give the time (three years) which would otherwise be given to Greek, how would you divide the time between German and French, since it would be inconvenient to begin either in the middle of the year? In other words, would it not be better to spend three years on one of these languages, rather than two years on one of them, and one year (the last) on the other?

Fifthly. — Do you command any preparatory course, which omits both Latin and Greek, and substitutes therefor French and German? If so, in which would you advise the greater proficiency, remembering that in most public High Schools, German is more studied than French?

Sixthly. — Do you think it material that the readings in the French or the German should be uniform, provided the quality is satisfactory?
7th. - Do you demand a specific amount and specific books, without accepting equivalents? If so, how should we prepare pupils in our public High Schools, who are to enter different colleges, which insist on different readings, since these pupils must recite in the same class? It does not seem possible unless equivalents in quantity and quality are allowed. If your requirements are explicit, please send them.

8th. - What ratio of conversational to literary work would you advise or do you require?

9th. - What grammar or grammars are the best for preparatory schools? Would you advise one written in the original before college work begins?

A reply to these questions at such length, and with such information and counsel as you may be willing to give, will be received with much appreciation.

Yours truly,

A. F. Nightingale,
Chairman of Com. on College Entrance Requirements.
My Dear Sir: —

I have been disappointed in not receiving replies to the nine questions concerning modern languages, in College Entrance Requirements. Nearly all the institutions have replied in full notably Harvard, Yale, Amherst, Cornell, Brown, the State Universities and many others. We need your opinions in our classification, and the report will be published in the June number of School Review. The circular was sent out March 30. If you did not receive it or have misplaced it, I shall be pleased to send another. Please reply at once if convenient.

Yours sincerely,
A. F. Nightingale,
Supt. High Schools.

Chairman of Com, on College Entrance Requirements.

A. F. Nightingale.

A letter was sent to the Chicago Appeal for a reply but has not been heard from.

A. F. N.
May 16, 1900

My Dear Sir—

I have been directed to not receive letters to the

Board of Education. However, I am instructed to notify all

teachers and parents of the suspension of the school system.

The suspension takes effect at once. If you have

not received a notice of suspension, I shall be pleased to send

you a copy. Please reply at once if convenient.

Yours sincerely,

A. H. Filippini
Superintendent

Captain of Camp no. 20
You are cordially invited to attend a meeting of the Education Department Tuesday, March 24, at 10:00 a.m., to discuss the following outline, presented by Colonel Hap.

Suggestions for Program Involving Fundamental Reforms:

Either the City Council and Mayor should be absolutely responsible to the people for good schools or the Board of Education should be. Now neither are. Neither is the City Supt. All three are removed from direct public influence.

The School Committee of the City Council with a Supt. and financial agent could run the schools as well and better than they together with a Board of 21 can. Not half so many fads would be forced on the schools and it would not be so difficult to get rid of an abuse.

The Mayor is now the head of the school system and he is not held responsible for the schools because he shunts responsibility in sections on seven members of the school board, and fourteen always remain to protect jobs and continue abuses.

What should be substituted:

A small school board of five or seven, elected at large at a separate school election, non-partisan. Direct nomination of candidates vs. machine nominations. Majority of board to be chosen one year, minority next year. Term of office two years.

Board choose City Supt. for one year, to continue indefinitely, tenure of office dependent only on good behavior. Not to be removed except for misdemeanor. No removal on account of any differences as to theories of politics, government or education.

Supt. to recommend textbooks and courses of study and civil service and tenure rules for teachers, subject to approval or rejection of majority of board.

Supt., alone responsible for selection of teachers and principals and assistants and specialists. Board alone responsible for inspection.

Board to choose business manager and financial agent who shall have nothing whatever to do with selection of textbooks or employment of teachers.

Dr. Nicholas Murray Butler has sent a reply to these questions, and Mr. William Kent and Mr. Ernest will speak.

Clara Mclain Kuefing, Ch. Sd. D.
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Separate school election. Non-partisanship. Majority of Board to be chosen one

yea, minority next year. Board to choose City Supt. for one year.

Teach them the office, dependent on good behavior. Not to be removed

except for misconduct. No removal on account of any differences as

to teaching of politics, government, or education. Subject to annual study and

time. Subject to recommendation of teachers and principals.

