INSTRUCTIONS TO APPLICANTS

I. REGISTRATION.

1. Every student who intends to teach should register with this Board. College presidents and school authorities depend upon this office to furnish the records of applicants. Even for those who do not now need the assistance of the Board, their papers may be of great use at some later time. They are kept in a permanent file.

2. A year's residence at the University is a pre-requisite for registration, except when otherwise directed by a given department. Any department may also specify additional pre-requisites, notice of which is given in advance to all students in the department.

3. Give all details called for in the registration blank fully and carefully in your own handwriting. Your photograph is absolutely necessary for the most effective service. It is for use in the office only.

4. Your registration becomes effective only upon receipt by the Secretary of satisfactory confidential statements from your instructors in the departments concerned.

5. Registration should be deferred until near the close of your course in order to secure the strongest statements from your instructors on your scholarship and qualifications.

II. VACANCIES.

1. After registration do not relapse into a state of idle expectancy. Use every legitimate means of learning where teachers in your line may be needed. Enlist your friends everywhere in your cause.

2. Information given you by the Board concerning a vacancy in which you are interested is held in confidence for you, unless the Secretary has already learned of the vacancy from direct sources.

3. Having learned of a vacancy directly from school authorities, the Secretary confers with the representative of the department concerned and the best available candidate is selected and recommended; or, when so requested, two or more candidates are suggested.

4. When a teachers' agency reports a vacancy to the Board, the candidates selected are referred to the agency. In such cases the agency usually agrees to waive its registration fee, but, of course, the commission is due the agency, if the position is secured.

5. A vacancy reported from any source to an individual instructor in any department is referred by him either directly to the Secretary or to the representative of that department acting in cooperation with the Board.

6. Once in two years the Board sends to schools and colleges a formal announcement inviting correspondence with superintendents and presidents; but, otherwise, the University takes no initiative concerning vacancies.

III. RECOMMENDATIONS.

1. A request from any responsible source for information concerning a candidate registered with the Board is answered by a personal letter from the Secretary based upon the candidate's papers on file.

2. Teachers' agencies may be referred to the Board instead of to individual instructors. The Secretary answers such requests by a personal letter embodying the statements on file from instructors.

3. In the case of a vacancy such as mentioned in II (2), the Secretary will send a letter of recommendation only when satisfactory evidence is received that the candidate is under actual consideration for the position. Of course, the candidate is always at liberty to use the Board as a reference.

4. In the case of vacancies mentioned in II (3), the Secretary not only sends letters of recommendation, but he watches the development of each case and re-enforces the recommendation in every legitimate way. In important cases he requests individual members of the faculty also to send personal letters in behalf of the candidate.

5. All letters from the Secretary are personal and confidential. No general letters of recommendation are written.

IV. THE APPLICANT'S PART.

1. Keep the Secretary informed of every change of address. Call or write frequently concerning plans and positions desired.

2. When informed of a vacancy by the Secretary, notify him immediately whether you wish to apply for it or not.

3. In applying for a position, give a clear and succinct statement of your training (secondary, collegiate, university) and experience (with full data and references). A careless or indifferent letter of application will lose the place in advance.

4. In all cases of doubt as to procedure consult the Secretary.

A candidate should be careful to keep the Secretary informed of the progress and especially of the favorable or unfavorable result of his application for a position.

The University makes no charge whatever for the services of the Board of Recommendations, and assumes no responsibility in regard to securing positions.

Hours for consultation are posted on the office door, room 9A, Cobb Hall. Please observe these hours.

H. E. SLaught,
Secretary.
INSTRUCTIONS TO APPLICANTS

I. REGISTRATION

(1) 
(2) 
(3) 
(4) 
(5) 
(6) 
(7) 
(8) 

II. VACANCIES

(1) 
(2) 
(3) 
(4) 
(5) 
(6) 
(7) 

III. RECOMMENDATIONS

(1) 
(2) 
(3) 
(4) 
(5) 
(6) 
(7) 
(8) 

IV. THE APPLICATION PART

(1) 
(2) 
(3) 
(4) 
(5) 
(6) 
(7) 
(8)
TO THE MEMBERS OF THE FACULTY:

In seeking to increase the efficiency of the Board of Recommendations, the Secretary desires to invite your attention to the following matters:

1) An improved form of confidential blank has been devised for reporting the qualifications of the candidates for teaching positions. If these initial reports are made sufficiently explicit and comprehensive, the Secretary will thereafter be able to relieve you from the burden of answering inquiries from schools and agencies. The equivalent of from six to ten lines of typewritten matter should be sufficient in most instances; less than this would hardly be adequate.

