PEDAGOGY: MEMORANDUM.

If the work undertaken and planned in psychology and ethics is to be what it should be, it is highly important that it be closely related to work in pedagogy. Even if the opportunity for a department in pedagogy were not the most (as it is in my judgment) the most promising of any now offered to a Univ.—especially in the west—it is a practical necessity in order to give practical illustrations of checks upon the work in Psychology and Ethics.

On the other hand, the work thus far done in Pedagogy in this country has been comparatively useless; it has been mechanical and vague because separated from psychology and social ethics, or else an artificial deduction from a purely deductive psychology. Ethics and Psychology are to Pedagogy, rightly undertaken, what the theoretical study of scientific principles is to work in a laboratory. Both suffer equally from division. Even in Europe they have not except at Jena begun to realize the possibilities of work in education. XXXXXX It is possible to go much further in this country than even at Jena, because in the absence of central official organization here, the tendency to turn to the Univ. for the guidance there got from the Government is strong and growing every day.

It is my honest and firm conviction that the American Univ. which first sees rightly the existing situation in education and acts upon the possibilities involved, will by that very fact


LEADPOCALYPSE: REHARMONY

In the world of human beings and beyond, the evolution of life is a constant process. It is through this process that we grow, adapt, and ultimately transform. In the realm of technology, the rapid pace of innovation has brought about significant changes in how we interact with the world. The development of the internet, artificial intelligence, and quantum computing are just a few examples of this transformation.

However, with this progress comes a challenge. The increasing reliance on technology has led to a decrease in human connection and a loss of the natural world. It is crucial that we find a balance between the two. The LEADPOCALYPSE: REHARMONY initiative is dedicated to fostering a harmonious relationship between humanity and the natural world. By promoting sustainable practices and encouraging a deeper connection with nature, we can work towards a future where technology and the environment coexist in harmony.

In the context of the letter from a department in Baggot's farm, the message is clear. It is essential to protect the environment and preserve the natural world. The government and the scientific community must take responsibility for this task. The initiative aims to raise awareness and educate the public about the importance of sustainability and the need for collective action.

To implement this initiative, we must work together. This includes not only individuals and organizations but also governments and international bodies. Through collaboration, we can create a more sustainable future for generations to come. The LEADPOCALYPSE: REHARMONY initiative is a step towards achieving this goal.
command the entire Univ. situation. I also firmly and honestly believe that Chicago is the most ripe place in America for undertaking this work.

DETAILS.

1 An educational museum, that is, collections of apparatus, charts, books illustrating teaching of subjects: plans, architecture etc., of schools. etc., etc.

2 A staff, at first of two or three ultimately of five or six specialists in various directions and at the same time with personal knowledge of public school work. This staff to divide their time between visiting schools, reporting on their work, giving them suggestions, etc., and lecturing in the Univ. on methods of teaching in their particular branch.

a. This will bring University into direct contact with preparatory schools. The advantages of this do no need to be stated. Even such an occasional visiting of schools by a committee, a day or a two at a time, in Mich., has turned students greatly in that direction; besides, it has given the Univ. a hold on the school curriculum. If such results have been got in this unsystematic way, we might be hopeful as to the results of regular organization.

b. It would ensure real and practical teachings in methods. The present tendencies in Univ. chairs of pedagogy to vague and unrelated theorizing would be made impossible.

c. Advanced students could be taken out on the visits and
I am acquainted with many facts I have learned from personal experience. A great many of these have been obtained in the field of science and in the laboratory. I have been fortunate in being associated with outstanding scientists, and I have had the opportunity to work closely with many of them. I have been able to learn directly from their experiences and to gain a deep understanding of their work.

I have had the privilege of working with some of the greatest scientists of our time, and I have been able to observe their methods and techniques. These experiences have been invaluable to me, and I have come to appreciate the importance of scientific research and the role it plays in advancing knowledge.

I believe that the future of science lies in the hands of the young scientists of today. It is up to us to ensure that they have the opportunity to pursue their interests and to make contributions to the field of science. I am committed to supporting the next generation of scientists and to ensuring that they have the resources they need to succeed.

