RECOMMENDATIONS CONCERNING THE REORGANIZATION
OF THE
UNIVERSITY EXTENSION WORK
OF THE
UNIVERSITY OF CHICAGO
RECOMMENDATIONS CONCERNING THE REORGANIZATION OF THE UNIVERSITY EXTENSION WORK OF THE UNIVERSITY OF CHICAGO.

(Laid before the committee of the trustees on University Extension and Press, Aug. 11, 1903, and by this committee ordered to be transmitted to the members of the Board of Trustees.)

1. That the various subjects now included in the University Extension Division of the University be divided into groups of closely related subjects, each group to constitute an Institute.

2. That the following Institutes be thus established:
   1) The Institute of General Literature
   2) The Institute of Sacred Literature
   3) The Institute of Historical and Social Science
   4) The Institute of Physical and Biological Science
   5) The Institute of Educational Science,

The full title in each case to be The University Extension Institute of ___________ of the University of Chicago.

3. That the work of the Division as a whole be organized for purposes of administration under the President of the University, as Director and three secretaries, namely, the Secretary of the Lecture Study Department, the Secretary of the Correspondence Department, the Secretary of the Library and Reading Department, the third being additional to those already existing.

4. It is recommended that the Library and Reading Department include

   a) Professional and popular reading courses in all the Institutes, such courses to be adapted to the needs of the individual students and of clubs.

   b) The furnishing of books and other printed matter to such students and clubs by loan or by sale.

5. That the work of publication be in charge of the secretaries working in cooperation, and include the publication of all circulars of information, pamphlets, lessons, syllabi, and books required in connection with the work of the University Extension Division, the printing
I have placed the committee of the University on the
and I have, therefore, made the necessary arrangements to be

to the members of the Board of Trustees.

If the safety of the University can depend upon the

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of all such publications to be done by the Press, and the publication and circulation of the same to be by arrangement between the Press and the Extension Division.

6) That there be organized for each Institute, (a) an Executive Committee, consisting of (1) appointed members of the University Staff, and (2) representative scholars from other institutions, in the Departments concerned.

7. That the Advisory Council of each Institute have a chairman who shall be chairman of the Executive Committee. Such chairman shall be a member of the teaching force of the University connected with one of the departments of the University represented in the Institute and shall serve without salary.

8. That the President of the University, as Director of the University Extension Division, the secretaries of the several departments, and the chairman of the Executive Committees of the several Institutes shall constitute the General Council of the Extension Division.

9. That upon terms that shall be mutually agreed upon between the Institute and the University of Chicago, the American Institute of Sacred Literature shall become a part of the University of Chicago, and as such constitute the Institute of Sacred Literature of the University Extension Division.

10. That the "Council of Seventy" be the Advisory Council of the Institute of Sacred Literature of the University Extension Division.

11. That the work of the Institute of Sacred Literature be distributed among the various secretaries of the departments as in the case of the other Institutes.

12. That the reorganization of the University Extension Division in accordance with the foregoing recommendations, and in particular the organization of the work of the Library and Reading Departments, shall take place October 1, 1903; provided, however, that the organization of the Institute of Sacred Literature of the University Extension Division shall occur through and on occasion of the transfer of the American Institute of Sacred Literature to the University of Chicago, and that the work of the other proposed Institutes shall be severally entered upon at such times as in the judgment of the Council approved by the trustees is wise.
In the information age, every organization is a data collector. We therefore need to understand the implications of data collection and the ethical considerations involved. Our information is both a resource and a liability, and we must manage it accordingly.

The Information Division

To what extent are organizations aware of the implications of data collection? How do they ensure that the information they collect is used ethically and responsibly? What are the legal and ethical frameworks that govern data collection?

The Information Committee

The Information Committee is responsible for ensuring that the information collected by the organization is used ethically and responsibly. It reviews all information requests, assesses the potential risks and benefits, and ensures compliance with regulatory requirements.

The Information Officer

The Information Officer is responsible for implementing the decisions of the Information Committee. This includes managing the organization's records, ensuring data protection, and responding to information requests.

The Information System

The Information System is the backbone of the organization's data collection efforts. It includes databases, software, and hardware that are used to collect, store, and manage data.

The Information Policy

The Information Policy outlines the organization's stance on data collection and use. It includes guidelines on data protection, privacy, and security.

The Information Governance

The Information Governance Board is responsible for overseeing the Information Division and ensuring compliance with information policies.