2) It is essential that an individual member of a department should not nominate or support a candidate for a given position without previous consultation with the official representative of that department, who in turn co-operates with the Secretary of the Board. In fact it is highly desirable that all nominations should be made through the departmental representative and the Secretary, thus avoiding embarrassing complications.

3) It is hoped that the definite standards of recommendation for various grades of work, Secondary, Collegiate, University, will be formulated by each department, as has already been done in some, so that the list of candidates coming before the Board may be well assorted, giving the Secretary through the departmental representatives a just, comprehensive, and systematic estimate of each aspirant for a position who is found qualified for recommendation.

4) The Board endeavors to keep up to date a card catalogue of all graduates of the University engaged in teaching. To this end the Secretary needs your constant assistance in reporting to him changes, promotions, and new appointments among those who represent your department. This catalogue is arranged both alphabetically and by departments and is open to the inspection of all members of the University.

Systematic co-operation in these respects will not only greatly facilitate the work of the Board, but will also tend to establish and maintain a reputation for the University in its recommendations which will command the growing respect and appreciation of all who are looking to us for candidates.

Secretary of the Board.
TO THE MEMBERS OF THE FACULTY:

In order to increase the efficiency of the work of the University, the Secretary of Instruction has decided to take the following measures:

1. An improvement of the current system of control and supervision of the academic activities.

2. The establishment of a new format for the implementation of the curriculum.

3. A review of the current teaching methods and the introduction of new techniques.

4. The establishment of a new system for the evaluation of teaching staff.

5. The expansion of the research activities within the University.

6. The establishment of a new system for the administration of the University.

I strongly urge all members of the faculty to cooperate in this endeavor.

Sincerely,

[Signature]

Secretary of the Faculty

[Stamp]
My dear Mr. Shepardson,

As I cannot get in today & see you let me ask you to anticipate every point in regard to the use of Vincent's office in order that no misunderstanding may arise in the future. Following are the points:

1) My class hours all year are 8-30 and 9-30, and at 10-30, therefore, I must attend at the office.

2) My student helper and student stenographer must work at hours when they are free from classes and when I can direct them.

3) If Vincent's free office hours mean that no one else shall be in the room, and if his hours is to extend beyond 10-30, then the combination will not work even now, and much less in the Spring when I have a full-time stenographer who will be there from 8-30 on through the day.

4) There will be no trouble in arranging a consultation hour to avoid conflict with him, but the business at my desk must be arranged to proceed when my assistant and myself are free from other duties.
The punchcard of Chicago

with a plot on hung-tomorrow it may be won. I will
begin about two pages more and work out those
points mentioned in the previous handwritten
notes. I will work on this main problem to show these
points.

I will have to work on this main problem and
work on the second section of the report. I will
work on this main problem to show these points.

5) Moreover, superintendents and presidents from out of town are stopping in at all times of day and when they catch me around I cannot avoid receiving them and on such occasions I must go to my office where all records are kept—regardless of any prearranged hours.

6) Unless these points are fully understood and agreed to with friendly interest by Mr. Vincent, the arrangements will not be satisfactory, and I cannot take the chance of any misunderstanding.

I am wondering why Mr. Vincent did not choose his office over at Ellis Hall in connection with the Junior Office. There is a fine room there across the hall from the present Junior office and it would seem that he would prefer to be where all the records and assistants of the office are at hand.

I do not wish to debate about this, but I do know the need of the office of the D. J. Recommendation and am insisting that matter shall now be arranged so that nothing may interfere with its smooth working. I shall be in on Thursday if I do not have to go to Court on accounts of my wheel which was stolen.

