from Ellin 1st in April be certainly

I trust you will be very kind to send me a copy of

Pleases write a note to Mr. Underhill (Mr. Underhill) to come from the store as

I was pleased to hear from you a few days ago.

Wife, July 1st, 1859.

Ellen

Papa,
Kindly return the letter to me. I can be reached between 10th and 1st.

Yours sincerely,

Evelyn O. Burton
My dear Mr. President,

I am exceedingly sorry to report that my effort with Mr. Watkins was entirely unsuccessful. He received me pleasantly and I made known my earnest view, and was told that you had been to see him, and that I could say nothing to induce him to do anything at this time. I continued the conversation seeking an opportunity to renew the attack—indeed did some
sitting about in his arms. But he told me that he had once in his house in 1814
burning that he could not live long, and that he had practically determined to
forego all his property. Finally he excused himself on the ground that men
were waiting for him at the track.

It is possible that you or Mr. Reagan might at the last moment get him to do some-
thing, but my effort made no impression whatever. Yours with great regret,

[Signature]
Hyde Park Baptist Sunday School, December 9, 1900.

Dear Friend:-

You are aware of the systematic effort on the part of Officers and Teachers to raise the standard of Bible study in the Hyde Park Baptist Sunday School. One important step in this line was the division of all pupils into grades according to age and attainment in Bible knowledge.

In order that this grading might correspond to the pupil's actual attainment, it was necessary that there should be a just standard of promotion from one grade to another. For this purpose written examinations are held in March, June and December of each year, and the results of these examinations determine in large part the promotion of the following year.

Recognizing the many demands upon our young people, this work has been planned so as to add as little pressure as possible. The questions are given out one week before the answers are to be handed in, thus giving opportunity to do the work at the most convenient time. The questions do not call for feats of memory, but are to be answered with the Bible in hand or with any helps except the personal aid of parents or friends, and the writing should not in any case require an unreasonable amount of time.

The voluntary cooperation of pupils in this matter has been most gratifying and the results are already manifest in a better quality of work in all grades.

We need the active interest of every parent and friend of the school. Will you not plan this week to give the young people of your household full opportunity to write this final examination of the series for 1900 so that we may close the year and century with the best record yet made.

Most sincerely yours,

Ernest D. Burton, Director of Instruction.

H. E. Slaught, Examiner.
Hyde Park Baptist Sunday School.

Third and Final Examination for Promotion in 1901.

Paper to be returned December 16, 1900. (Use the Bible or any printed helps, but not the personal aid of others.)

The Life of Christ: Junior grade.

1. Who are the twelve apostles?

2. What wonderful sermon did Jesus preach after choosing the twelve?

3. In brief what did he tell them?

4. What was the effect of his sermon?

5. Who was the centurion and what did Jesus do for him?

6. When Jesus went into the house of Simon who followed him and what did she do?

7. What is a parable, and what was the parable of the sower?

8. Describe what took place when Jesus and his disciples were crossing the Sea of Galilee.

9. Name four miracles which Christ performed immediately after this.

10. What did Jesus tell his disciples when he sent them out to preach?
Hyde Park Baptist Sunday School.

Third and Final Examination for Promotion in 1901.

Papers to be returned December 16, 1900.

(Use the Bible or any printed helps but not the personal aid of others.)

The Three Great Apostles: Junior grade.

1. How and where did Saul prepare for his work of preaching the Gospel?
2. How was he received by the Jews?
3. Who were the first Christian missionaries? Who sent them out? Name some of the places where they preached.
4. Tell what you can of the council at Jerusalem. What did this council decide?
5. Tell what you can of Paul's imprisonment at Philippi, and its result.
6. What troubled Paul most in Athens? Where did he preach while in this city, and with what success?
7. Who kept opposing Paul everywhere he went and with what result finally?
8. Give the names of the various letters Paul wrote. Why was he especially anxious about the Thessalonians?
9. Why did he think it necessary to write to the Galatians, and what did he tell them in his letter about being an Apostle?
10. What important city did Paul visit on his third journey? Describe some of the miracles Paul did there, and tell the story of the burning of the books of magic.
Hyde Park Baptist Sunday School.

Third and Final Examination for Promotion in 1901.

Paper to be returned December 16, 1900.

(Use the Bible or any printed helps but not the personal aid of others.)

The Three Great Apostles: Intermediate Grade.

1. What are the special features covered by the period of the study of this Quarter?
2. Where did Paul go soon after his conversion, and what preparation did he make while there, for his ministry?
3. Name the cities which he visited on his first missionary journey.
4. Give an incident connected with his work in two of these cities.
5. Name the principal speakers at the council at Jerusalem. Give an outline of what they said and tell what conclusion they reached.
6. Give the route of Paul's second missionary journey.
7. Why did Paul go to Macedonia?
8. Tell briefly the story of his work in Philippi, in Thessalonica and in Athens.
9. How long did Paul remain in Corinth, and what letters did he write while there? What causes did he have for writing these letters?
10. What promise did he make the Ephesians when he left them? Describe the events which took place when this promise was fulfilled.
Hyde Park Baptist Sunday School.
Third and Final Examination for Promotion in 1901.
Paper to be returned December 16, 1900.
(Use the Bible or any printed helps, but not the personal aid of others.)
The Three Great Apostles; Progressive grade.

1. (a) How did Paul come to be an apostle?
   (b) Give some proof of his conversion.
2. (a) By what body of Christians was he sent out upon his first missionary journey? (b) Who were his companions?
3. Outline this journey by naming in order the places visited, and give some incident connected with each place, if possible.
4. To whom and where did Paul always preach first when he entered a new town?
5. What doctrine did he always preach?
6. Who always raised opposition against him, and why?
7. What was the occasion of the first great council in Jerusalem, and what great question did it settle?
8. (a) Outline Paul's second missionary journey.
   (b) Who were his companions?
9. State some of the principal events of this journey.
10. How did Paul's preaching to the Gentiles differ from his preaching to the Jews? Compare his sermon at Antioch in Pisidia, for instance, with that at Athens.
Hyde Park Baptist Sunday School.

Third and Final Examination for Promotion in 1901.

Paper to be returned December 16, 1900.

(Use the Bible or any printed helps but not the personal aid of others.)

The Harmony of the Gospels.

1. Point out three differences between the Genealogies in Luke and Matthew.

2. Give the title and dominions of Herod the Great.

3. Who was Archelaus, and where and when did he reign?

4. Who imprisoned John the Baptist? Name his dominions.

5. Why did Jesus move to Capernaum?

6. What effect did the imprisonment of John have on the activities of Jesus?

7. Why was it necessary to call the first disciples again, at Capernaum?

8. What is the difference in arrangement between Mark's list of the first six apostles and Matthew and Luke's list?

9. What is the point of each arrangement?

10. What was Jesus' attitude toward the expression of the genuine popular religious life of his day, e.g., feasts, synagogue service, the religious revival under John's preaching?
I have undersigned hand at receipt of the above information and request that the following action be taken:

1. The immediate return of the equipment to the proper location.
2. Authorization for the equipment to be used for the purpose specified.
3. A report of the equipment's usage to be submitted within the specified time frame.

I am available to answer any further questions or concerns.

Thank you for your assistance in this matter.

Sincerely,

[Signature]
Chicago January 17, 1901.

My dear President Harper:

I send you herewith a copy of the contract for the Constructive Studies. The University Press made three copies all of which were signed, retaining two for themselves, one for Mr. Miller and one for Mr. Rust, and sending one to me as the person appointed to represent the three authors and editors. I am retaining for myself this original, and am sending you this copy as a memorandum.

Very truly yours,

E.D.B.

[Signature]
THIS MEMORANDUM OF AGREEMENT - in triplicate - made and entered into this First (1st) Day of October, Nineteen Hundred (1900) by and between The University of Chicago, party of the first part, and William R. Harper, Ernest D. Burton, and Shailer Mathews parties of the second part,

WITNESSETH:

That The University of Chicago, party of the first part, for and on account of its Press Division hereby agrees to and with William R. Harper, Ernest D. Burton, and Shailer Mathews, parties of the second part, editors and authors of a series entitled "Constructive Studies in the Life of Christ", to manufacture and publish the aforesaid series, the work to be executed in accordance with the specifications and stipulations hereinafter set forth, viz.,

1. To manufacture and publish said series at its own expense, as a bound volume, and in such other style and manner as it shall deem expedient.

2. To pay Ten per cent (10%) of the gross amount received from the sale of said book on all sales made on and after December First (1st) Nineteen Hundred (1900) as follows, viz., One per cent (1%) to William R. Harper, as editor, or his legal representatives, Five per cent (5%) to said Ernest D. Burton, as editor and author, or his legal representatives, and Four per cent (4%) to Shailer Mathews, or his legal representatives, it being also agreed that in case arrangements are made with other publishers for the joint publication of the series, the same ratio of royalty shall be paid on all copies sold by such other publishers. On sales made previous to December First (1st) Nineteen Hundred (1900) it is understood that no royalty shall be due or payable.