The Information Audit

The Information Audit is conducted annually to assess the organization's compliance with information policies and guidelines.
EXPLANATORY STATEMENT

CONSIDERATIONS BEARING UPON THE PROPOSED REORGANIZATION
OF THE UNIVERSITY EXTENSION DIVISION

1. THE CHARACTER OF THE PROPOSED READING AND LIBRARY DEPARTMENT

A. Its General Value.

1. The new line of effort represented in the proposed Library and Reading Department is a kind of work which has already been successfully developed by other agencies, e.g. Chautauqua and the American Institute of Sacred Literature, and in which there is every reason to expect that the University, having better facilities for its prosecution, would be even more successful.

2. The work is itself a legitimate and valuable educational undertaking of a kind that secures more definite work on the part of the students, and therefore, more satisfactory educational results than those ordinarily obtained in connection with University Extension lecturing.

3. It affords an opportunity of bringing into close and more permanent educational relation to the University, that large number of people now but slightly influenced by the lecture work in the University Extension Division.

4. It will offer further educational opportunity to the graduates of co-operating and other high schools who cannot come to the University, and will thus carry forward the education of an important element of the community.

5. The development of this field of work would tend strongly to bring resident students to the University (a) by interesting young people in a practicable course of study, (b) by interesting their parents through Study and Reading Clubs, and otherwise.

6. Through the co-operation of the representatives of the University now in the field, and in touch with the high schools and University Extension centers, the development of this field can be carried forward at moderate expense.

B. SPECIFIC CHARACTER: TENTATIVE SUGGESTIONS

1. For professional Men and Women.

a. Advanced reading courses, designed to keep the teacher, preacher or advanced student of science in touch with the latest and best literature upon his subject, and to provide him with
CONSIDERATIONS CONCERNING THE HIRING AND TRAINING OF IMPAIRMENT INADEQUACY

I. THE CONCEPT OF THE HIRING AND TRAINING OF IMPAIRMENT INADEQUACY

A. General View

I. The concept of hiring and training in the context of a kind of work that may appear

potential and necessary. The employment of individuals with disabilities and the

potential benefits for society, the individual, and the economy. The importance of

incorporating inclusive practices and policies in the workplace. The impact on

productivity and innovation. The role of the employer in creating a supportive

environment.

II. The need for a strategic approach to hiring and training

A. The need to identify and attract candidates with disabilities

B. The importance of providing reasonable accommodations and accessibility

C. The role of education and training in preparing individuals with disabilities

D. The impact of stereotypes and misconceptions about disabilities

E. The role of the employer in creating a supportive and inclusive workplace

F. The impact of hiring and training on the overall productivity and innovation

G. The necessity of creating a culture of inclusion

III. The benefits of hiring and training individuals with disabilities

A. The impact on productivity and innovation

B. The benefits for the individual

C. The benefits for society

D. The impact on the economy

E. The impact on the employer

F. The role of government and policies

G. The role of the community

IV. The challenges of hiring and training individuals with disabilities

A. The lack of knowledge and awareness

B. The lack of accommodations and accessibility

C. The lack of support systems

D. The lack of training and education

E. The lack of policy and legislation

F. The lack of cultural and societal acceptance

G. The lack of incentives and rewards

V. Strategies for overcoming the challenges

A. Increasing awareness and knowledge

B. Providing accommodations and accessibility

C. Establishing support systems

D. Offering training and education

E. Enacting policy and legislation

F. Promoting cultural and societal acceptance

G. Providing incentives and rewards

VI. Conclusion

A. The importance of hiring and training individuals with disabilities

B. The benefits and challenges

C. The strategies for overcoming the challenges

D. The need for continued effort and commitment

E. The future of hiring and training individuals with disabilities

F. The role of employers, government, and society
comprehensive, well selected lists for reading. Critical Reviews
or syllabi will accompany all such courses.

b. The provision of facilities for securing necessary
books.

(1) by enlisting the co-operation of public and endowed
private libraries,
(2) by circulating traveling libraries,
(3) by loaning single books on practical terms
(4) by the sale of books and periodicals

Mr. E. The American Institute of Sacred Literature has
enrolled over 1100 ministers during the past three years in its fifteen
professional reading courses)

c. Research courses in which problems will be assigned,
books recommended, and final report made upon results without corre-
respondence instruction.