I am also committed to promoting the importance of science to the public. I believe that everyone should have the opportunity to learn about science and to appreciate its importance in our lives. I am working to make science accessible to all, and I am committed to helping to create a society where science is valued and appreciated.

In conclusion, I believe that the future of science lies in the hands of the young scientists of today. We must work to ensure that they have the opportunity to pursue their interests and to make contributions to the field of science. I am committed to supporting the next generation of scientists and to ensuring that they have the resources they need to succeed. I am also committed to promoting the importance of science to the public and to making science accessible to all.
and study educational conditions at first hand.

d. The University would get into such connection with the schools as to be able to recommend teachers more directly and systematically and thus not only afford an outlet for its teachers, but get a direct supervision over and control of school methods.

3 A practice or experimental school, such as now exist at Jena and Columbia, extending ultimately from kindergarten clear up.

The need of this is self-evident. As to its cost, it could be started in a small way, and with no expense to the Univ., being officially unconnected, yet with the encouragement of the Univ. authorities and under the control of the dep't of phil. As it grows, it could be finally be officially assimilated to the University.

This is the ultimate flower of the whole scheme. Existing Universities and even Normal Schools are simply training individual teachers. The advance will come by joining this to a direct reaction upon and readjustment of the existing school.
PHILOSOPHY IN THE UNIVERSITY OF CHICAGO

Philosophy at the University of Chicago has concerned itself, as have other departments of the University, with three lines of effort: (1) publication by members of the staff, (2) the training of future teachers and investigators, (3) instruction of undergraduates and to some extent of graduate students who are working primarily in fields allied to philosophy.

Its work falls broadly into two periods, first, under the headship of Professor Dewey, from 1894 to 1904, and second, under the present staff, 1904 to the present time.

The work of publication under Professor Dewey's headship included various shorter monographs, but the most important publication was that of the Studies in Experimental Logic, by Professor Dewey and other members of his Seminar, which was at once recognized as a highly significant contribution to the thinking of the day. Another publication of Professor Dewey's may be mentioned here, although it was more properly in the field of Education, but it was made while Professor Dewey was also head of the Department of Philosophy, and as it was published through the University Press, it may well be noted. The book entitled School and Society has been without doubt the most influential single book in the field of elementary education that has appeared since the University was founded. Of it, President James of the University of Illinois stated in substance that not a school house between the two oceans and between Canada and Mexico had not felt its stimulating and enlarging influence.
In the period since 1904, the publications of widest circulation have been Ethics, written as a text book for colleges, and The Real Business of Living, designed for use in high schools. Of the former it may perhaps be said that it has been an important factor in changing the study of ethics in American colleges from a somewhat abstract study of ethical theory to one relating on the one hand to modern genetic studies of human development, and on the other to the social and economic problems of the day, that it was a pioneer effort to lay emphasis in the study of civic, economic and social problems of the day, upon the broader moral issues. Perhaps a hundred thousand students have used the former. Professor Ames's work upon the Psychology of Religion has applied the scientific and genetic method to this important field, and enjoys an international reputation. A study of vocational training in Chicago and in other cities, undertaken by Professor Mead, in cooperation with others, the results of which were published by the University Press, has formed the basis of the vocational work now carried on by the Board of Education in Chicago. Monographs, articles by other members of the staff, have appeared in philosophical periodicals, and have expressed a constant activity in publication.

Concerning the second line of influence, namely the work of those who have been trained here for special work as teachers and investigators, the list of doctors published in May, 1922 showed sixty three doctors in philosophy. Thirty nine of these are holding positions as teachers of the subject in various
colleges and universities, several of them positions of the first rank, including Yale, Leland Stanford and the University of California. In the field of investigation not directly connected with university foundations, highly significant work has been done by Helen Bradford Thompson (Mrs. Paul Woolley) in the study of children, and she has an international reputation in this field. Indeed, of the first six women who received doctor's degrees, four are included in Who's Who in America.