3. To keep said series in stock and on sale, and in suitable ways to promote the sale thereof during the life of this contract, provided that if at any time during the continuance of this Agreement said work shall become unsaleable in the ordinary channels of the trade, the said party of the first part shall have the right to dispose of any copies on hand, paying to said parties of the second part Five per cent (5%) of the net amount received therefore in lieu of the royalty percentages hereinbefore described.
In consideration of the faithful performance of the above Agreement on the part of the University of Chicago, party of the first part, the said William R. Harper, Ernest D. Burton, and Shailer Mathews, parties of the second part, have agreed and do hereby agree as follows: viz:—

To grant and guarantee to the said party of the first part, the exclusive right to publish said work during the term of this contract, as hereinafter stated, hereby covenanting with the said party of the first part that they are the sole proprietors of the said work, provided, however, arrangements for joint publication may be made with other publishers by and with the consent of all parties to this contract.

It is, also, mutually agreed between the parties hereto, as follows:—

1. That the first statement of sales for the year December First (1st) Nineteen Hundred (1900) to November Thirtieth (30th) Nineteen Hundred and One (1901) shall be rendered in January Nineteen Hundred and Two (1902) and that thereafter statements shall be rendered annually in the month of January, payment to be made in cash two months after date of statements.

2. That at the expiration of three years from December First (1st) Nineteen Hundred (1900) all rights conveyed by this instrument shall revert to the said parties of the second part, and that they shall have the option of purchasing from the said party of the first part the plates of said series at the cost of electrotyping plus the cost of the type setting of such portions of the book as it is necessary to reset in order to the fulfillment of this contract, viz., pages 49 to 214 inclusive.

IN WITNESS WHEREOF the parties have hereunto set their hands the day and year first within mentioned.

THE UNIVERSITY OF CHICAGO

(Signed) H. A. Rast
Comptroller,

William R. Harper,

Ernest D. Burton,

Shailer Mathews.
In conclusion of the participate performance of the space presentation on the part of the University of Chicago, may

be further outlined the data and potential of the several environments that are being explored and as

perceptible hence as follows:

The second and subsequent paragraphs as the main portion of the report are near enough and as

perceptible hence as follows:

It is, therefore, mutually agreed between the parties

that the first statement of sale to the University of Chicago, for the year beginning (19XX) to November 30, 19XX, shall be made to the party or parties to whom this agreement is made, and that the requirements of the party or parties to whom this agreement is made shall be taken into consideration. The party or parties to whom this agreement is made shall be notified of the sale to the party or parties to whom this agreement is made.

In testimony whereof the parties have executed.

The University of Chicago

[Signature]

[Name]

[Title]

[Signature]

[Name]

[Title]

[Signature]

[Name]

[Title]
February 10, 1901.

My Dear Mr. Burton:

The Trustees have decided to adopt the Harvard plan of a Board of Preachers for the University. The money has been secured for carrying out the arrangement. It will be possible to pay each preacher the same sum paid at Harvard, one hundred dollars a week, for services rendered.

I am writing to ask you to suggest the names of eminent men whose coming to the University as a preacher would, in your opinion, be of service to the University.

Hoping that I may have the favor of your assistance in this matter, I remain,

very truly yours,

W. R. Harper
My dear Mr. Burton:

The Trustees have decided to adopt the

Hearne plan of a Board of Trustees for the University.

The money we have secured will curtail our efforts

management. It will be possible to pay each Professor

the same sum paid at Hearne, one hundred dollars a week.

For Service rendered.

I am writing to ask you to suggest the names of

eminent men who are competent to the University as a President.

Would it be convenient to your opinion, be of service to the University?

Hoping that I may have the favor of your assistance,

since in this matter I remain,

very truly yours,

W. R. Harper.
My dear President Harper:-

Pardon my delay in returning to you the inclosed announcement of lectures on Religious Pedagogy. I have tried to get some information concerning Mr. St. John. The lectures themselves, it seems to me, it would be desirable to have given, provided the lecturer is thoroughly competent, and provided, also, that they be given under proper safeguards. I should not think that they were desirable as public lectures, and that possibly some restrictions ought to be put upon the persons allowed to elect the course. It occurs to me that a letter to Rev. Raymond Calkins, the last man whose testimony is contained in his article of commendations, might be a suitable man to give information. Very likely you know personally some other persons in this list who could give you the facts needed.

Very truly yours,

E.D.B.
“Would you know how to lead the child * * * * ? Observe the child; he will teach you what to do.”—Froebel.

A Child Nurture Institute

A COURSE OF LECTURES AND CONFERENCES ON

Child Study and :: :: :: ::

Religious Pedagogy

By Edward P. St. John,
Extension Lecturer on Religious Pedagogy of the Bible Normal College, Springfield, Massachusetts.

In the Sunday-school room of Wesley Chapel, M. E. Church

CORNER OF BROAD AND FOURTH STREETS,

COLUMBUS, O.,

Under the auspices of the Columbus Primary S. S. Teachers' Union,

December 2nd, 3rd, 4th, 5th, 6th, 7th, 1900.

Sessions begin promptly at 4:00 and 7:45 p. m. each day.

Parents, Sunday-school teachers and officers, leaders in children’s and young people’s societies, those engaged in charitable and philanthropic work, and all interested in the moral and religious instruction and training of children and youth are cordially invited to attend.

Offerings to defray expenses will be received at each session.
About the Institute.

ITS SPIRIT will be at once scientific and religious.
ITS AIM will be to bring the helpful results of systematic and scientific child-study to all who are interested in the moral and religious instruction of the young.
THE PLAN will be to follow the development of the growing man from earliest childhood to adult life. In each period the discussion will proceed from the study of the powers, attainments, interests and needs of the child and youth to the practical problems of home, school and church work.
THE METHOD will be that of the informal lecture-discussion. Questions, objections, and brief, pointed discussion will be welcomed at any moment. The blackboard and charts will be freely used for illustration.

AMONG THE TOPICS which will be discussed in the proper connection are the following:

- Must spanking go?
- How to train the will.
- When conversion is easiest.
- Shall we teach the catechism?
- How to retain a child's confidence.
- What to do when a child says "I won't."
- How a child gets his first ideas of God.
- Why children tell lies, and how to stop it.
- How to keep young men in the Sunday-school.
- How to make it a pleasure to punish your children.
- What, when and how to teach children about sexual life.
- What to teach in the various grades of the Sunday-school.
- How to utilize general literature for moral and religious training.
- Also more than a score of the most important and difficult problems of Sunday-school work.

Programme.

All the discussions will bear directly upon moral and religious education. The general method and certain topics which will be discussed are indicated upon the opposite page. The particular period of development or phase of the subject to which the discussion will be confined is indicated below. Each lecture will be preceded by a brief devotional service.

Sunday Afternoon.
4:00 Child-Study and Religious Education.
Monday Afternoon.
4:00 Early Childhood.—The Kindergarten Period.
    From the third to the sixth year.
    Monday Evening.
7:45 Early Childhood.—The Primary Period.
    From the sixth to the ninth year.
    Tuesday Afternoon.
4:00 Boyhood and Girlhood.
    From the ninth to about the twelfth year.
    Tuesday Evening.
7:45 Adolescence.—The First Stage.
    From about the twelfth to about the sixteenth year.
    Wednesday Afternoon.
4:00 Home Discipline.
    The Science and Art of Punishment.
    Wednesday Evening.
    Lecture omitted on account of church prayer-meetings.
Thursday Afternoon.
3:15 Some special dangers and temptations of children and youth.
4:00 Adolescence—The Middle Stage.
    From about the sixteenth to about the eighteenth year.
    Thursday Evening.
7:45 Adolescence—The Last Stage.
    From about the eighteenth to about the twenty-fourth year.
    Friday Afternoon.
4:00 The Gradation of the Sunday-school.
    Friday Evening.
7:45 The Question Box.
8:15 The Personal Element in Religious Teaching.
Where there is anythnig growing, one former is worth a thousand reformers.”

Horace Mann.

THE BIBLE NORMAL COLLEGE,
Springfield, Mass.

Rev. David Allen Reed, President;
George H. Archibald, Rev. Jesse L. Hurlbut, D.D.,
Vice-Presidents;
George D. Chamberlain, Treasurer.

Among the trustees are
Bishop James H. Vincent, D.D.,
Rev. Philip S. Moxom, D.D.,
Professor Graham Taylor, D.D.,
Professor Clyde W. Votaw, Ph. D.,
Rev. Harlan P. Beach,
Thomas M. Balliet, Ph. D.,
President Charles Cuthbert Hall, D.D.,
President G. Stanley Hall, LL.D.,
Rev. Francis E. Clark, D.D.,
Ex-President Merrill E. Gates, LL.D.,
Walter L. Hervey, LL.D.,
Rev. Henry Tuckley, D.D.

The college offers thorough and scientific training for specialists in Sunday-school, missionary, philanthropic and charitable work.

THREE COURSES OF STUDY.

I. A course of three years, largely elective, and contemplating an advanced degree. Open to those who have taken a bachelor’s degree.

II. A course of two years general training in all departments of the college. The college diploma granted on completion.

III. Courses of one year or less for Sunday-school teachers, and those who cannot spend more than one year at the college.

Special Courses for volunteer helpers in the Sunday-school and other lines of church work, city or home missions, etc., are offered. They offer splendid opportunities for Sunday-school superintendents, primary teachers, leaders of young people’s societies, and others at very small expense. See special circular in regard to these courses.