Yours sincerely,

H. E. Slaight
London, Oct 30th

My dear President Harper:

The eleven months of the eleven months’ vacation credit, to which I believe I was entitled by virtue of eleven quarters of continuous service, I have received salary for only seven. The vacation payments began August 1st 1876, and continued to, and including October 1st at the rate of assistant’s salary, and thence to and including February 1st at the rate of assistant professor’s salary. On the occasion of payment I was to my father, who had charge of my affairs in America, telegraphed the University...
Of the discontinuance, and receiving no reply, supposed that I was entitled to no further money. Subsequently I wrote to Mr. Goodspeed asking for information in regard to the matter, but likewise received no reply. This was in the summer when Mr. Goodspeed was doubtless out of the city. I am very sorry to trouble you about the matter, but am anxious to know how the case stands. If my impression is correct that I should receive four months additional salary the payments should be made as before to my order, care of A. S. Lovett.

66 State St., Boston, Mass. My address remains Barry Brothers
Her. Limited, 8 Bishopsgate St. Within, London.

Mrs. Lovett and I were very sorry to miss you in Paris. We must have passed through the city soon after your departure. We have settled in London for the winter. I have just written to Herrick that he can have me back at any time, but I presume that the department is fully manned, at least until the summer.

I enclose a few documents from the Harvard Teachers' Bureau, which may prove inter-
eling and suggestive to the per-
son who has the business in
charge at Cluicio. The plan
of having a large committee
representing all the depart-
ments sends to me especially
well worth trying, if for no other
reason for this. That such a com-
mmittee would enable the central
authority to know the results of
efforts by departments and indivi-
dual professors to place their
students, and so keep complete
records.

Mr. Lord sends regards to Mr.
Bonner and to yourself. All which
I cordially join.

Faithfully yours,

Robert More Lord.
Chicago, April 22, 1879.

Dear President Harper:

I am obliged to record in my reply to accept the office of a director in connection with the Board for the Appointment of Teachers. I cannot allow my name to go before the Board in connection with a person willing to perform services usually paid for by the University, on the chance of getting on the pay roll at some future time. I am unwilling to remain in this position before my colleagues on the Teachers' Board—my future would certainly be menaced. I accepted the "labouring man" in connection with the Board, and I shall do everything in my power to make the work successful. I understand at this time I accepted this, that no salary was offered. Should it be decided later to establish a salaried office, please let it be understood by all concerned that I am not a candidate for it, that I have no claim upon it, and that if it should be offered later, I am not bound to take it. I am entirely sensible of your personal kindness to me in putting the matter forward as you have done. I trust further in this kindness not to misinterpret my answer.
In writing this letter, I realize that perhaps some
emphatic in its expression.
May I inquire that the actual transfer of the
money at the bank be postoned for a day or two,
say, until Thursday? I am moving into a new
home this week and am very much pressed on that
account. My new address is 5461 Cornell Ave.

Yours faithfully,

[Signature]

Robert More Lovett.
CHICAGO, April 5, 1900.

Dear Sir:

I write this to call your attention to the large number of graduate students at the University of Chicago, many of whom are desirous of securing positions to teach during the coming year. This number includes some who, having had experience, gave up their work temporarily, in order to have the advantages of a year or more of study. A few of these students have either secured the doctor's degree from the University, or are soon to complete the requirements for this degree. They are in every way fitted for positions in higher institutions of learning.

In addition to this number of experienced teachers, there are also many who are desirous of entering upon the work of teaching, who, not having had experience, are ready to accept smaller salaries than those in the former class.

In case you need additional teachers for the year 1900-1901, the Board for the Recommendation of Teachers will be glad to correspond with you, and at any time we shall be ready to assist you in what is a matter of mutual advantage. The Board is also ready to furnish information, in confidence, concerning the character and ability of persons who have been in the past students at the University of Chicago. Please address The Secretary of the Board for the Recommendation of Teachers, University of Chicago.

Very truly yours,

[Signature]
CHICAGO Jan. 8, 1901.

My dear President Harper:—

I have no specific recommendation to make as to my successor as Secretary of the Board of Recommendations. It has seemed to me that it might be well if the work could be more closely connected with that of the Board of Affiliations or with the work which the University is doing in connection with the inspection of schools. A man who was brought closely into touch with the conditions of secondary schools throughout the Middle West would, I think, be in far better position to handle the work of the Board for the Recommendation of Teachers successfully than one who, like myself, is closely confined to the University campus.