Of the work of the Department in instruction of undergraduate students, it is of course possible to speak in other than general terms. It may however be said that as measured by registration of students there has been a steady growth in the influence of the department and in the desire for its work. The aim has been to aid the students in gaining some unity and perspective in their education, so that the various subjects pursued may find their place as instruments for an intelligent, free and responsible life.
Broadly speaking, the great task of the philosopher is to face the more ultimate problems of the world and of life. Specific sciences split off some limited field for study, set some relatively simplified problem which in some cases can be solved by exact measurements, in others by an experiment under controlled conditions, in others by discovery of precise evidence. Philosophy deals rather with questions of ultimate meaning. It has to ask not merely whether this or that particular fact is true, but what we mean by truth; not merely whether this or that particular economic or social practice is good, or this particular act is right, or this particular poem beautiful, but what we mean by good and right and beauty. It has to consider whether in the nature of the case, limits of human knowledge, human responsibility, and human values, and what is the place which each great interest or institution or science may justly claim in view which "sees life steadily and sees it whole".

Man, in the successive stages of his development, organizes what he knows or thinks or regards as important. He frames ideas, religions, institutions, customs and morals which embody his beliefs. In the constantly repeated conflicts between the old and the new, between tradition, habit, custom and settled institutions on the one hand, and the restless activity of mind and individuality on the other hand, there goes on a constant process of reconstruction which culminates in certain great epochs. It is at such times that philosophy has its greatest task. Outstanding men and systems appear. Their work is likely to be
profound far reaching. At certain more quiet periods, the work of reconstruction and interpretation may be less striking.

As great examples of the far reaching influence of philosophy at certain periods, the following may be recalled. In Greece, when older political, religious and social sanctions were unsettled and threatened to break down entirely, Socrates undertook to find once for all whether there is a firm basis of truth and right, or whether all is merely opinion, and in this search he discovered for all time the fundamental nature and value of the quest for universal laws and principles. Democritus organized the study of nature according to a method which has proved fruitful in all exact sciences from his time, namely that of seeking the simple elements of which all things may be regarded as composed. Plato pushed the method of Socrates more daringly by seeking to relate the human methods of thought and human standards of truth, goodness and beauty, to the ultimate nature of the universe and of reality. Aristotle, with the master organizing mind of all history, singled out the significant concepts and methods and laid the foundations in such widely different fields as logic, ethics, literary criticism, comparative politics and natural history. It is not too much to say that the whole intellectual life of Western Europe was clarified and set upon fruitful methods of thinking and acting by the work of these philosophers.

In modern times, Bacon and Descartes were pioneers in the introduction of the spirit and methods of modern science,
although their own part in specific discovery was perhaps less than
that of certain other commanding figures of their time. John
Locke formulated the philosophy of enlightened thought, of
religious toleration, and of civil government, in a manner which
influenced immeasurably the whole progress of intellectual and
social development and in particular expressed the principles
which through Thomas Jefferson became the keynote of our own
Declaration of Independence. Kant found a possibility for human
freedom despite the seeming necessity of a mechanistic view of
all nature, and summed up for the moral consciousness the outcome
of centuries of struggle for freedom and law in his doctrine of
duty. William James, with a thorough grasp of scientific method
and in particular of the work of Darwin and modern biology, found
once more the place for religion in the life of man.
CROSS REFERENCE SHEET

Name or Subject: Philosophy

Regarding

File No.

Date

SEE

Name or Subject

Dewey, John

Tufts, J. H.

File No.
CROSS REFERENCE SHEET

Name or Subject  Philosophy  File No.

Regarding

Date

SEE

Name or Subject  File No.

Dewey, John

Tufts, J. H.
Fenton, March 23/95

My dear Pres. Harper,

I regret to say that my posture as to a speedy visit to Chicago has been changed for the moment at least by the coming down of my little girl with a malady fever, threatening typhoid. As soon as it defines itself, I will write setting a date.