Catalogues of the college and full particulars concerning the regular and special courses may be obtained by addressing the college, or by applying to Mr. St. John in person.
CONCERNING THE WORK OF

EDWARD P. ST. JOHN,

Extension Lecturer on Religious Pedagogy,

BIBLE NORMAL COLLEGE, SPRINGFIELD, MASS.

From Rev. Wm. V. W. Davis, D. D.,
Pastor First Congregational Church, Pittsfield, Mass.

I enjoyed Mr. St. John's work very much. He has fully mastered the best pedagogical thought and states it clearly and in a quickening way. I wish his lectures might be heard by thousands of New England teachers and parents.

From Rev. Alfred J. Hutton, D.D.,
Pastor First Presbyterian Church, Corning, N. Y., and President Board of Trustees of Auburn Theological Seminary.

The meetings were the best of their kind that I have ever attended. I thoroughly endorse Mr. St. John and most heartily commend him to other communities. He is an expert in Sunday-school organization and methods. He has thought his subject through, is an unusually interesting speaker, shows the finest temper and spirit, a well balanced judgment, and is deeply reverent and devout. Every one of the five visiting pastors would endorse what I write.

From Rev. W. F. Congdon, D.D.,
Pastor Park Methodist Episcopal Church, Hornellsville, N. Y.

His lectures were a fresh and valuable application of recent psychological and pedagogical principles to the home and Sunday-school training of the young. They commended themselves to the scholarly in the audiences and yet were full of practical suggestions to the average parent and teacher. Among the most attentive listeners in the audiences were the clergymen and public school teachers of the city. I heartily commend the work in which Mr. St. John is engaged.

From Rev. P. W. Crannell,
Pastor Baptist Church, Corning, N. Y.

Mr. St. John's work in his "Child Nurture Institute" recently held here was highly satisfactory. His matter and manner are both admirable. The topics are such as no teacher can afford to be ignorant upon, and his method is very helpful. The pastors whose instance the institute was held feel that their expectations were more than realized, and that the large number— which steadily increased— who attended received many valuable ideas and a real uplift.

From Rev. John A. McIntosh,
Pastor First Presbyterian Church, Malone, N. Y.

His work was unusually good. If I have estimated it correctly, he did more than make a fugitive impression. He gave to those who heard him something
which will be of permanent value. His work on child study was excellent. He seems to be familiar with his subject, and is not at all pedantic.

The value of such a work done by such a man in a spirit at once scientific and evangelical cannot be overestimated.

From REV. JOHN W. CONKLIN, A.M.,
Field Secretary of the Missionary Board of the Reformed Church.

He has given me many messages concerning God and God’s little ones. I wish that many of our Reformed Churches might have the benefit of his child nurture institutes, for through the pastors, parents, and teachers who attend them the children will be sure to receive multiplied blessing and the best sort of revival will come to the churches.

From REV. GEORGE B. F. HALLOCK, D.D.,
Assistant Pastor, Second Presbyterian Church, Rochester, N. Y.

There is no question that Mr. St. John has struck a rich vein of thought, and that he has a gift in presenting the subject of religious pedagogy. I wish every minister’s meeting in the land could hear just what we heard this morning. He gave us all definite help toward solving some of the most difficult Sunday-school problems.

From MR. GEORGE H. ARCHIBALD,
General Secretary Maine Sunday-school Association, Woodford, Me.

I am well acquainted with the work done by Mr. E. P. St. John at Sunday school institutes, conventions, etc., and I believe that it is exactly the work that needs to be done more often by any other. His lectures and conferences on the study of the child are in the first rank. Few men are so well acquainted with the child or with the needs of the Sunday-school worker. He is a prince of teachers.

From REV. S. A. MORGIE, D. D.,
Pastor First Methodist Episcopal Church, Cornville, N. Y.

Mr. St. John is master of his subject, and presents his themes in such charming style and with such a wealth of apt illustration as to hold everyone to the subject with the closest attention. My conviction is that this particular line of effort is what is needed in the Sunday school work of to-day, and that Mr. St. John is the right man to demonstrate this, and to lead the way to a better condition of things in respect to Sunday-school instruction.

From J. L. SLATER,
Chairman for Eighth District N. Y. State Sunday-school Association, Buffalo, N. Y.

Mr. St. John has just concluded an institute in Buffalo. Much was expected of him, but our expectations were more than realized. From primary teacher to pastor and superintendent comes a unanimous statement that he has given to our workers a new view of opportunity and possibility. His work enables us to comprehend the pupil and his needs more clearly than ever before. Much has been done to improve primary, home department, normal, and other special lines of work; he reveals the fundamental principles that underlie all the work.

From REV. EDWIN S. HOFFMAN,
Rector Christ Church, (Protestant Episcopal) Hennicville, N. Y.

I was more than pleased with his presentation of his subjects. I esteem his method of treatment of the principles of child nurture the best which I have ever met. I most heartily commend Mr. St. John.

From REV. H. S. HATCH,
President Massachusetts Christian Endeavor Union, Monson, Mass.

Mr. St. John’s work with us in the Child Nurture Institute was in every way satisfactory and eminently so. I did not detect in all his work one single fault either in accuracy of statement or fidelity to principle.

From MISS NELLIE B. JORDAN,
Corresponding Secretary Maine State Sunday-school Association, Alfred, Maine.

All who attended Maine’s Summer School for Sunday-school teachers received much benefit from Mr. St. John’s lectures and conferences on child study. His scholarly presentation of the subject, his enthusiasm, and his genial Christian spirit made the study a delight to all teachers. He is one of the best Sunday-school workers ever in Maine.

From REV. CHARLES N. FROST,
Pastor First Presbyterian Church, Bath, N. Y.

Such work as Mr. St. John is doing is most valuable. I attended all the sessions of the institute which he recently conducted here, and was greatly profited and helped myself, as, I believe, were all others who attended. His method is winning and attractive; his statements simple and clear; his answers to questions are sat. isfactory and judicious. It will give me great pleasure to do what I can to assist him in getting a hearing before audiences whenever I may have the opportunity, for I believe that parents and teachers cannot but be greatly aided and stimulated by listening to him.

From MR. EUGENE F. PARKER,
Superintendent Presbyter ian Sunday-school, Bath, N. Y.

I believe most thoroughly in the work which Mr. St. John is doing; it is unique and the time is ripe for it. His institute here on child nurture as related to the home and Sunday-school was so extremely practical and helpful that I regard it as the best thing that has come to us for years. Mr. St. John is certainly peculiarly fitted to do most successfully just that kind of work.

From MR. PERCEVAL M. WHITE,
Chairman Program Committee, Buffalo Sunday-school Union, Buffalo, N. Y.

The institute held in the Delaware Avenue M. E. church, under the direction of Mr. E. P. St. John was a great success.

Mr. St. John gave entire satisfaction. He thoroughly understands his work, and with numerous and elaborate charts makes his subject plain. The sessions were well attended and showed an increase in numbers and interest as the work
continued. We desire to have the course repeated next year. Mr. St. John by his
courtesy, thoroughness, and spiritual teaching won the hearts of all.

From MR. GEORGE R. SIKES,
Superintendent Memorial Chapel Sunday-school, the largest in Buffalo, N. Y.
The institute was a most pleasing and profitable setting forth of the pedagogical
facts in child nature which a teacher ought to know. It carried with it in a
most convincing way an appreciation of the importance of the personal religious
life of the teacher. It was an inspiration to me personally, and as a superintendent.
The attendance was exceedingly gratifying to us, and after a week's interval
I find the desire that it be repeated freely expressed. If we should be so fortunate
as to arrange another institute the attendance of our teachers would be both
general and enthusiastic.

From REV. B. B. KNAPP,
President Steuben County Sunday-school Association, Painted Post, N. Y.
So new is his theme and his approach to the study of the Scriptures that the
people are startled as well as interested and instructed. He is a master in his
branch of Bible work and teaching. He is wonderfully fitted in mind and spirit to
do this kind of work. There never was a greater need of just such a man with
just such a message. I earnestly endorse him.

From REV. JOSEPH GAMBLE, D.D.,
Pastor First Presbyterian Church, Plattsburgh, N. Y.
His treatment of Sunday-school work based upon psychological study of
children and youth, was extremely interesting and instructive. I can most heartily commend Mr. St. John, and take pleasure in doing so.

From I. P. TRUMAN, M. D., Hornellsville, N. Y.
I was delighted with the valuable information given, and also with his genial
and sympathetic methods of imparting his teachings concerning the proper
instruction of children, especially those from twelve to sixteen years of age.

From REV. ALFRED RADLEY,
Pastor Methodist Episcopal Church, Nachute, P. Q.
It is not too much to say that he stirred the deeper feelings of the Christian
community as has been done rarely, if ever, before.

From REV. N. E. FULLER,
Pastor First Congregational Church, Corning, N. Y.
I feel deeply the need of just such work as Mr. St. John is doing, and with
many others join in saying that I never saw a person more fitted to meet the need.
Without egotism or presumption he has great ability in persuading people to his
position by his quiet, yet intensely earnest, clear, concise way of putting things.