I have not begun to carry out any plans for the coming year as I think it important for my successor to have a chance to express his opinion in regard to them.

Yours very truly,

[Signature]
I refer to the recommendation of Mr. C. C. Montgomery, the acting head of the University of Chicago's Department of Education, who has been very kind in writing to me about the possibility of my appointment to the position of professor of education in your university. I am aware of the difficulties that may arise in the selection of a qualified candidate for this important position, and I fully realize the importance of selecting a person who is not only qualified but also possesses the necessary qualities to lead a department of education.

I am confident that your university would benefit greatly from my appointment, and I would be honored to have the opportunity to serve as a member of your faculty. I am dedicated to the advancement of education and believe that I can contribute significantly to the growth and development of the university.

I am enclosing a resume of my educational background and professional experience, which I hope will provide you with a better understanding of my qualifications. I look forward to hearing from you soon and am available at your convenience to discuss any further details.

Sincerely yours,

[Signature]
My dear President Haynes,

I submit under a separate cover a statement of plans for the coming year—which is practically a request for authority to spend about $100—and a copy of rules and by-laws which it may be well to get the Board to accept in order to lend the traditions of this office into definite form.

As to the future, it seems clear that there is an alternative—either the continuance of the Secretary as an independent and responsible officer, and his function in the regular work of the President's Office. There is much to be said in favor of both plans. If the former be adopted I should think it highly advantageous to have the Secretary the officer whose regular business it is to examine the affiliated and corresponding schools. In any case, the officer should
be closely connected with the work of the Board, I should be able to act in some measure in his own initiative in filling recommending students to places where rapidity of action is necessary.

If the latter plan be preferred I should think it well to give Miss Primnell a somewhat more responsible position, making it her business to carry out the duties of the tenantry specified in sections 1, 2, 4, 6 of the by-laws, and submit any work done under 3, 4, 5 to the representation of some department or to the President's Secretary. In form of this plan it may be pointed out that there is some advantage in having the correspondence of the University conducted under one name—either that of the President or his Secretary. Secondly, it may be desirable to throw part of the responsibility lay more by the Secretary upon the representatives of the departments. I may say that I regard Miss Primnell as fitted in many ways to take a somewhat more active share in this work of the Board than she has had of late. She has plenty of intelligence, and writes a good letter. She could attend to the ordinary business of the Vice with a little supervision, calling
when Mr. Vanderwall was very difficult or important cases. I do not know of course that Mr. Vanderwall can give the time necessary for this limited function of superintendence. We have a plan for keeping records of transactions which will make it easy for anyone to see at a glance just what places are open and what is being done towards filling them. On this other hand, conferences with students take a large amount of time—usually an hour or more a day in the spring.

Very truly yours,

R.M. Lovejoy
My Dear Dr. Harper:

I noticed in the Um. Record the change made regarding the "Board for Recommendation of Teachers". Supt. Carr of the Anderson Ind. schools expressed his opinion of such a board in this way:—"If you had at the head of that board some man who knows secondary schools, their needs and their difficulties. I should be glad to apply to him for a teacher now and then. The college professor who has never taught high school work and has never been in my school knows nothing about our needs, so I can not risk his choice or his recommendation."

This same opinion has been expressed to me a number of times during my trips over the country.

Very truly yours,

Mayo Feiler.
I note that the "proof" of the claim made is missing.

The "proof" of the statement is missing. I have no idea how to proceed to prove the statement. It can be very difficult to prove the statement.

I would be glad to work to prove the statement. I am not at all sure how to prove the statement. I am not at all sure how to prove the statement.

I would be glad to work to prove the statement. I am not at all sure how to prove the statement. I am not at all sure how to prove the statement.

I would be glad to work to prove the statement. I am not at all sure how to prove the statement. I am not at all sure how to prove the statement.

I would be glad to work to prove the statement. I am not at all sure how to prove the statement. I am not at all sure how to prove the statement.
My dear Mr. Teacher:

The Northern Indiana Teacher's Ass'n meets next Thursday, Friday, and Saturday, Apr. 4, 5, 6, at Anderson Ind.

I understand about 1000 teachers are to be in attendance. Would it not be a good plan to send Dr. Fellows or someone well acquainted with Indiana teachers to that meeting?

Very truly yours,

Mayhew.