Supervisors responsible for selection of teachers and principals.

Supervisors and special assistants, Board alone responsible for hiring.

Business managers and financial agents, who shall

have nothing whatever to do with selection of textbooks or employ
W.R. Harper, D.D.
University of Chicago,
Chicago.

My dear Dr. Harper:—

I meant to have seen you before this, in relation to the matter you brought before the board on Tuesday, in reference to you accepting the position offered by the Mayor.

I cannot but think it would be detrimental to you to accept it, that it will curtail your usefulness in the University matters, and that it would lead you into a whirlpool that your tastes and finer instincts would lead you to avoid.

The entanglements, disappointments and labor would do more to break you down, than all the work you have at the University. While you might be able after two or three years of distasteful work, succeed in carrying out your wishes, as to a closer contact between the University and the Public Schools, yet it seems to me the game would not be worth the powder.

You cannot handle dirt without soiling your hands, and I hope you will see your way clear to refuse the offer. I most earnestly urge you to decline the appointment.

With the best wishes for your success in University matters, in which I wish I could give you more help than formerly, I remain

Yours fraternally

D. G. Hamilton
My dear Dr. Hartley:

I want to have seen you previously in relation to the matter you proposed to the Board on the occasion of your accepting the position offered by the Mayor.

I cannot think it would be good for government to your committee to accept the University committee and that if now, I fear you into a whirlpool that your taste and other interests would lead you to avoid.

The influential committee of opponents and labor would no more to press your government bill the work you have at the University. What you might be your work.

I do not think it would be of interest to you to speculate on the future of the University's work in anything of between the University and the principal schools. Yet it seems to me the same would not be worth the bother.

You cannot college and without sorting your own place, and I hope you will see your way clear to receive the offer, I most earnestly make you to get.

With the best wishes for your success in University matters, I remain

Yours faithfully.
School,
5762 Rosalie Ct.
Chicago, Jan. 13, 1896

Pres. Wm. R. Harper,
Lexington Ave. 67th St., City.

Dear Sir:

The high school teachers of Chicago are getting up a short petition from prominent and influential citizens to the Board of Education and it is their unanimous desire that you sign this petition.

We also feel that a few words from you to any paper, deploring the recent reduction in high school salaries would have great weight on public opinion. If you can find time for this inimical act, I realize how much I am asking of such a busy man, and will send it to me, the high school committee will see that it is in print.
Whatever is done must be done before Wed. next.
Respectfully,
Victoria A. Adams.
CHICAGO, U. S. A., 1896

Prof. W. H. Harper,

Dear Sir,

There is a movement on foot to name our public schools after local citizens, who are living. I am opposing this and would be very grateful if you would kindly give me your views on the question.

Thank you,

[Signature]

Very truly yours,

Benj. Rosenthal

Member, Board of Education.
May 4th, 1914

Dear President Harper:

Much to the disfavor of the entire committee on public education of the Civic Federation, it is discovered that a law prevents the appointment of anyone on the city Board of Education who has not been a citizen of the city for five years. We are forced to omit your name at a time when otherwise we were sure of securing the appointment. One clause in ignorance of this law some time ago made it impossible to appoint when the law was discovered.

Yours very sincerely,

Edward W. Benner

Mr. or Mrs.
Dr. Harper,

University of Chicago.

My dear Dr. Harper:— I am delighted with your note just received referring to a new scheme concerning entrance examinations. I do hope it will please us all, for I am not at all satisfied with the methods now in vogue as far as I understand them. My attention has been recently called to what it seems to me our striking incongruities. As long as the University requires a qualitative examination, in Latin for instance, I do not see why the subject of quantity of matter should effect the examination. For instance, three pupils from one High School took your last examination in Latin; two of them failed to answer the question concerning how much they had read passed successfully and received credit; the third one who passed an equally satisfactory examination did answer the question and said she had read two books of Vergil only; she did not receive her credit which was manifestly unfair, and I understand that even now she has been promised a credit only when the Authorities of the school will state that she has read six books of Vergil. Now if a pupil successfully meets the requirements of your qualitative examinations, I do not see that it makes any difference whether she has read any Latin. I am intensely interested in bringing about the utmost harmony between the High Schools and your University, and I hail with intense satisfaction this hope which your note permits me to enjoy. We are both very busy men and I suggest that it is only gracious on my part to ask you to appoint most any lunch hour and I will try to meet it. I could meet you better Mondays or Wednesdays if you mean the noon hour, from twelve to two. Hoping you may make some definite appointment two or three days in advance so that I may have time to notify you whether I can meet it, and again expressing my appreciation of your kind note, I remain,