I did not mean in my last letter to raise any new question, but, on the contrary, to get an assurance, which when known assumes to be merely formal of the continuance of the arrangement entered into last Dec., regarding this year's work. The memorandum changed in last Dec., which I understand to meet your approval, was based when this arrangement was announced in the Union Publications.
In accordance with the chart is the change now. We think he will be with you for a man alone. He is at present
serving as the chief of a large department. He has been preparing to do the topic psychology
respectively. My own interest is in the undergraduate ethics which he has just
understood myself next this year. As it wasn't going to meet any claim
for extra salary or vacation. My interest was not seeping
the same however. But in any
court I am not asking for a
new arrangement but simply for
a renewal of the authorization
already given as understood it.
I am just not prepared
when of the large enrollment to

Congratulations!

I am indebted to you for all.
Inclined, I venture to ask you, favour-Buffone, if my desire to help them in any way within my power, hoping to hear from you soon regarding the distribution funds for next year, has very sincerely yours, John Dewey.
PrCs. W. R. Harper:—

My dear Dr. Harper,

I have thought over your suggestion regarding letting the full development of the work in experimental psychology go over for a year. I think there is much force in what you urge. If Mr. Mead were to go there, with Tufts and Strong on the ground already, I should feel sure of my men— that they would work harmoniously together and that the work, in my absence, would take the shape I should want to have it if I were there to oversee it. Moreover Mr. Mead is enough of an experimentalist so that he could offer some work in that line during the year and thus make some attraction for students in that line as well as secure continuity. Another year he could transfer himself entirely over to the comparative and physiological line. I have talked the matter over with him since seeing you. Chicago has got rather a bad name as to living expenses. But the work in prospect is attractive to Mr. Mead, as it would, with the aid of a laboratory assistant, relieve him from much of the drudgery inevitable in a position like the one he now holds, as well as give him a further chance for the development of his own specialty. The gist of the matter is that he will come for $2000 the first year, if assured of promotion to an associate professorship the second, provided his work succeeds— as I am sure it will.

If all this meets your views, I shall be glad to have it settled on that basis.

I don't want to conclude without expressing my hope that you will find a way to get the $1000 for the department library. I suppose this will come while you are East, but there is nothing in it which will not keep.

Sincerely yours,

[Signature]
My dear Mr. Harper,

I have thought out your suggestion regarding testing the development of the work in experimental psychopathology to over two years. I think there is much more to be done with the subject and provide some more work. I mean more to do. These with Tullock and Hume's most prominent researches are of my own. That is my ap -

since to converse with Mr. Hume. Mr. Hume's work in that my ap -

important as the converse of it. Moreover, I mean to make a more work in that sense in -

Under the guidance well as some continuity. Another year me could transpire. Prominent figures over the past experiences and experiences. Another figure me could transpire. Prominent figures over the past experiences and experiences.

I have had the matter over with him since securing his friend's mes for purposes to that end. We mean a matter to him. The matter to the matter.

Mr. Hume's most prominent researches in position to the other. We mean to make a matter of the matter.

If this means, your view, I may be glad to have it.

I am sure it will set to your place.

I would want to converse with you about this matter. I hope that you will find a way to get the £6000 off the government if -

prayer. I suppose they will come with you. I am glad that I will have to see you.

Sincerely yours,
Ann Arbor, Apr. 10/94.

Pros. W.R. Harper,

My dear Pres. Harper:-

I have no copy of my former letter but I don't doubt I managed to mix matters. I can also see that I led myself astray somewhat by inferring more from what you said about waiting another year for the experimental psychology and the prospects of more money then than, probably, I was justified in doing. I am sorry we have to try to do business at arms length, but I don't see my way to coming to Chicago at present.

The more I think the matter over the more I believe it would be poor policy for the University and for the dep't of phil. to start out with anything less than the best available talent in the experimental laboratory. Competition is sharp here. Harvard has a full professor, Munsterberg, of great reputation besides James in general psychology. Prickett and Columbia have full professors of reputation; Cornell an associate prof; comparatively minor institutions, as Wisconsin and Stanford have full chairs. Now doubtless we could find a man who would work up in four or five years, but a new man is an experiment, and meantime we would be losing time. So of one thing I am reasonably sure—the desirability of waiting till we can put in $2500 or $3000, and more money for apparatus.