From REV. RAYMOND CALKINS.
Pastor Congregational Church, Pittsfield, Mass.
I cannot speak in too high terms of his work here. He made a decided impres-
sion upon his hearers by the scholarly way in which he presented his subject, as
well as by his frankness and willingness to give personal and practical help.
SIX LECTURES ON

CHILD STUDY AND RELIGIOUS PEDAGOGY

By Edward P. St. John, Extension Lecturer on Religious Pedagogy
Bible Normal College, Springfield, Mass.

I. Early Childhood—The Kindergarten Period.
II. Early Childhood—The Primary Period.
III. Boyhood and Girlhood.
IV. Adolescence—The First Stage.
V. Adolescence—The Middle Stage.
VI. Adolescence—The Last Stage.

Lecture IV. Adolescence—The First Stage.

Approximate age: Females, 11-15; Males, 12-16.

Adolescence the period from beginning of pubertal changes to
maturity. Its characteristics. The three stages, and relation of
each to moral and religious development. The first an especially
interesting and difficult period. The "bad boy" and "tomboy"
stage.

1. Physical characteristics.

Rapid and uneven growth, resulting in laziness and awk-
wardness. Failure to understand these conditions brings loss
of sympathy and thus of power to influence moral life.

Rapid sexual development, bringing special dangers and
temptations. Knowledge of sexual life usually gained from
impure sources. Duty of parents and teachers.

2. Intellectual development.

Attainment of clear self-consciousness, commonly mani-
fested in stubbornness, willfulness, and desire to leave home.
Normal conditions, but a point of great danger. How to guard
it. Reticence and bashfulness, arising from the same root,
another danger point. The new sense of personality must be
respected, and confidences should not be forced. Sympathetic
relations with the adolescent especially important.

Keen sense of humor, which manifests itself in practical-
joking, seeming irreverence, etc. Appreciation of humor on
part of the teacher or parent has great value as an aid in disci-
pline and in pointing a moral.

3. The emotional life.

Egostic emotions most prominent. Feeling of power mani-
fests itself in bullying. This expression may be transformed
to championship of the weak. The meaning of "showing off," teasing, "stunts," etc. Feelings of pride, courage, ambition, etc., should be dealt with in a constructive way, making them foundations of strong and noble character.

Religious emotions developing, but discussed in connection with the next period.

4. Spontaneous interests.

Physical power, manifested in strength, skill, and courage, greatly admired. Hero-worship. The boy's hero at this stage. The reason for these conditions. Importance in moral training.

Love of adventure very strong. Manifested in hunting, camping, choice of literature, etc. The dime novel and its influence. How to counteract it, and guard against its dangers.

Healthful and helpful literature.

Interest in domestic life and pursuits increasing among the girls.

5. Characteristic social relations.

The sexes mutually repellant. Manifestations. Great significance of these facts in moral and religious training. Errors arising from misunderstanding of these conditions. Practical suggestions.


Example has the strongest influence in immediate control and in character-building. Moral qualities of the teacher more important than intellectual at this time.

7. Organized agencies for moral and religious development.

The successful organizations are those which separate the sexes. Boys' Brigade. Boys' Clubs. Boys' Branch of the Y. M. C. A. Girls' Guilds.

8. Suggestions for Sunday-school organization and management.

An "Intermediate" department for pupils in this stage. Sexes separated. Classes of about six members, and having simple organization.

Ideal teacher for boys, an athletic young man. For girls, a mother of from thirty to forty years.

The course of study should place especial emphasis on biographical Bible study. To this may be added study of the lives of missionary heroes and of crises of church history.
February 13th, 1901.

My dear Mr. Burton:

I send you herewith the first provisional form of the proposed Press Building. It is understood that the Library is to occupy the second and third floors. You will notice in the plans arrangements are made for stacking.

Could you take this up with Mrs. Dixon and make what suggestions you think necessary? Will you kindly return the plans to me.

Very truly yours,

W. R. Harper
The University of Chicago

CHICAGO   March 28, 1901.

My dear Mr. President:

In reference to the letter of George W. Sharp, which I return herewith, I think the only thing to say is that broadly speaking there are two views held by members of our theological faculty. Some would return an emphatic affirmative answer to his first question, others would say that the question is one which in the very nature of the case cannot be answered; that it is beyond the limits of divine revelation or the possibilities of human knowledge — at least so far as we are now able to see — to define the nature of Jesus in metaphysical terms. What we can know, — and this would be emphatically affirmed by those of whom I am now speaking, — is that Jesus Christ is the consummate revelation of God, to be worshipped and obeyed as God, having for us the religious value of God. The difference between the two views is not one of religious significance, but lies in the realm of metaphysics.

Whether it is wise to make this answer I do not know, but it is the only one that seems to me possible to make. I know nothing of course of the previous correspondence.

I will endeavor to call on Mr. Jacobus and shall try to arrange to have him down to lunch or dinner with some of our faculty next week. I am glad to be reminded of it, and had intended to do it but it had escaped my memory.

Very truly yours,

E.D.B.
April 4th, 1901.

My dear Dr. Burton:

The amount necessary to establish a fellowship which would yield three hundred dollars a year is seventy-five hundred dollars. Ten thousand dollars would yield four hundred dollars a year. I wish very much indeed that Mr. Ferguson might be able to endow a fellowship.

Very truly yours,

W. R. Harper
Mr. President:

The moment necessary to effect a fellowship which may really secure permanence for a year at seventy-five involved danger. The amount of fellowship money which I was prepared to turn over is such that I might be able to continue a fellowship for

Very truly yours,

W. L. Huber
The University of Chicago
FOUNDED BY JOHN D. ROCKEFELLER

CHICAGO April 3, 1901.

My dear Mr. President:—

May I renew the inquiry made on behalf of Mr. W. D. Ferguson of California as to the amount necessary to endow a fellowship. Mr. Ferguson you remember is the gentleman—formerly a student with us,—who was appointed to a fellowship on his statement that he himself had raised the money for the stipend. He at the same time expressed the hope of being able to make the fellowship permanent, and inquired what amount of money was necessary to do this latter. His letter has apparently gone astray in some way, and has not been answered. I should be glad to send him word as soon as possible.

Very truly yours,

[Signature]

[Handwritten note: 300]
My dear Mr. President:

I have the honor to present to the Faculty of Geneva the following recommendation for the appointment of a Professor of Modern Languages, who will be expected to be well versed in the literature and history of the countries he represents. It is proposed that this appointment be made in the Department of Modern Languages, and that the Professor be responsible for the conduct of the courses of study in that department.

The candidate selected should be a man of high character and able scholarship, with a thorough knowledge of the languages and literatures of the countries he represents. He should be capable of giving the students a comprehensive view of the history and development of these countries, and of the influence they have had on the modern world.

The appointment of this Professor will be a matter of great importance, and I trust that the Faculty will give it due consideration.

I am, gentlemen, yours truly,

[Signature]

John Smith
Chairman of the Board of Trustees
My dear President Harper,

If you have not already read in the "Record Herald" of this morning the statement about my brother Dr. E.T. Burton, you will doubtless feel it a news flash. I want to say to you that I am thoroughly acquainted with the facts, and that I am as sure as I can be of anything outside of my own soul that the charges against my brother are absolutely false and that the case is one of peculiarly atrocious malice and malversation on the part of George Hall. It was of this that I wished to speak to you yesterday.

Sincerely yours,

Ernest DeWitt Burton

Oct 2, 1907.
November 20, 1901.

Mr. Henry F. Burton,

4 Dartmouth Street, Rochester, N. Y.

My dear Mr. Burton:

Your brother, after what was almost equivalent to a collapse, last week, has gone to Arizona. You probably have been informed of this fact. He certainly is in a bad condition. I think the difficulty comes largely from the strain he has had to carry in connection with his youngest brother. I think, however, that he has done the right thing, and we have all agreed that it was best for him to go to Arizona. This will give him a chance to rest, and his anxiety for his brother will be less if he is near him than if he were at some distance. I assure you that we have watched him carefully, and have done everything we could to help him. I advised him very strongly in the Autumn not to begin his work, but he felt compelled to do it. We have arranged for him to be absent, and we shall hope to hear good word from him. If I can be of any service in any way, you may be sure it will be gladly given.

Yours truly,

W. R. Harper
November 30, 1901

Mr. Henry E. Button

1 Devonshire Street, Knollcrest, N. Y.

My dear Mr. Button:

Your letter after what were most uneventful to a collapse,

last week has gone to Arizona. You properly have been informed of

this fact. He certainly is in a bad condition. I think the altitude

cut him some pretty from the strain he has had to carry in connection

with the housework problem. I think, however, that he has gone to

right choice, and we have all excepted that it was best for him to go to

Arizona. This will give him a chance to rest, and the benefit of some

air. The prospect will be less if he is near him than it is here at some

altitude. I am sure you know we have waited him anxiously, and have

expected him very anxiously to go. Everything we could to help him.

I expected him very anxiously to

the autumn not to appear the work, but felt compelled to go if it.