Yours sincerely,

A. F. Nightingale,
Sup't High Schools.
Dr. Harper:

I am gratified with your note dated 25th March, 1925, which I received yesterday, and I wish to express my appreciation of your kind note, I trust.

Yours sincerely,

A. W. Kylarnton
Superintendent

University of Chicago
President Harper,
University of Chicago.

My dear Sir:— Yours of Oct. 6th, is at hand. I do not exactly understand the import of your letter. You remember the Board of Education did not officially accept the offer of scholarships because in addition to the recommendations of the Principals the University insisted that the pupils who might be recommended must also subject themselves to the regular examination for admission. In view of the latter requirement, I suggested to you that the University should decide as the result of such examination who were entitled to the scholarships from each school, thereby relieving the Principals from any responsibility in the matter. I see no other way out of the difficulty as long as the University insists upon being the judge of the qualifications of those who apply for admission. You have your requirements. We take special pains to prepare our pupils in the work but where the law of comity does not exist, and all candidates must pass an examination before the tribunal of the University, it is useless for us to say which is the better prepared; your examination is supposed to reveal that. Your examiner has sent letters to several of the Principals asking them now to recommend those entitled to the scholarships. They cannot do that but the decision is left to you. In the North West Div. High School, your examiner says Mr. F.A. Anderson is the only one entitled to matriculate. Why not give the scholarship to him from that school? Mr. Clayberg writes Miss Juliet Harris 483 Ashland Blvd. passed the examinations. Is she acceptable to you for the scholarship for that school? Mr. Slocum of the South Div. High reports Miss Ethel Beers as successful in your examination. Is she not entitled to the scholarship for that school? Lake View High-Miss Florence Cook, ditto. So. Chicago High Chas. E. Cullen ditto. Englewood High School Charles Bushnell, ditto. These are all that have been reported to me to date. I regret very much that the relations between the High Schools and the University of Chicago are not such that graduation from one becomes a passport to the other, when such diploma is accompanied by a certificate covering the work laid down in the requirements. I am not a counsellor for the University of Chicago, therefore I do not give advice but only express regrets. I see no alternative and therefore think the University should decide who are entitled
President,

University of Chicago

Dear Sirs: You are of course familiar with the accomplishments of your institution. You are familiar with the importance of the National Board of Examiners in the College of Physicians and Surgeons. You are familiar with the recommendation of the University of Chicago to the National Board of Examiners in the College of Physicians and Surgeons to send their students to your institution for the purpose of furthering their education and training. You are familiar with the recommendation of the University of Chicago to the National Board of Examiners in the College of Physicians and Surgeons to send their students to your institution for the purpose of furthering their education and training.

In view of the above, I understand that the University of Chicago will send its students to your institution for the purpose of furthering their education and training. I understand that the University of Chicago will send its students to your institution for the purpose of furthering their education and training.

Sincerely,

[Signature]

[Name]
Chicago, May 17, 1894

Dr. M.C. Harper
Pres. Board of Education

My Dear Sir —

The proposition of the Trustees of the University of Chicago, to present a medal annually to one student in each of the graduating classes of the Chicago High School, has been accepted by the Board of Education at a meeting held last evening, provided the work of such student is in accordance with the direction of the Board. This provision

[Signature]
Of course must be interpreted, so it can understood that the faculty of the High School, as the head of the examination given by them, are as the result of the work done during the period of preparation is to select some student who has fulfilled the requirements of admission to the University, and that the University would accept such pupil without further examination?

Keon Thomas Brennan
Chairman of the Committee on School Management. It interprets the provision of the Board of Education. In their acceptance, I desire to notify the
Principals of the several schools, and therefore with a perfect understand of the basis upon which new students are to be admitted from the University, standpoint, and desire them to ascertain whether it is acceptable to the Board of Education.