Now, I wonder if we could get at the immediate point if you would set an outside stake for additional force this year (leaving out, that is, myself, Strong, Tufts and Monin)—such a sum as would not preclude (given fair luck between now and then)
Dear W.H.,

Please write:

My dear W.H.,

I have no idea of your letter. I do not understand the sentence "I am afraid I cannot write to mix letters. I can only see that I may read a somewhat frightening story from what you say about writing another novel about the experiment in psychology and the problems of more money then by myself, I can only think of my way to come to Chicago at present.

I think the matter over the more I examine it. I have been looking over the University's and the University of London's records to find the best possibilities. My interest is in experimenting laboratory. Professor of Great Reputation. Professor of General Psychology. Professor of General Psychology, Associate Professor, Professor of Psychology, Professor of Psychology, and Professor of Psychology, have partly picked my interest. We are finding a way who would work out in some way or other, put down man in an experiment, and meantime we would be learning something. So of one thing I am convinced.

Some money would be paying time. I see three things at once:

1. The possibility of wanting. If we can put in $500 at

2. More money for support.

3. More money for support.

Now I wonder if we could get at the immediate benefit you want. On opposite side of satisfaction to your request, I am not sure that I am sure of money. But I am sure that I am sure of the money. So if you want money, let me know.
an experimentalist in addition next year, at say, $2500. Would $3000 be a fair allowance? If I could count on that, we could go ahead and arrange the work in and the men to fit each other for next year. With that sum (provided always we weren't barring out our chance for the experimentalist in '95-96) I think we would could get men who make a good showing for next year, and leave things in good shape for further development. In any case, I should suppose some more money would have to be put into the dept. another year. It certainly would if we are going to compete, on anything like equal terms, with Harvard and Cornell. It is quite a factor in the situation that the philosophic depts. in both of those institutions are the stringest depts. in them. Harvard has four full professors (five counting Peabody), and Cornell some seven men on the staff.

As to Mead, I would not, of course, want to bring him if three years experience with him did not make me sure of him. It is true, as I think I mentioned the first time we talked over men, that he had difficulty at first with his teaching, being entirely new to instruction. But he has learned his trade now, and there never was any complaint about his more advanced work. He is above all, a man with original ideas in philosophy—methods for work of a kind not yet done, and yet, which, with the opportunities at Chicago, are perfectly feasible. He is the most original of all the young men of the last six years output whom I have run across. There is not the opportunity here to follow out the lines of work which he wishes to undertake.

But, after all, for the immediate present, the most impor-
In an experiment, I am next year, at any $2,000. If, on the other hand, I continue to make the same amount of progress, I may be able to speak and attend the work to any extent to the extent of getting the papers published. With that assurance, I am very much in the position of the experiment in '80-88. I think we now have cut men who make a good showing for next year, and I have taken the course in each shape for further development. In any case, I am now- standing suppose. Some more money would have to be put into the experiment sooner. If a certain money is adequate, we are going to come again sooner. It is now that the moment is due. Mr. Harner and Mr. Underhill, I have not mentioned the attention that the suggestion gives. It is due to a factor in the formation of the suggestion. The attention that the suggestion gives. As far as our knowledge goes, I have no knowledge of any other way of proceeding. And there have been many complaints about the more advanced work. They may not at all, with original ideas in philosophy, with the opportunities at Chicago and Berkeley, I have for the opportunity to all the young men of the last six years. I have now begun to look for the opportunity to test young men. There is not the opportunity to test young men. But, after all, for the immediate present, the most important
tact thing would seem to be: How large an appropriation can be counted for next year, without interfering with the prospects for year after? If we knew this, I think we could go ahead with our department announcement, leaving blanks for names, but outlining the nature of the work pretty accurately.

Sincerely yours,

[Signature]

John Dewey
tent seems a little bit too high for the situation as it is.

We seem to have a pretty good idea of what next year's situation will be like. The prospects for the next year are not as optimistic as this year's, but we still plan to continue our efforts. I think we can manage to keep our program running smoothly.