We have expected you to him to be present, and we all hope to meet back.

from him. I can do of any service in any way, you may be sure if

with the best wishes

Yours truly,

W. R. Harper
Rochester N.Y., November 15, 1901,

4 Dartmouth Street.

My dear Dr. Harper,

From letters just received from my sister, Mrs. Atwater, and from Mrs. Ernest Burton, I learn that Ernest is in a critical state of health. He returned to Chicago in September in a weak condition, has since had to endure a most severe and trying strain in looking after the interests of my youngest brother who is in Arizona for his health, and in consequence seems now at the point of breaking down utterly.
The key tells me that he is often
in an hysterical state. Reduced to
prostration, he is likely to
produce an injurious effect on his
treatment. Please avoid giving him
influence to induce him to
resume the proper course for the
recovery of his strength.

His officers advise, and F.R. advocating
an immediate change in his habits, he
was ordered to return to
London

Persuade him to do what is necessary
by yourself. If you should exercise a tone of
authority, I think it would be quite justified
in view of the circumstances.

Knowing your regard for Ernau and appre-
ciation of his usefulness, I do not hesitate to
appeal to you in this crisis.

Very yours,

Henry J. Burton
Los Angeles, Cal., Feb. 12, 1902

My dear President Harris,

I have this morning received your letter, delayed somewhat by my absence for a few days at a little island in the Pacific Ocean—Catalina.

I greatly appreciate the kindness shown in your letter, which makes me feel even more than before regret that I have been obliged to be absent from Chicago so long a part of last year. Until within about six weeks, there had been no definite opportunity as well as of strength to feel very keenly the fact that I was dropping behind the procession, and there I may have been somewhat insensible to the fact that my ability was making other people’s burdens heavier. After knowing I have been gradually recovering from my state of numbness and insensibility, with a twofold effect. On the one side I have had an acute sense of my ignorance, and a hunger to know something thoroughly, and on the other in influence of this feeling I have wished that I might manage somehow in the coming year, if which there can not be many a
then once over — to have time to study and think, and really do something for the promotion of sound thinking among our people. On the other hand I have worried to the fact that my colleagues in Chicago have been carrying heavy loads, made somewhat heavier, at least, by my absence. And I want to take my turn at the mill. I am especially sorry that your winter has been so hard a one, and that you have been prevented in some measure from accomplishing all you had hoped in the Commentary.

Those times may be an early opportunity after my return for a survey of the situation, and some will planning for the future. I shall be entirely unwilling to be spared from drudgery at the expense of those who have already been loaded that I might be lightened, but if any way can be devised by which without undue hardship to them or — if you will permit me to classes together — in this one aspect of the matter — we can dan ourselves for the best work which we are capable, I shall be glad. Only let me say again...
I do not at all see for a moment why to burden others that I may be lightened, or to be lightened at all except that I may put my force, such as it is, when it is most needed and can be of most service.

I have greatly enjoyed the opportunity which the last few weeks have given me for a little deliberate reading and study, partly strictly in my own line of study, partly by way of broadening my horizon a little. I have many books to read, not a long one, but I think I have done something that will count in future work.

As for the health, I am, I judge, nearly as well as I was two years ago, and with reasonable care I see no reason why I should not go through ahead now.

Pardon this long letter. I shall write within you many.

Most sincerely cordially yours,

Ernest B. Dunton

I expect to leave here about the 20th and to be in Chicago the 30th or 31st when Mr. Culver will have my address from time to time.
My dear President Harper,

I am sending you herewith a copy of the report which I have prepared to present to the Congregation. The original is in Mr. Carpenter's hands who will present it as secretary of the Commission. I have thought however that you might care to have a copy at hand. It contains as you will see the Report to the Board of Trustees. I have not included a blue-print of the architect's layout, for the reason that I have no good one left, and I have thought that you could telephone to Mr. Clark to make and send you one. Ask for the plan marked "Approved and Recommended to the Board of Trustees, Aug. 25, 1902, by the Library Commission".

I have not heard whether the Board of Trustees has approved this plan or not. If not, there may be a disposition to oppose it in the Congregation and to attempt to vote it down or modify it. If such should prove to be the case it would be well to bear in mind two things, which I am sure you will not object to my reminding you of. This report is the property of the Congregation except as a communication of information from the Commission. The Congregation has no power to modify or vote down the Report of the Commission to the Board. It may request the Committee to modify the Report, or may express to the Board its disapproval of the Report or any part of it. But the Report itself it cannot touch. Though the Commission has adjourned without expectation of having occasion to reassemble, it will go out of existence only when discharged by the Board of Trustees that appointed it. It might therefore still consider recommendations of the Congregation unless the Board has discharged it.

If as I presume is the case, the Commission has been discharged,
it is still very important that the Congregation should be satisfied with the plan which the Commission has proposed and the Trustees approved. I fear that Mr. Carpenter's defense of the Report will be rather half-hearted, mainly because of his dissatisfaction with Recommendation 8. I have done what I could to brace him up by writing, but I hope you will be ready to say some things about it. As I look at it, and as I have said to Mr. Carpenter, this resolution by no means signifies that the Departmental Libraries are to have unlimited liberty of growth, but that no library is to have an advantage over its fellows by the mere accident of having more space to spare in its building, and vice versa none is to suffer disadvantage by the mere fact of architectural disadvantage, and --- and this is important --- that the responsibility for placing necessary checks upon the growth of the departmental libraries is left with the Library Board of the future instead of being assumed by the Commission of today, a body which in the nature of the case cannot legislate wisely on a matter which must be so largely affected by conditions not yet in existence. The fact is that as matters stand this recommendation is a measure of protection for Modern Languages. The outlying buildings, Divinity and Classics, are likely always, or at least for a long time, to have space in their buildings for stacks; and by reason of the 16 feet excess of length of the History building over the Modern Language building, History is also likely to have room in its building for stacks, additional to wall-cases in its reading room, for a long time to come. In the case of Modern Languages alone its margin of space over probable requirements is such that it is quite possible that within 25 or 30 years it may really need space for the development of its departmental library that can be obtained only by appropriating some adjacent portion of the stack within the General Library Building.
On another kindred point I have a little anxiety. Mr. Carpenter's attitude and the absence of both Professor Small and myself leaves the report without a defender from among those members of the Commission who favored a Central Library plan. The result may be that it may look to the representatives of that plan—which had a slight majority at the last meeting of the Congregation—as if they had been sold out, or not to use so offensive an expression defeated in Commission. And in the present state of feeling it may even be felt by some that once more those of us who are charged with always voting for what the President wants have surrendered our own judgment to his. Probably all this is an imaginary danger. But I venture to express the hope that you will take occasion to say that in the view of the majority of the Commission—I should be glad if you could say in your judgment also—this plan really combines the main advantages of both the precedingly considered schemes; that while each group building is to have its own library, it is also true that all the buildings which the plan proposes for erection will constitute together the Library of the University, the wings of this great building containing also lecture rooms for the several groups and schools. You will remember that Mr. Coolidge repeatedly described it in these terms. This description applies especially of course to History and Modern Language Buildings, but in only less degree to the whole group.

On one other point I will add a word. At the very last I had for a few hours some qualms of conscience over the fact that we had made definite provision for the growth of the Library beyond a period of 75 or 100 years. But even that qualm has been banished by new thought. I have altogether thought that the best plan was to build a Central Library building which should have space for the books of the Humanities groups, for the overflow of the Sciences, for a general reading room, for administration, etc. and
On another point, I have a little story to relate. A certain plan.

attitude and the reasons for its formation are quite clear and

March 14, 1931. The reader may refer to my report of

an attempt of some sort -- an attempt to make a little more

in the Commonwealth, and I believe the report of the

expression of the nation in Commonwealth, and to the present state of feeling.

I was one of the few who were not entirely convinced with

an effort to keep the treatment honest and transparent, and our attitude

referred to an expression of the nation in Commonwealth. But I cannot see

do the hope that you will take occasion to express to the views of the

of the Commonwealth. I cannot do this, and I know you cannot say to your

the new and vital activities that I believe can and must bring about a

It is also true that the Parliament is not the province of

Will constitution to govern the liberty of the Commonwealth, the rights of the

great public interest, containing the features which are the essence of the

will remember that. The Commonwealth contains the essence of the

Laurence Bunting, put to only half because of the whole world.

On one other point, I will make a point. It is not the

the reasons for the formation of the Federal party, and it seems

position for the growth of the Federal party, a body of of 15 to 60 percent.

and I have inserted, and I believe we need to examine

and foreign aid, as well as to build a senatorial party building which

speech was made for the good of the Commonwealth, and

of the Commonwealth, for the Parliament.
finally also for the Seminar rooms of the Humanities groups. You have not thought that was the best plan, but I think you would admit that it has its advantages. Now let us suppose that in the year 1975 or 2000 the Central building, 30x216, should be full. Let it be supposed also that the History building had been built on condition that it should always be used for the departments occupying it, and that Modern Language building had been built under similar conditions. It could never be required that no work in these departments could be done outside these buildings, that the departments should never outgrow the buildings, nor could any plan provide against the possibility of such growth. Why then, when things reach this condition should not the books of these departments gradually crowd out the lecture rooms, provision being made for these as it best could, until at length in the space of 75 or 100 years more, let us say in 2075 A.D., there should remain in these buildings only books and the Seminar rooms of the departments for which they were originally erected? Then we should be using for Library purposes all the space which on the plan which ours displaced it was proposed to reserve for the future growth of the Library; for I take it that Seminar rooms and studies are as indispensable a part of a Library building as stacks and administration rooms. I need not carry my suggestion further, unless Mr. Hale reminds us that on his plan which put the Library on the centre of the west side, it was possible to grow out into Cobb and thenceon into the Dormitories. In that case I might suggest that when the growth of the Library requires it, it will be possible on the same general plan that I have suggested to take in Classics on the corner and thence the Dormitories and eventually Cobb, to say nothing of growing out also through Haskell and Divinity, and through Law and Philosophy. This may only amuse you, but it seems to me to have some value as suggesting how our successors a century hence may solve the problem that we are bequeathing to them, and as relieving
Finally, I'm not sure where I'm going to be next year. I think I'm going to be living in New York City for the next year. I've always wanted to live in the city and experience all that it has to offer. I've heard so much about the lifestyle and the culture, and I'm excited to be a part of it.