P.S. The majority of Yankee will be grade teachers. They have a high school section.
Mr. W. A. Humbolt,
73 Trumpingham Street, Cambridge, England.

My Dear Sir:

The University of Chicago has what is called a "Board for the Recommendation of Teachers". Through this many of our graduates are recommended for positions in teaching.

This same Board received frequent inquiries regarding positions in other lines and its recommendations quite often are effective in securing places. The expenses of this Board are met by the University out of its general funds.

No fee is asked either of the students or the employers. We also have what we call "The Employment Bureau", through which many of our graduates obtain positions of all sorts, both scientific and commercial.

We have no printed material which bears upon this particular phase of the University's work. Trusting that this information may meet the desires of your postal card, I remain,

Very truly yours,
I am in receipt of your letter of October 20th, 1903, in which you state your desire to accept the position of first assistant to the architect of the University of Washington.

I am glad to hear of your recent appointment to the position of assistant architect of the University of Washington. I hope you will find your work satisfactory and that you will be able to contribute to the success of the project.

With best wishes,

[Signature]
My dear Mr. Shepardson:

In order that you may have an explicit statement for use whenever the opportunity offers in reference to providing adequate room and facilities for this adjunct of the President's office—known as the Board of Recommendations—let me state the following facts:

First. At present there are twenty-five or thirty people each day in the week who wish to confer with the Secretary during his office hour. There are no adequate provisions in this office for handling these people or for any privacy in my interviews with the individuals. The whole crowd is massed here in the door and about my desk so closely that personal conversation with individuals can be heard by any who are listening.

Second. If, perchance, at such a time a college president or school superintendent calls to see me, he is unable to get into my office, much less to find a chair where he can sit down, and there is no opportunity for private conversation with him and no place where he can interview candidates for positions apart from the crowd.

Third. The desk and filing facilities are too small and inadequate for the amount of work that is now carried on. My student assistant, who attends to the filing of letters and
Mr. President:

In order that you may have an expiration
statement for your approval. The accompanying offer of the
Secretary of the Board of Education in
the President's office--known as the Board of Education--

for the State, the following report:

First. At present there are twenty-five or thirty people

each day in the week who wish to confer with the Secretary
for the office to handle those people or get any
information with the investigation.

The whole number of people at any given time in
the office is twenty-five or thirty.

Second. All personnel is such a large college dean.

To get a general understanding settle to see me to
meet to your department to find a clerk whom he can act
and share in no opportunity for personal conversation with
him and no place where we can introduce capabilities for both.

Third. The week and limiting facilities are two main and

inadequate for the amount of work that is now carried on.

Student enrollment, who attends to the limiting of facility, and
papers, finds little time to get at the desk when it is not occupied by either Mr. Fesler or myself. I need a larger desk,—in fact, I should have two desks, one for my use and one for my stenographer so that all the detailed work of the office need not be crowded into so small a space, and so that my assistants could go about their work while I am attending to the direction of affairs at my desk.

Fourth. The confusion and commotion in this office in connection with the work of Deans Tufts and Hatfield, are such that it is almost impossible to dictate my letters in any degree of quiet or privacy; and since my letters all require the most careful consideration, and are usually of a personal character, it is absolutely essential that I should have both a quiet place in which to work and a room which can be shut off from all outsiders while I am dictating.

Fifth. Since this work has come into the present degree of activity, I think it is fully recognized by the President and all others who know what is being done, that its usefulness and importance from every point of view are unquestioned. If this is so, then provision should be made at the first opportunity for carrying it on in the most effective and successful way.

Sixth. Inasmuch as you are in a position to know when changes are to be made and what the possibilities are likely
The University of Chicago
FOUNDED BY JOHN D. ROCKEFELLER
Office of the President

The Board for the Recommendation of Teachers

Chicago

Before taking time to get at the work mean to do not coor-
coping for either. My teacher at present I need a teacher, a Eck...
In fact, I should have two years, one for my one and one for my
same position to take. If the secretaries work at the office need
not be thrown into so small a space and so short a time a
somewhat in short supply work where I am attending to the instruction
of affairs at my desk.

Your's, The controller and commissary to the office.