2. For Non-Professional Men and Women.

a. The professional courses named above will be open
to those who have done considerable work on the subject, and wish to
pursue under competent guidance more technical reading in the same line.

b. General culture courses for men and women who wish to
read in a particular subject, or in a combination of subjects for pur-
poses of general culture.

c. Outlines with bibliography for the work of women's
clubs, literary clubs of all kinds, and organizations for general culture
outside formal schools.

d. Bibliographies on any subject for the use of schools,
clubs, libraries, etc.

e. Traveling libraries and the loan of books as indi-
cated under section 1.

3. For High School Alumni.

a. A four year course of reading in each of the four
institutes (omitting the Sacred Literature Institute) arranged to
immediately supplement the work in the corresponding subjects offered
in high schools, especially those co-operating with the University.
The course would be conducted in each locality by means of high school alumni clubs under the leadership of some member of the teaching staff of the school authorized by the University. Each course would be as thorough as conditions would permit e.g. in history, possibly
1st year, Ancient and Medieval History,
2nd year, English History,
3rd year, Modern Europe
4th year, American History.
Or in English Literature
1st year, Early English Literature,
2nd year, Shakespeare and Elizabethan Writers,
3rd year, Eighteenth Century Literature,
4th year, Modern English Poetry and Fiction.
All courses would be prepared by specialists in the subject chosen, each year would be complete in itself, and four years from the different institutes might be selected if it seems more desirable than to cover in one club four years in the same general subject.

The special purpose of these courses would be to provide stimulating work under careful guidance for graduates of the high schools who are compelled to go immediately into business, or who cannot for other reasons continue their formal education. The advantages to general education would be (a) to continue the connection of a large number of men and women with the local educational element; (b) to bring into touch with their University many who may later decide to enter college.

b. Library facilities as under the preceding departments.

4. Outline study courses in literature, history and the like, similar to the six outline study courses which have reached an annual circulation of ten thousand in the American Institute of Sacred Literature. These would necessarily be limited in application to subjects in which the method of work would be practical or beneficial to the students.

Remarks. The work in all departments of the four fields would be arranged for both clubs and individual students.

The department of Reading and Library work is capable of unlimited development in field not named above. It would, however,
need to be developed slowly and carefully, and possibly ought not to be within the first few years extended beyond what is indicated above.

II. CONSIDERATIONS BEARING ON THE PROPOSED ACQUISITION OF THE AMERICAN INSTITUTE BY THE UNIVERSITY.

1. By the transfer of the American Institute to the University, the University would fall heir to a work which has been developed at great expense of money and labor, and whose constituency and possibilities of helpfulness were never before as great as present.

2. The American Institute transferred to the University Extension Division would furnish for the proposed Library and Reading Department, one already organized and fully equipped section, having an annual constituency of ten thousand students, and a basis of experience in this special work, valuable for the development of the other sections.

3. In its origin under Dr. Harper the work of the Institute was connected with the building up of the periodicals now known as the Biblical World and the Journal of Semitic Languages. In the development of these three enterprises Dr. Harper has spent from his own resources between $20,000 and $25,000, the major portion of this sum having been used in the first decade of the history of these enterprises.

4. The success and value of this work has been widely recognized, and money for its support, even for its endowment, would undoubtedly long ago have been secured, but for the fact that President Harper has been prevented from seeking endowment for this purpose, because of the necessary concentration of his efforts upon the University itself, especially in the matter of raising money.

5. Mrs. Haskell at one time offered President Harper $100,000 toward the endowment of the Institute. He, however, having regard to his relations to the University desired her to give the money to the University for this work rather than to him or to the American Institute, and in the interval of delay caused by this suggestion she was dissuaded by the President of another university from giving the full sum. Notwithstanding the above facts, Mrs. Haskell left $10,000 to the University which was intended by her as an endowment to the work of the American Institute. This sum would upon the transfer of the American Institute to the University be the nucleus of an endowment for this special department.
need to go to the library today, my computer's not working, and I have a lot of work to do."


VARIOUS INSTITUTIONS IN THE UNIVERSITY.

I. THE ORGANIZATION OF THE UNIVERSITY IN THE PRACTICE OF THE

In the organization of the university, it is important to note that, although the organization may vary from institution to institution, there are some general principles that apply. The university is divided into departments, each with its own faculty and staff, and each department is responsible for a specific area of study. The administration of the university is also divided into several offices, each with its own staff, and each office is responsible for a specific function.

The university has a strong emphasis on research, and many departments and faculty members are involved in research projects. The university also has a strong commitment to community service, and many faculty members and students are involved in community service projects. The university is committed to diversity and inclusion, and efforts are made to ensure that all students have equal access to resources and opportunities.