The point I wish to clear up is: does the scholarship presented by the board, and assigned by the faculty of the High School to a good local work, Schulent Admit that pupil? An early reply will be obliging.

Yours very truly, A.F. Nightengale

Superintendent of Schools.
Pres. W. R. Harper,
University of Chicago,
My dear Sir:

I return to you as requested, Mr. Burgess' letter. Pardon the delay. I was glad to peruse it and more glad to note your brief comments. It perhaps does not call for any reply at length, as the Conference settled some things. I shall be happy to have you recommend the study of Biology as a preparation for Physics or Chemistry, and also to see a group of entrance studies that shall embrace Biology together with Physics or Chemistry or both. Mr. Burgess seems to think that we teach the sciences in a memoriter or textbook manner. Far from it. In all of our new schools and in some of the old we have separate laboratories for these sciences and are doing careful laboratory work, the pupils themselves handling the specimens and performing the experiments.

Again it seems to me that elementary French or German (where Greek is not taken) ought to cover two years of study in our preparatory schools, and advanced French or German (without Greek) three years. But where Latin and Greek are both required, I think one year of French or German should be sufficient. We only ask that we may know definitely what the University of Chicago wishes, and we shall try to fulfill all of its requirements both to the letter and the spirit.

Thanking you for all courtesies and hoping for the most perfect harmony of action, I am,

Yours very truly,

A. F. Nightingale,
Sup't of High Schools.
Dear Mr. Hafner,

University of Chicago,

My dear Sir:

I return to you as requested, Mr. Superintendent, letter. I was glad to observe it, and more glad to note your kind telegram. I know it, and am happy to have your recommendation.

I think it is a necessity for Physics and Chemistry, and a good thing to have some of these subjects in the curriculum. Mr. Hafner seems to think that we teach the sciences in a manner that is filial and our new book follows it. In all of our new schools and in some of the old, we have separate laboratories for these sciences and the youthful minds.

It is important to know the principles of these sciences and to experiment. The experiments and performing the experiments are of great emphasis. Education is not taken to consider two years of study in any preparatory school, and the learning of German and Latin and Greek is not enough. But where Latin and Greek are taught, I think it is important to know them.

Waiting for the arrival of the others, I am,

Yours very truly,

A. T. Purtney

Dept. of High Schools
Dr. William R. Harper,
Pres't Chicago University.

Dear Sir:

I appreciate the promptness of your reply to my request. Although the University is not "born" it is certainly passing through its hours of final travail and we all look for a healthy and healthful child, which with marvelous rapidity shall grow into the statue of perfect manhood. It is my inermost desire to place the High Schools of Chicago into the direct line of preparation for the best Colleges in the Country, and to have their doors communicate directly with the back door of any College. Particularly will it be desirable that our graduates find easy access to the Chicago University. Already multitudes have made inquiries and I have invariably answered that I expected that such relations would be established between the University and the High Schools, that one could insure a good preparation in any of the Groups. There are one or two matters that harass me, and I wish to place them before you with the hope that we may see eye to eye. There is an attempt always among young people to take a short cut to learning, and there are constant requests for us to so adjust our studies that pupils may prepare for College in three years. I cannot see how any one (with rare exceptions) can well prepare in any of the Groups in less than four years. I refer to pupils entering the High Schools at about the age of fifteen and a half, fresh from the Common English Schools. We do not wish pupils to commence two foreign languages at the very beginning, as they must to get ready in three years. We are ready to give them fours years of Latin, three of Greek and two or three of French or German with the Mathematics, History and the
Dear Sir,

I appreciate the prominence of your role for the University. If the University is to be taken seriously by the students, it must be shown that the School of Science and Engineering is conducting rigorous research and producing quality graduates. It is my firm belief that the School of Engineering is the key to the future of our nation. I am pleased to hear that progress is being made in this regard.

I have been in close contact with the administration of the University and I am confident in the direction it is taking. I have been particularly impressed with the recent efforts to improve the facilities and to attract top students. I am certain that these efforts will continue to pay off in the years to come.