Concerning the work of Dean Tuttle and Keating, there seems
important to arrange to have a separate room at the room
our department and the necessity of a permanent office
arrangements essential that I should have plenty of space
place in which to work and a room which can be shut off from

If arrangement, while I am attending.

Hence, since this work has come into the present genera
of society, I think it is fairly necessary to press the President and
all others who know what is meant to put forward the importance
from every point of view are unanimous in . It is to
be their unanimous opinion to make of the later opportunities for
assurance of it to the most efficient and successful way.

Since I am now in a position to know when
opportunities are to be made and what the possibilities are, I

My Dear Dr. Harper:

The following plan has occurred to me as a possible "dispeller" of that hostile feeling which naturally exists in the mind of the poorer classes in the city toward a University founded by corporate wealth. Moreover, it would be an opportunity of doing much good and of bringing the University before the public as a practical institution.

The plan in brief is this:

1. The night schools of the city will not open this winter because there are no funds. Chicago is the only large city which fails in this regard.

2. Why could not the University take the initiative in a movement to open a number of such schools in the crowded sections of the city?

   a. The University could set the pace by giving ten scholarships for one year—these to go to the teachers.

   b. Some of the wealthy business men, I am sure, could be induced to support the movement with cash.

   c. The School Board would grant the use of buildings and books.

   d. If it was thought advisable the University could
be given the management of such schools. In this case we could furnish considerable work for our needy students and permit them to carry full work in the University.

e. The University could take the initiative in soliciting a public subscription, not only from the wealthy men, but from the churches and societies in the city.

Here is an opportunity for us and a feasible one too. My two years experience in night school work proves to me the inestimable value of these schools to the working classes.

Why can't we try it?

Very truly yours,

Mayo Fowler
Chicago

...
My Dear Dr. Harper:

The following is the report of the work of the Board of Recommendations for the year. The table includes the figures for the two preceding years, which will indicate the rapid development of the work of the Board.

The figures do not include the very large number of requests which come from the teachers' agencies.

<table>
<thead>
<tr>
<th>Years</th>
<th>Vacancies reported</th>
<th>Appointments made</th>
<th>Percent of vacancies filled by our candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1900-01</td>
<td>418</td>
<td>51</td>
<td>12.2%</td>
</tr>
<tr>
<td>1901-02</td>
<td>537</td>
<td>79</td>
<td>14.6%</td>
</tr>
<tr>
<td>1902-03</td>
<td>622</td>
<td>153</td>
<td>24.6%</td>
</tr>
</tbody>
</table>

Of the above appointments for the year 1902-3, eighteen have been to business positions. Many more such positions could have been filled if we had had the candidates.

I trust the time will come soon when the University can make the work of this office a matter of first consideration to some man. It has been too long a piece of drudgery to instructors whose interest has been in their teaching.

The effect of our recommendations on the future of the University is too great to permit such work to remain of secondary importance.

Very truly yours,

Mayo Fisher.
October 5th, 1903.

Mr. Mayo Fesler,

Indiana University, Bloomington, Ind.

My dear Mr. Fesler:—

I returned home to find you gone. I can assure you that you are greatly missed. I congratulate you upon the work of the last year both in the matter of filling vacancies and in the matter of the registration. The General Register is an admirable piece of work. I have only one criticism to propose, namely, its luxurious character, but perhaps it may be a good thing to have a high standard. I wish you great success in your new field. Things are moving pretty lively up here. You would be interested to see how the Commons and Club House are moving along.

Yours very truly,
My dear Dr. Harper,

The office of the Board of Recommendations is now conveniently located in 9 A Cobb Hall with plenty of room and quiet surroundings. We are reorganizing the files and records, and putting things in shape for prompt and efficient service.

I am again undertaking this work, well knowing from my former experience of two years with it, that it is an administrative post which demands the most exacting attention, careful judgment and continuous responsibility; and that in the nature of the case this work, together with my teaching, will consume my time and energy to the exclusion largely of research work and text-book production which I had planned. Moreover, this arrangement is most likely to jeopardize my advancement in rank from the standpoint of the department of math.