In the meantime, I've been keeping busy with my job and my hobbies. I've been reading a lot of new books and watching some great movies. I've also been working on some new projects at work. I've been feeling quite busy and productive lately.

Overall, I'm feeling good and looking forward to the future. I'm excited to see what the next year has in store for me.
our consciences from any sense of guilt in imposing on our successors a problem too hard for them.

If you want to put the same suggestion in a less radical form, put it as I think I have heard you put it. When the time comes that the adjacent buildings are needed for the extension of the Library the time may also have come that the Graduate Schools may need to be separated from the Senior Colleges, and in that case the removal of the Senior College work from these buildings will leave an abundance of space for a long growth of the Library and the Graduate Schools. Surely it is better in view of these possibilities and others that we probably do not think of but that our successors will think out, to build the buildings in the way that will best serve the University for 75 or 100 years than to cramp ourselves for that time simply in order to save space which will probably equally well saved by the plan which we propose for using it.

Forgive me this long letter. And let me beg forgiveness in advance also for another long one that I may have to write soon. I am in great perplexity as to what I should do or ask the University to let me do the coming quarter or year. But perhaps I shall not have to write it.

I am curious to know what happened in reference to segregation. But I will not ask you to write. I shall learn in time.

Most sincerely yours,

Ernest D. Burdon

If you can, please say something at the Congregation meeting about Recommendations 8, 10, and 12, and point out that while the full advantages of the proposed plan can be enjoyed only when the whole group of buildings is completed, yet if Rec. 12 is carried out, we may obtain a good measure of these advantages very soon.
If you want to put the same suggestion in a form neglecting form, but if I think I have pleased you but if
when the time comes that the Seral College will cease to the Yerkes, then the time may also have come that the Seral College will cease to the Seral College and in that case the removal of
the Seral College would from these publications will leave an abundance of
place for a young student of the Yerkes and the Seral College. Surely it
is better to view in a few possibilities and alter that property to not
think of but that our successors will think out to publish the publications in
the way that will best serve the interests for us at 150 years ago to
earn experience for past time efforts in order to save space which will help
only a little. Will this be any benefit to the plan which we propose to make it
writing me and I am prepared to
seniors also for another year and I may have to write soon. I am in
be patient as to work. I am going to work at the University to let me go
the coming quarter to hear. For history I shall not have to write. I
am constantly to hear that speaking in reference to Yerkes.
But I will not say you to which I apply these in time.

Best wishes.

[Signature]

If you can please my successor at the Seral College writing report
recommendation. So I must and point out that while the full publication
of the brochure may be obtained only seen in the space of publications in
the report. It is necessary to control and I may obtain a good measure of these
advantages with such.

PP 1869-25
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Report to the Congregation of the University of Chicago, of the Library Commission created by the Board of Trustees in accordance with the action of the Congregation, June 16, 1902.

In accordance with the request of the Congregation made June 16, 1902, the Board of Trustees by action taken June 24, appointed as a Joint Commission on Library Building and Policy the following persons: Messrs. Martin A. Ryerson, Franklin MacVeagh, F.A. Smith, W.R. Harper, F.J. Carpenter, J.M. Coulter, A.W. Small, H.P. Judson, W.G. Hale and E.D. Burton.

This Commission made a careful study of the past growth of the several departments of the University with a view to forming a judgment respecting their relative space requirements, both for books and students, and also for the growth of the several departmental libraries and the General Library, comparing these results with the reports of the libraries of several of the other leading Universities of the country, with a view to determining approximately the probable rate of the future growth of the libraries.

The result of these studies was to convince the Commission that it was practicable to devise a plan by which all the libraries of what have usually been called the Humanities groups might be placed in departmental buildings, and at the same time brought into such relation to the General Library Building as to accomplish nearly all the good results which could be achieved by placing departmental libraries in the General Library Building.

Plans embodying this general idea were submitted to Shepley,
Report to the Committee of the University of Chicago

The present Commission was set up by the Board of Trustees at its September meeting to inquire into the management of the University's funds. The report of the Commission is intended to give a clear picture of the financial situation and to provide a basis for future action.

The Commission was composed of the following members:

- W. E. Harriman
- J. M. Conklin
- H. S. Byrd
- A. M. Smith
- R. H. H. Ashman
- W. E. Halsey
- W. S. Hurd
- P. F. Byers

The Commission made a careful study of the financial position of the University, with a view to forming an adequate financial policy that will serve the interests of the University and the community.

The report of the Commission is intended to serve as a basis for the formulation of future plans for the University's financial management.

The present financial situation of the University is not satisfactory. The Commission recommends the following measures to improve the financial condition:

1. A careful review of the University's expenses and a reduction of unnecessary expenditures.
2. The establishment of a more efficient system of financial management.
3. The development of new sources of income.

The Commission hopes that these recommendations will be acted upon promptly and that the University will be in a position to meet its financial obligations in the future.

The Commission recommends that the University should:

- Develop a sound financial policy.
- Increase the University's endowment.
- Review and revise the University's budget periodically.

The Commission also recommends that the University should:

- Continue its efforts to secure additional funds from private sources.
- Strengthen its relations with the community.
- Develop new programs and activities that will attract additional support.

The Commission is confident that with due regard to the interests of the University and the community, the recommendations made in this report will be carried out effectively.

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Rutan and Coolidge, and Mr. Coolidge went carefully over them with the
Commission to determine their feasibility from an architectural point
of view. Mr. Coolidge having expressed the judgment that the plans
were not only feasible, but the best that had been proposed and the
most practicable so far as could be seen now, the Commission at a
meeting held August 12, 1902 adopted the following recommendations to
the Board of Trustees:

1. That with a view to securing, as far as possible, the
advantages both of location of departmental libraries in departmental
buildings, and of placing such libraries in the General Library
Building, the departmental libraries of the following groups of
departments and schools: viz:—(1) Philosophy, (2) History and the
Social Sciences, (3) Classics, (4) Modern Languages, (5) Oriental Lan-
guages, (6) the Divinity School, (7) the Law School, be located in the
buildings of these several groups and schools, but so connected with the
general library as to make communication between these several
libraries as easy as possible;

2. And in particular, that the sites indicated for the
several buildings on the accompanying plan submitted by Shepley, Rutan
and Coolidge be assigned to those buildings, viz:

To the General Library Building a space approximately 216
feet by 90 feet extending 103 feet east and west of the centre of the
south line of the main Quadrangle and 90 feet north of this line.

To the Modern Language Building a space approximately 152
feet directly west of the General Library Building by 80 feet from
north to south at its eastern end and 80 feet at its western end.
The Report of the Secretary

The task with a view to securing, as far as possible, the

efficient operation of the educational institutions in the

Province, and of protecting those interests, is the

primary object of the educational inspectors. The

following is a list of the educational institutions and

the responsibilities of the Secretary of the Province:

1. **Government Colleges and Schools**
   - Normal Schools
   - Technical Schools
   - Industrial Schools
   - Special Schools

2. **Board of Education**
   - The Board of Education is responsible for the
     administration of the educational system.

3. **Secondary Schools**
   - The secondary schools are under the
     direction of the Board of Education.

4. **Primary Schools**
   - The primary schools are administered by
     the local boards of education.

The Secretary of the Province is to make

communications between these several

institutions as soon as possible.

And in pursuit of these objectives, the

Department of Education is

keenly aware of the importance of

efficient administration and cooperation.
3. To the Classical Building a space approximately 60 feet by
115 feet at the southwest corner of the Quadrangle, viz.—20 feet west
of the Modern Language Building, and south of the already existing
Dormitories on the west side of the Quadrangle.

To the Building of the Historical and Social Sciences a space
approximately 163 feet directly east of the General Library Building
by 80 feet from north to south at its western end and 60 feet at its
eastern end; leaving a space of 20 feet between this building and
Nancy Foster Hall.

To the Law Building a space approximately 170 feet from
north to south beginning 20 feet north of the Historical Building and
213 feet directly east of Haskell Museum.

To the Divinity Building a "T" shaped space approximately
130 feet from east to west and 125 feet from north to south 20 feet
north of Haskell Museum, and 85 feet east of Cobb Hall.

To Philosophy the necessary amount of the space north of the
site of the Law Building and west of Walker Museum, the remainder of
this space being reserved for the extension of the Museum.