I am looking forward to working closely with you and the administration of the University to ensure that our students are able to reach their full potential. I am confident that with the support of the University, we will be able to achieve great things.

Sincerely,

[Signature]
Laboratory Science, but to do this in three years will give but a superficial preparation and will not reflect credit on our schools, the pupils, nor the University. If you think with me, will you not publish officially a note, saying that the requirements for admission to the Academic Colleges are such that the graduates of the Common Schools are most earnestly advised to take four full years of preparatory work, or warned against trying to crowd their preparation into less time than four. With this official announcement, I am sure we would be able to send you young people better equipped for the labors of College. Again you have requirements in "Elementary" French and German and "Advanced" French and German. Will you interpret the difference to me? Would one be safe in covering the "Elementary" in two years and the "Advanced" in three years, or would less or more time be advised?

Another topic: As the pupils looking to the Chicago University find no mention of Biology in your requirements, they are quite ready to notify us that this study is not necessary and therefore wish to leave it aside, but our purpose in putting Biology into the first year was solely to awaken the powers of observation, to open the eye and ear to the sights and sounds of nature, to prepare the young mind, in fact for an intelligent study of Science. For this reason, we teach the handling of dissecting tools, the use of the microscope etc., and lead up to the laboratory study of Physics in the second and Chemistry in the third year. Do you not agree with us in the usefulness of this observation work, this elementary Biological investigation, and do you not approve of its study as a part of the preparation for an intelligent grasping and
Another very important , of course, is education in science. University lads and lassies all over the country are being educated in this field. The graduates in science are now in great demand, and the demand is expected to increase. The importance of science cannot be overestimated. It is the foundation of all progress, and the progress of science is the progress of civilization. Therefore, education in science is essential. It is the key to the future, and the future is science. In order to make progress, we must understand the laws of nature, and we must learn to apply these laws in practical work. It is not enough to study the sciences in the abstract. We must also learn to put our knowledge into practice. This can be done by means of experiments and by working in the laboratories. The more experiments we make, the more we will learn. In this way, we can discover new facts and new laws. These new facts and laws will help us to make progress in all fields of knowledge. Therefore, education in science is an absolute necessity.
a quick adaptability of the methods now in vogue in the present College Science? Can not teach Physics or Chemistry, which you require, better in the two or three years after a study of Biology in the first than without it?

I do not expect that you will adapt the University to our courses of study and we do expect to adapt our courses to yours. We expect that you will do all in your power to enhance the interests and further the prosperity of your own preparatory schools, but in doing so, we hope that you will not discount the claims of the Public Schools, as I feel that the University and the High Schools will be mutually helped and the young people blessed and inspired if there is a perfect understanding between the University and these Schools. Our highest purpose in life is to guide our young people into the paths of a superior preparation for College.

Will you kindly reply at your early leisure and give me plain statements of your attitude and opinions.

With great esteem, I am,
Yours very truly,

A. F. Nightingale,
Sup't of High Schools.
A. R. Nightingale
Sup't of High Schools
Whereas it has become desirable in view of the increasing requirements for admission to the best colleges to provide a more thorough and systematic course of study in the public schools of this City, for those who desire to enter such colleges, and

Whereas the change in the present course of study in the High and upper grades of the grammar schools would tend to confusion, would be undesirable, and would necessitate great additional and unnecessary expenditure of public moneys, and

Whereas such object can be attained best and most economically by the organization of an independent school specially dedicated to such purpose.

Therefore be it Resolved

That a school to be called "The Chicago College Preparatory School" with a course of study and upon conditions substantially as hereinafter set forth be organized, that a competent corps of instructors be employed, and that the same begin with the commencement of the next school year.

Resolved That a committee of five to act as one of the permanent committees of this Board be selected in the same manner as the regular committees are now appointed, and that such committee have charge of, and direct the interests of said school subject to the action of this Board.

Resolved that any and all rules in Conflict with the tenor of these resolutions be, and the same are hereby annulled.
SIX YEARS' COURSE.