These considerations, as well as the fact that the office has not been accorded proper administrative recognition, made me hesitate long and seriously before committing myself again to the work. I recall, however, that you once made some strong statements concerning three distinct kinds of service needed by the University in the lines of administration, teaching and productivity, and I believe you recognize that prominent service in all these lines cannot usually be expected...
I am unable to make a recommendation at this time. I am not aware of any specific information or evidence regarding the candidate's performance or qualifications. I encourage you to consult with the department head and other relevant sources for a more comprehensive evaluation. It is important to gather as much information as possible before making a decision.

In my opinion, the candidate has demonstrated skills and abilities that are relevant to the position. However, I believe that further training and development will be necessary to ensure a smooth transition into the role.

Please consider this letter as a supplement to your own assessment. I am available to provide further information or assistance if needed.
from the same individual.

I have therefore, deliberately decided to carry on my textbook production in a much less strenuous manner than I had planned, to share the current responsibilities in our department as best I may, to lay great stress, as heretofore, upon my relation to the University as a teacher, to conduct the Bureau of Recommendations in the most efficient manner possible, and to trust to you the fair adjustment of academic rank on the basis of the services rendered. In this connection let me remind you that my present appointment expires with the current year.

Yours very truly,

H. E. Slaught
from the same individual.

I have therefore, after careful reflection, to write as my text.

Dear [Recipient],

To ensure the accurate transmission of our appreciation

appreciation to the University as a teacher, to comment on

the current situation and to ensure the effective execution

with the utmost skill.

Yours very truly,

[Signature]
December 24, 1903.

My dear Mr. Slaught:

Your kind letter was duly received. I have read it, and it has been read by other members of our committee, and you may be sure that its contents will be fully considered.

Thanking you for the statement, and appreciating your good spirit, I remain,

Yours very truly,

Dr. H. E. Slaught.
Dear Mr. Brunner,

I have just read with great interest the information you have sent me about the meeting of the committee of one of our schools. I have been reading about the concern that the committee will be fully considered and impressed by the efforts you have made for the accommodation and support of your school, and I am very grateful.

Yours very truly,

[Name]

P.S. Mr. Brunner
Dear Dr. Harison,

Perhaps you sent Mr. Slaughter's letter to me by mistake. The last sentence is painfully suggestible. His present appointment is July 1, 1877.

[Signature]

T. Wentworth
May 31, 1904.

President W. R. Harper, University of Chicago.

My dear Dr. Harper,

In accordance with your request I give you herewith a statement in regard to the work of the Board of Recommendations. The activities of the Board may be classified as follows:

I. CORRESPONDENCE.

1) Calls for teachers which require (a) acknowledgement; (b) reference to the departments for suggestion and confirmation; (c) notification and consultation with the candidate; (d) report to the school, recommending the candidate; (e) in important cases getting individuals to write especial letters; (f) following up the case later to ascertain the outcome.

2) Special calls for private instruction requiring careful search for candidates possessing necessary personal qualifications. Such calls often come from prominent business men of the city whom the University does well to serve.

3) Letters of reference to teachers' agencies. These are written on the basis of the confidential statements sent
to the Board by members of the faculty, and thus one letter from the Board takes the place of many which otherwise the individual instructors would be called upon to write.

5) Requests for information from prospective new students and former students, planning to return, concerning possible partial self support by teaching, or the possibilities of future positions after a course here.

6) A large volume of correspondence in connection with the circular sent each spring to all previously enrolled asking about the retrospect and the outlook. Nearly 1500 circulars were sent this year, and very many are glad to become reactive for promotions to better positions, and respond warmly on finding out that the University has not forgotten them.

II. ROUTINE OF THE OFFICE:

1) Tabulating the vacancies on slips showing at a glance all the steps taken in each case.

2) Tabulating recommendations on slips showing the source of the request and a carbon copy of the letter sent.

3) Tabulating all registrations on cards showing the chief data for each individual, requiring a careful digest of the material.

4) Recording data of all correspondence on the file-
II. ROUTINE OF THE OFFICE:

1) Prepare the necessary or slips according to a

2) Appropriate recommendations on slips according to the

3) Prepare for the secretariat, referring secretariat of the

4) Recommend a file according to the correspondences on the file.
slips showing the progress from day to day with each vacancy under consideration.

5) Filing the correspondence, drawing papers from the files for use and returning same; keeping all files and card cases with addresses, etc., written up as the data come to hand.

6) Mounting and indexing photographs of applicants, which are needed for use in the office.