Best regards,

[Signature]
Trenton Milh July 20-90

My dear Pres Harper,

Mr. Taft has written me about
Mr. Mitchell, and as I find he can fit to Chicago by the 13th, it may be well for me to write a word. Of course, I know nothing about his philosophic learning or whether he has the stuff for a philosopher. His personal qualifications for teacher, I take to be high from Mr. Taft's report of your opinion of him. If he hasn't the philosophic stuff, of course none of us want him. If he has, the following occurs to me. He have a most excellent man on the ground in shape of Moore. I should be certainly very sorry to have anything said on done which would shut out the chance of getting Moore as an instructor.
for our undergraduate work. But our classes are going to be large apparently, and I think it is a mistake to have one man do nothing but elementary instruction teaching the same thing over and over in sections. It's bad for him & the class. If you can see the way open to the probability of our having too many so that we can keep a hold of Moore, staff's impressions so far are favorable, & if he continues to do well I should judge he might be a good man to have in the upper in the university.  

Gratefully,  

John Dewey
My dear President Harper:

Mr. Angell has spoken to me about the apparent necessity of a migration of some of our work from this building, beginning with next quarter. Two plans are suggested: one, that he shall transfer his laboratory work from the fourth story to some one of the other biological buildings, presumably the physiological; the other is that he shall remove it to the third story of the present building, and some of the philosophical class work shall be transferred to another building.

I am anxious to discuss this matter with you personally. It is not only that it is naturally disturbing to be moved so very soon after we had got settled down, and to have our work divided in this way between two different buildings, but there is I understand a prospect of additional work coming to both the Anatomy and Physiology buildings in the near future, and it is only a question of time before we will be forced out again. If it is possible to make any arrangement now which will cover the future, as well as the immediate present, it will be a great satisfaction to us.

Yours truly,

John Dewey
Myewith, President Hammond:

I understand the program to include the following:

- By Professor: The program will commence with a talk on the current research projects.
- By Professor: The program will include an overview of the latest developments in the field.
- By Professor: The program will conclude with a panel discussion.

I look forward to attending and participating.

Sincerely,

[Signature]
Dear Mr. Tufts:

I think that you might be interested in seeing this inclosed statement of the purposes and methods of the course in Reflective Thinking offered in our Department for freshmen.

Dr. Burtt and I have prepared it for Dean Wilkins to use in answering enquiries regarding the course.

Very truly yours,

[Signature]
PHILOSOPHY 1 - "REFLECTIVE THINKING"

This course follows a presentation of the general picture of the world of nature achieved by modern physical and biological science. What is it to which we owe this achievement, at once so tremendous and so promising? The most general answer to this question is: free yet disciplined thinking. By making this process of active enquiry its own object, by studying its nature and value in relation to other aspects of conscious experience, this course intends the liberalization and improvement of reflection, notably along the following lines.

1. **The nature and place of thinking in the living order.** Man is treated as a part of the natural order, akin to other animals in his emotions and habits and in his basic dependence upon trial-and-error methods, but lifted far above them in his use of speech and in his consequent ability to profit by shared experiences, both good and bad. Thinking is emphasized as a superior mode of adaptation and of control, its characteristics are defined, and its relation to impulse and habit is discussed. Experiments in animal and child psychology are used as illustrations.

2. **Increased efficiency in thinking.** Sluggishness in gripping a problem, back-firing instead of penetration, and general fuzzy-mindedness are regarded as in varying degrees capable of remedy. To get the fine "feel" of clear thinking is to internalize all available sanctions for mental effectiveness, and is thus to furnish both criteria for improvement and an inner urge to use them. The course definitely aims to give each student a technique and an incentive for self-correction and self-improvement. To this end classical examples of thought, both scientific and syllogistic, are analyzed and evaluated.

3. **Appreciation of the social nature and implications of thinking.** The cooperative nature of the intellectual enterprise is heavily emphasized. The bearing of family discipline, of religious belief, and of secondary schooling on the formation of social attitudes is considered and criticized. Typical prejudices that appear in class are sympathetically psychoanalyzed, and students are stopped in mid-argument by any member of the group and made to declare the assumptions and to face the implications of what they are saying. Greater precision and more generous orientation of thought is thus achieved. The intellectual wastage of superiority-inferiority attitudes is stressed, the utter dependence of the race upon fruitful thinking is presented, and the high intellectual utility of an atmosphere of tolerance and freedom is kept constantly to the fore. Recognizing that, in this delicate matter, practice is far more influential than theory, every effort is made to divest the teacher of superiority and the student of restraint. Self-expression is encouraged, and is frequently used as laboratory material. The course-plans are left as flexible as is at all consistent with continuity so as to follow the lives daily discussions wherever they may lead and thus to catch thought on the wing and to analyze it while it is pulsingly alive.