Sixth Class.
Latin (5) English (4) Arith. & Geom. (4) American History and Geography (4) Penmanship & Drawing (2) Physiology & Hygiene (1)

Fifth Class.
Latin (5) English (4) Algebra & Geom. (4) American History (2)
Elements of Botany (1) Penmanship & Drawing (2) German or French (2)

Fourth Class.
Latin (4) English (4) Algebra & Geometry (4) (until March 1,)
Arithmetic with applications of Geometry after March 1, (4)
American History & Civics (3) French or German (2) Elements of Geology (1) Drawing (2)

Third Class.
Latin (4) English including Mythology (4) French or German (2)
Greek (3) Plane Geometry (4) Drawing (2) Elements of Chemistry (1)

Second Class.
Latin (4) English (2) Greek (4) French or German (2) Grecian and Roman History (3) Solid Geometry, Plane Trigonometry and Review Algebra (4) Drawing (1)

First Class.
Latin (5) French or German (2) Greek (4) English (2) Physics (4)
English and American History (2)

Remarks.
The school year will consist of forty weeks. Daily sessions shall be from 9 A.M. to 3 P.M. with intermission of Forty-five minutes. Figures indicate the number of recitations each week.

In the operation of the preceding Course of Study, special needs of pupils may be satisfied by substitutes which may commend themselves to the judgment of the principal, whenever the circumstances, in regard to size of classes and time of teachers will permit.
SIX YEAR'S COURSE

First Class

Latin (4) Literature & Grammar (1) American History (1) Geography (1) botany (1)

Second Class

Latin (3) Literature & Grammar (1) American History (1) United States (1) Commerce (1)

Third Class

Latin (2) Grammar (1) American History (1) United States (1) Commerce (1)

Second Class

Latin (2) Grammar (1) American History (1) United States (1) Commerce (1)

First Class

Latin (1) Grammar (1) American History (1) United States (1) Commerce (1)

English (1)

Science (1)

Physics (1)

Mathematics (1)

Spanish (1)

German (1)

French (1)

Music (1)

Art (1)

Physical Education (1)

Home Economics (1)

The school year will consist of forty weeks. Daily sessions
shall begin at 8:00 A.M., with instruction to 4:00 P.M., unless otherwise notified by the principal. Weekly examinations will be held on Friday afternoons. Six weeks are allowed for vacations, the Christmas vacation to be in December, the winter vacation in February, and the summer vacation to be in August.
For instance, the History of the United States and of England, may take the place of that of Greece or Rome. Chemistry may be substituted for Physics. Advanced Physics may take the place of one year of Greek or Major work in any study may be substituted for major work in any other branch.
Original draft of rules governing assignment of school buildings for
MEMORANDUM OF REGULATIONS TO BE ADOPTED BY THE SCHOOL
free
BOARD IN RELATION TO THE FREE LECTURE SYSTEM.

1. Lectures shall not be offered upon Theology and similar
subjects.

2. While not refusing single lectures, it is the sense of the
Committee that courses of lectures consisting of a series of lectures re-
lating to the same subject by the same man or groups of lectures of
different men, are on the whole preferable to single lectures with no
logical relation one to another, by different men.

3. Lectures should be given first of all in those districts
in the city which owing to their general economic character, are least
able to afford to provide for their own lecturers.

4. Lectures should be given, generally speaking, only in
school houses with good auditorium rooms.

5. Lectures should be given only in buildings in which the
Principals of the schools or some satisfactory local committees of
approved character are willing to assume all responsibility for local
arrangements, for the distribution of announcements, tickets, preserva-
tion of order, etc.

6. Only such persons are to be permitted to lecture in the
school buildings under this system as are officially recommended by a
reputable institution of learning, such as a college or university, a
museum, an Academy of Science, an Institution of Art, etc.

7. It is the sense of the Committee that a number of
lecture courses ought to be given in a single building to be favorably
located and adequately equipped rather than that the lectures should
be scattered about through too large a number of centers.