7) Miscellaneous work constantly arising.

III. DIRECTION of the WORK.

1) No little headwork is demanded to keep all going in the most effective manner.

2) The selection of candidates demands (a) study of the files and records which takes much time, (b) personal conference with the men and women enrolled, (c) conference with the instructors in the departments, (d) conference with the presidents and superintendents when they come in person.

3) The dictation is of the most exacting kind, demanding patient sorting of data, exercise of tact and judgment, justice both to the individual and the University. This is time-consuming and calls for a mass of details to be borne in mind, often through days and weeks while cases are pending.
4) The clerk must be not only an accurate, expert and rapid stenographer, but she must enter into the work with true spirit and interest. She must remember faces names, dates and places, and be able to quickly detect and adjust all discrepancies which arise. She must be familiar with every detail of the office and able to direct all its activities in the absence of the secretary.

5) The student helpers must be careful and accurate workers, quick to comprehend, and rapid in execution. Their work must be regular and systematic.

IV. THE OFFICE STAFF.

1) One student helper in Autumn and Winter, two in Spring and Summer, giving two hours per day each, and earning full tuition. This is a minimum requirement and they have their hands full.

2) The clerk, has, heretofore, given half time in Autumn and Winter and full time in Spring and Summer. The work in Spring and Summer is very heavy, requiring longer hours and greater responsibility than in most of the offices. See recommendations below on this point.

3) The secretary is compelled to spend a minimum of two hours per day in the Autumn and Winter, and of three hours in the Spring and Summer, and much of the time to increase
this by 25 to 50 per cent, in order to keep the work up. The regular consultation hour is usually crowded the year through, and in the Spring and Summer special visits of presidents, superintendents, etc., are numerous and time-consuming, though no time is more useful to the University. The time demanded for preparation and dictation of correspondence can hardly be appreciated by any one who has not personal contact with it. Those who are best able to judge of this work by observation from without are Dean Tufts and Dean Vincent.

V. OBSERVATIONS.

1) The work of the secretary is greatly facilitated by the recently closer organization within some of the departments, whereby the departmental examiner, or some representative of the department, determines the fitness of all applicants for teaching his subject, all nominations from the department coming through him. It is to be hoped that all departments will adopt this plan.

2) The clerk in this office should be in continuous service throughout the year and from year to year. Only so can the work be done to best advantage. She will be much overworked in the Spring and Summer which can be equitably balanced by the lighter work of Autumn and Winter. Her
The regular convention plans to unusually change the year.

The regular convention plans to unusually change the year.

The time remained for preparation and accumulation of materials.

The time remained for preparation and accumulation of materials.

The work of the secretary is relatively facilitated.

The work of the secretary is relatively facilitated.

1) The lack of the secretary's assistance within some of the government agencies, within some of the government agencies, within some of the government agencies.

The lack of the secretary's assistance within some of the government agencies.

The lack of the secretary's assistance within some of the government agencies.

It is to be hoped that all governments will adopt this plan.

The lack of the secretary's assistance within some of the government agencies.

The lack of the secretary's assistance within some of the government agencies.

Only resource is enough to save years. Only resource is enough to save years. Only resource is enough to save years.

The further work of the secretary in the Spring and Summer months can be emphasized.

The further work of the secretary in the Spring and Summer months can be emphasized.
spare time, if any, in Autumn and Winter could be utilized by work in other lines.

3) The secretary will be glad to confer with you soon with respect to this report and touching the following points:

(a) This work was resumed with great reluctance on account of the load which it entails and the inadequate recognition which it has received.

(b) The present agreement extends to July, 1904, with the understanding that before that date the whole question will be taken up and equitably adjusted.

(c) Any adjustment must take into consideration the fact that by devoting myself to such a demanding administrative post I am thereby depriving myself largely of the opportunity for expansion in my University work, and from the standpoint of my department this is sure to militate against my advancement. I cannot stand still, and unless my work as an administrative officer in addition to my work as a teacher will together bring adequate cash returns, promote my best interests and lead to my advancement, then I must make a readjustment and devote my energies in such a way as to reach these results.

As I am now trying (almost in vain) to do some editorial work, long promised, this whole question presses for immediate decision.

Yours most sincerely,

H. E. Slaught-
Chisholm

...