III. THE UNIVERSITY AND THE PRACTICE OF THE UNIVERSITY.

The university is an important institution in the community, and it plays a vital role in the development of the community. The university is involved in many community service projects, and it provides a wide range of educational and cultural opportunities for the community.

The university is also an important economic driver, and it provides employment opportunities for many people. The university is a source of innovation, and it is involved in many research and development projects. The university is also an important source of community pride, and it is a symbol of the community's commitment to education and excellence.
6. When Dr. Harper was Professor at Yale President Dwight secured for this work the sum of $6,000, and doubtless would have continued to secure further money for it if Dr. Harper had remained at Yale. His acceptance of the presidency at the University of Chicago not only cut off this resource for the future development of the Institute, but necessitated his personally repaying this sum of $6,000.

7. The formation of the Religious Education Association itself in large part a product of the American Institute of Sacred Literature, and the responsibility which President Harper has necessarily taken in reference to it, makes it increasingly difficult for him to raise money for the work of the American Institute so long as it remains an independent organization.

8. Taken over by the University, however, the work can be maintained and greatly enlarged at small expense. The annual deficit for the last eight years has averaged about $1,000. But (a) The major portion of this deficit was occasioned by work in the cultivation of public interest which was not financially remunerative, and which has now been taken over by the Religious Education Association. (b) With the added facilities for advertising which its incorporation in the University would secure, it could easily earn an additional thousand dollars. (c) Even if it is not made wholly self-supporting, the educational work accomplished will be very large in proportion to the cost, and the returns to the University through advertising and promotion of the work would more than compensate for the expenditure.

9. But taken over by the University it will also be easy to obtain support or endowment for it, as for reasons above indicated cannot now be done.

10. Aside from the financial considerations the only question is whether the proposed work is suitable University work, worthy of the dignity of the University. This question is satisfactorily answered by the schedule of work proposed. If a precedent be desired for work of so extended a range educationally, reaching all the way from the elementary and popular to a distinctly scholarly work for graduates and members of college faculties, such a precedent is fully furnished in the similar scope of the School of Education and the already organized work in the University Extension Division. As a whole the new work is of a more exacting educational character than any done in the Lecture Study Department. The professional courses will appeal in general to more
The importance of the philosophy of education cannot be overstated. It is a foundation for the development of the individual and the society. The philosophy of education guides the formation of educational policies and practices. It is a framework for understanding the nature of knowledge, the role of the teacher, and the goals of education. It is a critical reflection on the purpose and function of education in society. The philosophy of education is a continuous process of inquiry and dialogue. It is a commitment to not only understanding the past but also to imagining and creating the future. The importance of the philosophy of education cannot be overstated.
advanced students than those now reached by the University Extension Division; and the more popular courses, being of a character to demand a high school course as a prerequisite, will appeal to students prepared to enter the Junior College. In no aspect of the work is it for students of a lower grade than those now reached by the University.

III. ADVANTAGES TO THE DIVINITY SCHOOL RESULTING FROM THE PROPOSED TRANSFER

1. It would tend to bring into close relation with the Divinity School a large number of prominent teachers and preachers who as Members and Associate Members of the Council of Seventy would sustain an advisory relation to the work of the Institute of Sacred Literature, the latter being directly under the direction of the Divinity Faculty or a committee of the same. See recommendations 6 and 7.

2. It would tend to the cultivation of closer and more friendly relations between the Divinity School and the more general public, the 10,000 annual pupils of the Institute becoming, and in time recognizing themselves as being pupils under the instruction of members of the Divinity Faculty.

3. In common with other divisions of the University the Divinity School would share in the beneficial results of the Institute work in influencing men to become resident students. Especially would this be the case if by the establishment of the proposed College of Religious Social Service opportunity is afforded students having only a high school education to enter upon a course of preparation for some form of Christian service.

4. It would afford a valuable means of keeping in touch with the graduates of the Divinity School, rendering them help both in the maintenance of scholarly habits and in the carrying forward of the practical work of the ministry.

5. It would incorporate into the general work of the University in biblical and theological lines an educational work already having the largest constituency of any organization for biblical study in the country, and possessing already a good equipment of biblical courses and commanding the confidence of a large class of intelligent people throughout the country.
The first point to make is the critical importance of the

Second point is that education is not just about reading and writing. It is about

Finally, it is important to note that the success of education is not just about the knowledge that is gained, but also about the values that are instilled in the minds of students. These values include respect for others, perseverance in the face of challenges, and the ability to think critically. By focusing on these values, we can ensure that our education system is truly serving the needs of our society.