**TEXT AND READING**

The Introduction to Reflective Thinking, by Columbia Associate is used loosely as a text. Dewey's *How We Think* and similar discussions are required as reading. Robinson's *Mind in the Making* is read and criticized. Current periodicals are constantly drawn upon for reports and discussion.
June 27th, 1904.

Mr. James H. Tufts,
Monson, Massachusetts,

My dear Mr. Tufts:

I am in receipt of your letter of June 20th. I am much obliged for the information it contains. I am obliged to you for the full statement. Some body specified the particular percent, seventy, whether it was you or not I do not know, but we will not give ourselves any further trouble in reference to it.

Yours very truly,
June 29th, 1909

Mr. James H. White,

Honored Messrs. White.

My dear Mr. White:

I am in receipt of your letter of June 29th. I am much obliged for the information it contained.

I am also obliged to you for the full statement. Sorry, by the way, I was not able to get the partition in question, neither was your opponent the partition being of seventy percent. However it was not, as I do not know, but we will give in the same way.

Further trouble in reference to it.

Yours very truly,

Thompson, Miss.
June 23, 1914.

Dear President Harper,

A letter just received from Professor Dewey informs me of a statement concerning his practice which you understood to make, and which you repeated to Mrs. Young in a recent interview. The statement, as he reports it, is one...
was that Prof. D. had always insisted that graduate students in Education take Devzyt per cent of their work in Philosophy. I feel confident that there is an error somewhere, although I cannot venture to assign it to any particular point in the somewhat extended circle of repetitions. I am confident that Mr. Dewey did not make any such definite mathematical statement one and as confident as one can be in the case of a negative, that I did not make a percentage, or mathematical statement, in my conversation with you on the matter. Some one else may have made the statement, but I don't believe that I did. My statistical labors...
in the Dean's office have made me rather careful about statistics, and I do not think such a statement could have merely passed into my ear and out of my mouth without leaving some sort of track in my memory.

As nearly as I recall our brief conversation on the matter, I did not go beyond the two statements.
(1) That education and philosophy were very closely connected.

(2) That Mr. Dewey had expressed the idea that education did not in general offer sufficient content for the work of a higher degree (while in mind Doctor's degrees) without force work in philosophy.

I may also have...
added on my own responsibility - the opinion that education could not develop apart from philosophy and sociology, having in mind secured the subjects, not the university departments in any of the above statements. I do not know that any great importance attaches to the matter, or that it had any special importance in the view of Mrs. Young, but whatever may be its importance or lack of importance, I make the correction for what it is worth. I don't think I used any material expression, and if I did, I am unable to conceive on what I based it. Yours sincerely,

[Signature]
Memorandum Concerning Citizenship Course.

1. General Idea. The idea for the course came from the course in War Issues given last autumn to the S.A.T.C. But the proposed course will not center as did that in the war. The suggested title is: "Modern Conditions and Problems." It will have historical background but this will be used as a background. The center of interest will be the present and future.

2. For Whom Intended. The course is not intended for those students who propose to take extended work in the social sciences. It is rather for such students as now take little or no work in this field.

3. Position in the Student's Course. For the present it is intended to try the experiment of placing this course during the winter and spring quarters of the freshman year. The reason for locating it here is that after the student has finished English I there seems to be a favorable opportunity for beginning a course of this character. It is placed in freshman year partly in the belief that it will awaken interest in civic and social problems which may conceivably lead to other work, and partly because at a later period in the course the students' time is likely to be claimed by his specialized work.

4. Departments Co-operating. The departments of History, Political Economy, Political Science, Sociology and Philosophy have conferred and it is expected that the main instruction will come from these departments. Occasional topics will probably enlist the cooperation of instructors from Geography, English, etc.