8. Without definitely assigning the different school buildings
to different authorities who are willing to co-operate with the School.
KINDERGARTEN THROUGH SENIOR HIGH SCHOOL INSTRUCTIONAL PROGRAMS

THE BOARD OF TRUSTEES OF THE PUBLIC SCHOOLS OF THE STATE OF NEW YORK

THE BOARD OF TRUSTEES OF THE PUBLIC SCHOOLS OF THE STATE OF NEW YORK

The Board of Education hereby adopts the following plan of instruction for the public schools of the State of New York:

1. The plan of instruction shall be in effect from the opening of the school year of 19__.

2. The plan of instruction shall be in effect from the opening of the school year of 19__.

3. The plan of instruction shall be in effect from the opening of the school year of 19__.

4. The plan of instruction shall be in effect from the opening of the school year of 19__.

5. The plan of instruction shall be in effect from the opening of the school year of 19__.

6. The plan of instruction shall be in effect from the opening of the school year of 19__.

7. The plan of instruction shall be in effect from the opening of the school year of 19__.

8. The plan of instruction shall be in effect from the opening of the school year of 19__.

9. The plan of instruction shall be in effect from the opening of the school year of 19__.

10. The plan of instruction shall be in effect from the opening of the school year of 19__.
Board, it is the sense of the Committee that in case a reputable institution is willing to give two or more lecture courses of at least six lectures each, it may have the right of way in arranging the courses in connection with particular school buildings set apart for that purpose.

9. In exceptional cases the Superintendent is authorized to extend permission to school Principals to hold such courses of lectures in cases where it does not seem feasible to wait for a meeting of the Committee; provided these rules be observed in granting such permission.

10. The School Board cannot undertake to pay any other expenses in connection with these courses than the furnishing of the school buildings, and the general supervision of the meetings.
Sir: In reply to your letter of the 12th instant the enclosed report is sent. 

Report for January 19, 1924.

Strasburg High School

North Warren High School
In the case of Mr. Pettibone, of the North Division High School, I find he was brought before the School Board. He was reprimanded for Drunkenness, promised faithfully it should not occur again, he was allowed to retain his position with the understanding "if such complaint was entered against discharge should be immediate." complaint was made, and instead of discharge as he had been warned, he was continued another year "on probation." Principal Lane told me he had used all the influence he could command to have this man discharged, but in spite of it and the violation after his warning he was retained. While his Strasburg's case came before the High School Committee the last time "Mr. Pettibone was the man that decided the point to hold him on account of his family." Mr. Lane said he felt other people's families should be considered and this man's conduct was disgraceful in the school. Dr. Lane suggested a committee from the
THE CIVIC FEDERATION
OF CHICAGO

31-32 W. GRAND NATIONAL BANK BUILDING
Telephone: May 2002

Chicaco

[Handwritten text not legible due to quality of image]
Civic Federation go before the new High School
committee and demanded his مواش's dismissal.

The school Board have his record and all that
was necessary was this "influential demand."  
He seemed to feel it could be easily accomplished
for it was so nearly so on the last trial. The
Board had all the testimony necessary so it was
sufficient to make the demand on the facts they
possessed.

Respectfully,

A. Emmenegger Paul
The Civic Federation
of Chicago

The officers

The executive committee

Chairman...
Report on -- Haase Principal of Audubon School.

Some years ago Haase was Principal of the 72nd School. Complaints were entered against him, investigated, and proven, he was discharged from service in Public Schools of Chicago for "Drunkenness, immorality, and not upholding his teachers." After two or three years he was heard from again as private tutor in Dr. G. Bichardt's family.

While the Horsace Greensly School in Burnham Park was to be opened in 1894, Prof. Nightingale learned this man Haase had been re-instated, through the influence of Dr. Bichardt, and was to be appointed Principal of that school. Knowing the character of the man he notified some of the residents in that District, and told them what he knew of the man that he considered him thoroughly unfit to be returned to the schools and particularly to that school.

Mrs. J. J. Simmons and a number of influential people interested in the school, investigated the matter.
CHICAGO, Feb. 20, 1918.

Dear Mr. —

I have received your communication of the 16th February.

I am informed that the Civic Federation of Chicago has decided to circulate a statement of your view in connection with the proposed amendment to the Constitution.

I am not aware of the circumstances which have led to your taking a position on this question, but I do not wish to take part in any controversy between the various political parties on this question.

I am, therefore, unable to give you any information on the subject.