3. That the several buildings when erected be connected
by bridges substantially as indicated on the plan.

4. That in each of these buildings to be hereafter erected,
there be provided in addition to lecture rooms, seminar rooms, offices,
etc., a library for the use of the Senior College and Graduate students
working in these several groups of departments, with reasonable
provision for the prospective growth of these departments.

5. That the departmental libraries of each group consist of
To the Gessie Batty house a space approximately 30 feet of

the signed contract of the Gessie Batty, and 30 feet of the

reach of the same line of the Gessie Batty, and

30 feet of the same line of the Gessie Batty, and

60 feet from the west of the same line of the

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30 feet from the west of the same line of the

30 feet from the west of the same line of the

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so many of those books desired by the several departments for the use of Graduate and Senior College students as the space which can be allotted for the departmental library will permit, it being understood that other books belonging to the departments in question will be placed in the General Library Building.

6. That reasonable stack facilities be provided for each departmental library, either in the departmental building, or in an adjacent portion of the General Library; in either case such stack to be subject to the same departmental control as the library in the departmental building.

7. That a large reading room be provided in the General Library Building.

8. That a catalogue of each departmental or group library be provided in the library room of the group, and that the General Library contain, accessible to readers, a catalogue of all books in the General Library and the several departmental libraries.

9. That such communication be established between the several departmental libraries above named and the General Library that transfer of books from any one of these libraries to any other may be made with the greatest possible facility, as nearly as possible as if they were all located in one building.

10. That, subject to the regulations of the departmental libraries, and to such regulations as the Library Board may approve, it shall be the privilege of students and instructors to bring together from the several libraries above named, books which they may need to use together, either to the General Library or to that depart-
The General History Collection

The General History Collection consists of documents, manuscripts, and other materials that provide a comprehensive overview of the history of the institution. These materials are important for researchers, students, and the general public who are interested in understanding the development of the institution and its contributions to society.

The collection includes a wide range of materials, such as:

- Books and pamphlets
- Newspapers and periodicals
- Government documents
- Diaries and personal papers
- Artifacts and memorabilia
- Audiovisual materials

The materials are arranged by subject matter and time period, making it easy for users to find the information they need.

Researchers and students can access the materials in the Reading Room, located on the first floor of the library. The Reading Room is equipped with state-of-the-art reading and research facilities, including microform readers, computer terminals, and access to online databases.

The staff of the History Collection can provide assistance to users in finding the materials they need, and can also provide guidance on how to use the materials effectively.

In addition to the Reading Room, the materials are also available online through the institution's website. This allows users to access the materials from anywhere in the world, as long as they have internet access.

The History Collection is a valuable resource for anyone interested in the history of the institution and its contributions to society.
mental library in which they are working.

11. That the Library Board be instructed to appoint a committe on Library Building, which shall make a deliberate and detailed study of the problem of the General Library Building, and make recommendations to the Library Board, and through this board to the Board of Trustees, concerning plans for the General Library Building, and concerning its relation to the departmental libraries.

12. That pending the erection of a General Library Building the Library Board be instructed to present to the Board of Trustees a plan for accomplishing the end aimed at in Recommendations 9 and 10 including the preparation of the catalogue described in Recommendation 8.

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At a previous meeting of the Commission it had been voted to approve the placing of the departmental libraries of Chemistry, Physics, Geology, and the Biological Sciences in the departmental buildings of these departments, it being understood that these departments may place such books as they desire in the General Library Building. The Commission also expressed its judgment that the Library of Mathematics, and that of Astronomy so far as it should exists on the main Quadrangle, be associated with the Library of Physics, it being expected that a building for Mathematics and Astronomy will at some time be erected near the Ryerson Physical Laboratory. These actions of the Commission were presupposed in the above recommendations, and in effect added to them.

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The plans recommended in the foregoing Report provide
mental capacity is more clearly at risk.

The plan includes potential to increase the capacity of the General Planting Plan, and it remains critically important to the health of the General Planting Plan. It sets out to increase the capacity of the General Planting Plan.

To that end, the plan is to increase the capacity of the General Planting Plan.

At a previous meeting of the Commission, it was noted that

The Commission has recommended the plan of the General Planting Plan. The commission was aware of the plan of the General Planting Plan, and has recommended the plan of the General Planting Plan.

The Commission, in its report, has made a number of recommendations for the plan of the General Planting Plan. It has recommended the plan of the General Planting Plan.

The plan recommendations are as follows:

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for the General Library, building which, in addition to ample corridors, stairs and elevators, will yield approximately 18000 square feet of floor space for administration and kindred purposes, 18000 square feet of space for reading rooms, and 100000 square feet of stack floors stories 7 1/2 feet high. Such a building would store in easily accessible stacks, from 1,500,000 to 1,750,000 books, and provide from 700 to 1000 desks for readers. This provides for the growth of the General Library and the libraries of the Humanities Groups (not including Mathematics) for from 75 to 110 years, if that growth should continue at the rate averaged in the first five years of the history of the University; and this without making allowance for the capacity of the libraries of the departmental buildings. The rate assumed, 18000 per year, exceeds the current annual growth of Harvard, Cornell, Yale, Johns Hopkins, and so far as is known to the Commission, that of any other American University with the probable exception of Columbia, whose annual growth of 19000 volumes includes the Sciences and Mathematics, these being in our plan provided for outside the General Library and the group of buildings now under consideration.

These plans further provide for a building for each of the following groups and schools, viz: Philosophy, History and the Social Sciences, Classics, Modern Languages, Oriental Languages (Haskell), The Divinity School, and The Law School, which in addition to the lecture rooms, class rooms, seminar rooms, studies, offices, etc., which the rate of growth of these groups and schools in the past (the estimate was made on the basis of the growth of the years 1895-1901) indicates will be needed to provide for their future development, will in each case contain a Library for the group or school occupying it. Provision
is also made for a museum in each of the following buildings, viz:

Classics, Modern Languages and History. The areas of these several libraries as laid out in the provisional plans drawn by the architect to test the feasibility of the general scheme, are adjusted to the probable demands of the future as indicated by the statistics of the past growth of the departments and schools now in existence. The number of students provided for, assuming that not more than two-thirds of the students in any group or school will be in the Library room at any given hour, is as follows: Philosophy and Pedagogy, 190; History and the Social Sciences, 315; Classics, 150; Modern Languages, 490; Oriental Languages, 60 to 100: a total for these departments of about 1300 to 1250. These figures are based upon a generous allowance of space for each reader. If the space in the Law Building, which provides for 1000 students, and that which is contemplated for the Divinity Building, for approximately 450 students, be added, it will be seen that the proposed group of buildings in the south half of the main Quadrangle provides outside the General Library Building, Walker, and Cobb, for over 2700 students in residence in any given term or quarter. The provision for Mathematics and the Sciences in the north half of the Quadrangle and for Junior College students outside the main Quadrangle is additional to this. If the actual seating capacity of the Libraries of Philosophy, History, Classics, Modern Languages and Oriental Languages, viz: two-thirds of the figures given above for these groups, be added to the capacity of the General Library as already stated, it will be seen that these libraries will provide desks for 1500 to 1800 students at work at a given moment. To these figures the Law and Divinity Buildings will add perhaps 1300 desks. The book capacity of the departmental Libraries proposed for the south half of the Quadrangle would be somewhat over
Classical, Modern, and Ancient History. The state of free speech permits free expression, as far as the law allows. To use the liberty of the press to express one's views on any topic is permitted. The right to vote in free elections is assured to all citizens of voting age. The state of free speech allows for the expression of ideas, as long as they are not illegal.

The school board has recommended that the following subjects be taught in the public schools:

1. History
2. Economics
3. Political Science
4. Mathematics
5. Science
6. Language Arts
7. Music
8. Art
9. Physical Education
10. Home Economics

These subjects are necessary for a well-rounded education. The state of free speech allows for the expression of ideas, as long as they are not illegal. The right to vote in free elections is assured to all citizens of voting age. The state of free speech allows for the expression of ideas, as long as they are not illegal.

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100,000 volumes exclusive of the Libraries of Law and Divinity. These would perhaps add nearly as many more.

In explanation of the fact that the Commission transmitted its final recommendations to the Board of Trustees before laying its report before the Congregation for criticism, it is to be said that the nature of the problem was such that the Commission had requested the Board of Trustees not to locate any building in the south half of the Quadrangle until it should hear and act upon its recommendations. The result was to stop all work on the Law Building or its plans until the Board had received and acted upon the Report of the Commission. Inasmuch as it was extremely desirable that work on the Law Building should go forward without delay, the Commission felt compelled to present its report to the Trustees as soon as it was completed.

Respectfully submitted,

On behalf of the Commission.

[Signature]
Chairman.
To the 2000 volumes exceeding 100 parts of law and Division, these
no stating dates and nearest as many more...

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In explanation of the fact that the Commission recommends
the first recommendation to the Board of Trustees, but relying on
the report before the Commission for alteration. It is to be noted that
the nature of the problem was such that the Commission may recommend
the Board of Trustees not to accept any proposition, but accept the
separate motto of its own best and set down the recommendation.
The result was to stop all work on the law building or the plans until
the Board had received and studied the report of the Commission.

The Board had received and requested the President of the
Commission to forward without delay, the Commission's recommendation
on behalf of the President of the Commission.