5. General Scheme. As thus far planned, the idea has been of combined lecture, discussion and quiz course. There might be two or three lectures per week and three or two quizzes and discussions. Lectures might be contributed by various men; the conduct of the class for quiz and instruction should be in sections of about thirty each and under the charge of a single instructor, to secure continuity. It has been suggested that inasmuch as History and political science will be prominent in the first major, and economics and philosophy in the second, the work in the first major might well be under the care of Mr. Scott as responsible instructor, and in the second major, under the care of Mr. Tufts.
Memorandum Concerning Ante-Rental Course.

F. General: I feel very keenly the sense of the course having been cut short by the time the student reaches the end of the course. I have therefore tried to make the course as full as possible. I have attempted to give the student as much as possible of the material that he will need for the course.

The course is not intended for students who are not enrolled in a college but who are interested in the subject of the course. It is intended for those who are interested in philosophy as a profession. The course of interest will be the

in your future.

2. You know everything. The course is not intended for those who are not enrolled in a college but who are interested in the subject of the course. It is intended for those who are interested in philosophy as a profession. The course of interest will be the

in your future.

3. From the beginning. The course is not intended for those who are not enrolled in a college but who are interested in the subject of the course. It is intended for those who are interested in philosophy as a profession. The course of interest will be the

in your future.

4. Department of Philosophy. The Department of Philosophy, Political Economy, and History, have completed their work. They have completed their work.

5. General. As far as planning, the idea of planning to complete this course on time and to give the student as much as possible of the material that he will need for the course.

6. Ante-Rental. If you need any further information, feel free to ask me at any time. I am available at any time. If you need any further information, feel free to ask me at any time. I am available at any time. If you need any further information, feel free to ask me at any time. I am available at any time. If you need any further information, feel free to ask me at any time. I am available at any time. If you need any further information, feel free to ask me at any time. I am available at any time. If you need any further information, feel free to ask me at any time. I am available at any time. If you need any further information, feel free to ask me at any time. I am available at any time. If you need any further information, feel free to ask me at any time. I am available at any time. If you need any further information, feel free to ask me at any time. I am available at any time. If you need any further information, feel free to ask me at any time. I am available at any time. If you need any further information, feel free to ask me at any time. I am available at any time. If you need any further information, feel free to ask me at any time. I am available at any time. If you need any further information, feel free to ask me at any time. I am available at any time. If you need any further information, feel free to ask me at any time. I am available at any time. If you need any further information, feel free to ask me at any time. I am available at any time. If you need any further information, feel free to ask me at any time. I am available at any time. If you need any further information, feel free to ask me at any time. I am available at any time. If you need any further information, feel free to ask me at any time. I am available at any time.

June 30, 1970.
6. **Materials of Instruction.** Since no one book completely meets the needs of the course, it is believed that we might proceed by a somewhat full and carefully prepared syllabus of topics and reading references. For certain parts of the course texts may be available.

7. **Administration.** It was felt to be desirable that no one department should be regarded as "owning" the course. It was suggested that the course might be entitled "Social Science 1, 2," and given a separate column in the time schedule. Dean Angell suggested a plan by which if necessary the students might be pro-rated among the various co-operating departments in making up accounts. At Columbia a course of this general character is to be required of all freshmen students. Our present thought is to try experiment of an elective course with a moderate number of students.

8. **Topics.** A tentative list of suggestive topics has been considered. While there will be introductory material relating to the European background of American institutions, the larger number of topics will be taken from American institutions and ideals.

9. **Financial Support.** The question was raised as to whether this course would not fall legitimately under the objects for which a certain part of the Noyes gift is available. In its experimental stage, the instructors who give the lectures would not expect any additional compensation. The provision for the time of the instructor who devotes himself to the conduct of the course and is responsible for the arrangement of lectures and for conducting the discussions and keeping account of the work of the students may, however, raise a question as to whether this is a legitimate charge upon the budget of a single department or should be cared for by some such general fund as the Noyes fund might provide.

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*For the Committee*

J. H. [Signature]