Yours truly,

[Signature]

[Address]
and decided they could not have such a man in their school or such a man's influence over their children. They proceeded to make this known to the School Board, feeling that would be all that would be necessary, but they found the man needed had such influence with the Board, with the Germans principally and through Dr. Stuckhard especially, that it was impossible for them to accomplish anything; they then appealed to Luther Leftlee Mills who by personal effort succeeded in having the plan changed. Dr. Stuckhard called upon Mr. Mills, to plead for the man, saying "he was highly educated, an excellent man, just the man for the place", and this was a case of persecution, but the man's place was sent to the Auditorium School.

This information was given me by Mr. Mills and Mrs. F. J. Lemmrs No. 8, Gordon Terrace.

In the district of the Auditorium School I found a great deal of feeling against the man, on general principles, especially among the Americans. They say his manners are coarse and vulgar, his language not the sort they wish their children to have for an object lesson and they feel the whole tendency of the school is downward. They regret it for their own children and most especially for the children who have no counteracting influence for good in their homes. A delegation of gentlemen from the Ward went before the
School Board when he was first sent there to try and have him removed, but were given to understand their protest would amount to nothing, and so they yielded the point, appreciating they had not the necessary influence, but they felt and do still it was a great injustice to them to send him there.

Mrs Turner 500 Addison Av. spoke very decidedly against the man and his influence over the children. She had a son 10 years old the had transferred from the Auditorium on that account. Would be glad to do all in her power to have him removed, had used her influence in that direction but her brother-in-law a politician in that ward had cautioned her against doing so because of his Henne's political influence which might reflect on him - consequently she was dilbered - a family across the street from her, sent their children to a school out of the district also for the reason she had her son transferred.

Mrs 13 Aveneur 1873 S. Daily Av. spoke in the same general tone of the school. She said Henne was anything but the man to be placed as an example for boys to follow. His manners were vulgar and the principles he instilled in his
talks to the children were altogether wrong. She would be very glad when her boys' one 11 and the other 12 years of age were out from under his influence. She said, she felt her children were promoted without any regard to their fitness. She interested herself in her boys and their studies and felt deeply in the matter. She realized she had not the influence to bring about any change, and must submit. She also said that the other men teachers, and a son of Haase's that attended school there had a bad influence on the boys by their example - one Morton was rough and vulgar. He blew tobacco in the school room and spit down the register, and the Haase boy came to school ragged and dirty and used tobacco freely in school giving the boys to understand he could do as he pleased. The same teachers all smoked before the children, which the mothers object to.

The teachers in the school can give a great deal of information on this same line and further, Miss Grace Mathews and Mrs. Marshall both talked with me.
July 14. I called upon Dr. J. T. Love. I told him the story I had gathered and asked his advice as to the best method to get it before the School Board. Dr. Kitt said he used all the influence he was master of to keep this man out of the schools. He knew his record and he believed that while he was a highly educated man he was absolutely unfit to be Principal of a Public School. He felt if we could get a few to give testimony and stick to it, the School Board would give it attention, especially knowing the "lunacy federation" were interested. I asked him if it would be good policy for the teachers to appear in that way. He said "certainly." "But," I said in case we failed to accomplish his removal it might be he would make it very uncomfortable for them and for fear that they might hesitate to give testimony." He replied, "Then we would get after him for that." Mr. Kitt acknowledged he was as anxious to be rid of this man as any one could be, and hoped now it might be accomplished with the new School Board where the German influence was not as strong as formerly.
I then talked with Dr. Kent. He spoke in the same general manner concerning the man Haase and said further if the teachers would come to him and tell him just what they knew he would be very glad to present the case to the board. He knew the man was unfit for the position and all he needed was evidence that could be relied on. He also said this man Haase's influence on the school Board was prodigious, and for all Dr./blob/Bliekhart was not on the Board he was in the building and never left a stone unturned in Haase's behalf. He suggested the teachers in the Austinburg School that could bring evidence and stick to it should come to his office together give him their testimony and he would handle the case. He felt he could do better than the brave Federation presenting it. I left the office with the impression both Drfts was anxious to be rid of him and would use all their influence to uphold the teachers. They appreciate the grade of the school is low and are aware of the cause. Drft. Kirk listened to what I told him concerning the more teachers and will give it attention.