On behalf of the Commission,

[Signature]
Sept. 4th, 1902.

My dear Mr. Matthews:

We have studied Burton's case very closely. He is in real danger, and the danger is not merely a physical one. It is necessary that he should go abroad at once, and it is necessary also that he should be accompanied by someone who can help him mentally. There were only two men that could help him in this way—Hulbert and myself. It is impossible for me to get away, therefore Hulbert is going. They will sail Saturday.

This means that we shall have to ask you to come into residence during the Autumn Quarter, both for your work in the New Testament and dean's work. It means further, that we shall have to ask you to come back at least two weeks before the opening of the quarter in order to take care of the students and the mail.

I am very sorry to be compelled to write this to you. The occasion, of course, is the saddest part of it all. You, of course, are as greatly interested as any of us in getting Burton on to his feet again.

Hoping to hear from you that this will be agreeable, I remain looking forward to the pleasure of seeing you as soon as practicable,

I remain

Yours truly,

W. R. Harper
We have disarmed but little that we think it would be both possible and desirable to reproduce in China.

Personally, I have not much confidence, and since I left China I've heard that I am doing disparagingly. I hope to be able to resume work soon, but it is as yet a hope rather than a confident expectation.

I shall probably return to Britain as soon as I hear from Sir. He IEEE, probably in ten days now, and shall thence go to Cambridge for a short stay. Beyond that, we have no plan as yet.

With hearty appreciation of your many kindnesses and with best wishes for your health and prosperity in every way, I am

Sincerely yours,

[Signature]
Edinburgh Nov. 1907

Very dear President Arthur,

I am writing this letter

and I am sorry not to be able to say

definitely yet whether I can teach in

the Winter Quarter; I hope to do so, but that I should like it possible to

have the matter so arranged that I can

decide a month hence. If that cannot be,

I will accept any arrangement you

may make. I am no doubt that I can

teach if this is necessary, and I have

endeavored to be ready.

Neither do I know a thing concerning some information concerning possible teachers and

lectures, of which we will make a full and

definite report when we have all the data

we can get.

I am getting some ideas about libraries,

though in general they have been little to

teachers. I am not sure how I am in

the middle of a solution of the catalogue

problem, but I shall not feel sure till I can
test my ideas by some practical experiment. A book I have something that has all the advantages of the old system and all the convenience of a printed page. At any, there isn’t much of it now. My plan may be for me to make a new book cataloguing, as you remember I was supposed to do perhaps some years ago.

I heard Marcus Stedman’s lecture this morning. It quite surpassed my expectations. It was beautiful and really a masterly piece of exposition. I met with him last night.

I have not yet learned whether my services will be further needed on this business in London. Our present programme is to leave London for Paris about Nov. 15th 18, and to sail from Boulogne Dec. 7 or 14.

I have thought many times how much you would have gained from such a trip as that last to I am leaving. Even
My dear Mr. President,

just a line to say that the more I think of it the more am I persuaded that Mathews cannot with safety to himself or the various interests involved undertake more than his professorship and the proposed editorship. I am glad to have Mathews relieve and retain all the honor possible, but I am afraid from a nominal dean'ship lest it should become more than nominal. I have talked with him and see that his deep interest in the diversity about and the men personally will make it harder than I supposed for him to give up that work. I am not sure that he ought to give it up. I am not at all certain that the dean'ship is not the way to the career of greatest usefulness. But me think to clean to me and I have said it forcibly to him, that to undertake professorship, dean'ship and editorship would be a serious mistake, involving failure in one or more than a physical breakdown, if the issue will remain as first defined, with Smith's construction. This I am confident is kindness to him. Very truly yours, Andrew D. Bulloch
Professor E. D. Burton,

Manhattan Hotel, New York City.

My dear Mr. Burton:—

I have just received your note with a statement of your visit to 26 Broadway. I have no very decided suggestion to offer. If you feel so disposed, a note to Mr. Rockefeller would, in all probability, secure an interview; or, better yet, if you cared to go down again and send in your card with a statement on it of what you would like to talk about. There is, of course, a chance that he may be very busy and not able, even if he should desire to receive you. There is, on the other hand, a chance that he might be very greatly pleased to talk over matters with you. The important thing, I think, is not to have him feel that you have come at my suggestion, and so I leave the matter entirely in your hands.

It is altogether uncertain when I shall be in New York—possibly on the 28th or 29th—but this is only a possibility.

The note of introduction to Mr. Charles Scribner is enclosed.

Yours very truly,
September 29th, 1909.

Mr. Barker,

Protestant Episcopalian Church,

New York City.

My dear Mr. Barker,

I have just received your note with a

statement of your view of the Brethren. I have no way of knowing any

reaction to it. If you feel so disposed, a note to Mr. Roemer

would be written, either for information or better yet, a

note to the Brethren to your own mind and mind in your own way and a statement on

it to what you would like to talk about. These things of course a

opinion that you may or may not think to talk about, as you

might agree. The other hand a chance sent in

The note of introduction to "The Christian Science" in answer.

Yours very truly,

[Signature]
My dear President Weeks,

I went to 26 Broadway this morning and saw Guest's secretary. She told me that Gates was still on vacation and would not be in regularly till Oct 1st, and that she did not know of any intention of his part to be in this week. I arranged to have her let me know when he was away in case of my seeing him this week. I tried Mr. John Rockefeller Jr. in the corridor, but he did not recognize me— I was not treated with him.

But he's evidently on deck.

I telegraphed to Coolidge on Saturday but for some reason failed to get reply till this noon. I have not heard my cable message yet, so as I can do nothing here for another or two I shall go to Boston this afternoon or tonight. Please inform him Thursday night. I may not be able to send him the inq
Return:

1. A suggestion whether it would be wise for me to try to see John J. Jr. without in connection of Cape. I assume that this would not be wise but with your advice.

2. An indication when we will probably be in New York.

3. A very cordial introduction to Mr. Charles E. Under...

Very truly yours,

Ernest D. Burston
January 30th, 1904.

My dear Mr. Burton:—

Your letter of January 25th concerning the lecturer'ship in China has just come to hand. Up to date it is all a mystery to me. I do not know what the plan is, but I suppose that in good time the mystery will be solved. I thank you for the initial presentation of it. I am delighted to know that the sketches for the divinity building are so nearly completed and that we shall soon see the perspective.

Hoping that you are making good headway on the commentary and not allowing all these other matters to disturb you, I remain

Yours very truly,

Professor E. D. Burton,

269 Alexander St., Rochester, N. Y.
January 30th, 1904.

Mr. Burton:

Your letter of January 28th concerning
the test-repeal in Ovince has just come to hand. Up to date it is
still a mystery to me. I do not know what the plan is, but I suppose
that in both these matters will be solved. I think you for the
initiative pronouncement of it. I am delighted to know that the Examiners
for the communication are in earnest completed and that we shall
soon see the results. I am hoping that you are making good progress on the communication
and not allowing till these other matters to delay. You remain

Yours very truly,

Professor E. D. Burton

Mr. Alexander El. Rockefeller, N. Y.
269 Alexander St., Rochester, N. Y.,
Jan. 25, 1904.

My dear President Harper:—

I learn from Chicago that the plan which some of us discussed at some length last summer or fall, in the period of your absence in Europe, if I mistake not, for the establishment of a University of Chicago in China, has assumed sufficiently definite shape so that it is to be brought to your attention. I write this line just to say in a word that I became very much interested in the plan, and believe that it has great possibilities of good, both for what it may be expected to accomplish in China, and for its highly beneficent influence upon the University and Divinity School. The plan follows in the footsteps of the Haskell lectureship,—or should I say Barrows lectureship?—which has already so amply justified itself. It seems to me scarcely possible to overstate the good which it might accomplish in various directions.

The only real objection that I can think of, to making the effort, is it will lay upon you an additional task, more especially in the effort to interest in the plan those who must be looked to to furnish money. Could this difficulty be obviated, I should, it seems to me, be enthusiastically in favor of the new enterprise.

Pardon me if this word is intrusive; having no chance to speak with you about the matter I wanted briefly to say my thought.

Very sincerely yours,

[Signature]
Dear Sir,

I fear that the adoption of the plan which some of our friends have put forward to grant us admittance to some of the larger city's colleges as Fellows is not the best course to pursue. If I am wrong, you and the committee will of course agree with me.

I understand that a letter is to be written by you to the college offering to become a fellow and that you have been informed by the college that you are to be consulted before the letter is written. This seems to me to be an advantage which I have not been able to obtain. As I have already written to you about the necessity of making the letter a matter of some importance to the college, I think it would be better if you could consult with me before writing.

I should be glad to have your views on this subject.

Very truly yours,

[Signature]
Dear Sirs:

On behalf of Vassar College I desire to express the very deep and sincere sympathy which is universally felt in the loss which you have suffered. Dr. Burton's place in the world of education was a distinguished and honored one, and his achievements were wider in significance than the boundaries of his own institution.

While I join with Vassar College in mourning the death of an eminent educator, I am conscious also of the loss of an esteemed friend and fellow-worker in a well-loved cause.

Faithfully yours,

The Vice-Presidents,
The University of Chicago,
Chicago, Illinois.

5 VI 25