In conclusion, education is a vital component of our society, and it is imperative that we continue to invest in the education of our youth. By doing so, we can create a brighter future for ourselves and for the generations to come.
5. It would tend to the education of the Christian community at large on biblical and theological subjects and thus stimulate in some degree the demand for readiness to receive the thoroughly educated pastors, such as the Divinity School is endeavoring to prepare for the ministry.

IV. ADVANTAGES TO THE UNIVERSITY PRESS RESULTING FROM THE PROPOSED TRANSFER

1. All professional reading courses in Theology, Sociology, Science and Education or other fields will contain as a required, or, at least strongly recommended part of the course, the University Journal which corresponds most closely to the subject. Each Journal will also be the official organ of the Institute involved. The continuance of the work of the American Institute is necessary to the maintenance of the present circulation of the Biblical World, and the establishment of the other institutes would tend greatly to increase the circulation of the other journals.

2. The Press will receive the benefit of the advertisement coming from the Press imprint upon the "Bulletin for Study" used in the Outline Courses of the Institute of Sacred Literature, and going at present to 10,000 subscribers. This number ought to be greatly increased by the addition of the advertising facilities which the Press can command.

3. The Press will secure the prestige of its imprint upon a series of popular, yet scholarly, biblical studies covering six years of work, having had an aggregate circulation of 50,000 in the past ten years, and having the backing of the Council of Seventy and the endorsement of the Religious Education Association.

4. The Press will handle all books used in the professional and non-professional reading courses, and will receive the profits from the sales.

5. The Press or the University Extension Division will add to its income the percentage now allowed the American Institute on all subscriptions to the Biblical World secured through that office. These have in some years amounted to 500.

6. The Press will be able to cultivate through the students in the popular and professional reading courses in all of the Institute a field for its own book publications.

7. For reading courses in many subjects new books will be
I. INTRODUCTION TO THE COMMUNITY HEALTH INSURANCE PROGRAM

A. Objective

The AIM of the National Health Insurance Program (NHI) is to provide universal health coverage for all citizens of the Republic of the Philippines. The program aims to ensure that no one is left behind in accessing quality healthcare services.

In order to achieve this objective, the NHI will be implemented in phases. Phase 1 covers the urban areas, while Phase 2 covers the rural areas. The program will be funded through a contribution from both the government and employers, with individuals also paying a portion of the cost.

The NHI will provide coverage for a wide range of services, including medical, surgical, and dental care, as well as hospitalization and prescription drugs. It will also cover preventable and curable chronic diseases, ensuring that citizens have access to necessary treatments.

The program will be managed by the National Health Insurance Corporation (NHIC), which will be responsible for the administration and implementation of the NHI.

B. Implementation

The implementation of the NHI will be carried out in phases. Phase 1 will cover urban areas, while Phase 2 will cover rural areas. The program will be funded through a contribution from both the government and employers, with individuals also paying a portion of the cost.

The NHI will provide coverage for a wide range of services, including medical, surgical, and dental care, as well as hospitalization and prescription drugs. It will also cover preventable and curable chronic diseases, ensuring that citizens have access to necessary treatments.

The program will be managed by the National Health Insurance Corporation (NHIC), which will be responsible for the administration and implementation of the NHI.

C. Benefits

The benefits of the NHI include universal access to healthcare services, reduced out-of-pocket expenses for healthcare, and improved health outcomes for individuals and families. The program will also promote equity in access to healthcare services, as it will provide coverage for all citizens regardless of their socioeconomic status.

D. Challenges

Implementing the NHI will face several challenges, including the need for adequate funding, the need for effective management and administration, and the need for sufficient healthcare facilities and personnel.

E. Conclusion

In conclusion, the implementation of the NHI is a significant step towards achieving universal health coverage in the Philippines. The program will provide access to quality healthcare services for all citizens, regardless of their socioeconomic status. It will also promote equity in access to healthcare, contributing to the overall improvement of health outcomes in the country.
needed, the publication of which will come naturally to the Press.

8. All advertising or circularizing in the University Extension Department will indirectly advertise the Press, since the entire work of the Reading and Library Department will be based upon books, syllabi and study courses which must be produced or sold by the Press. See letter from Director of the Press.

V. PROPOSAL FOR THE TRANSFER OF THE WORK OF THE AMERICAN INSTITUTE OF SACRED LITERATURE TO THE UNIVERSITY

In view of (1) the large direct educational value of the work already developed by the American Institute of Sacred Literature, and of that which it is possible to develop by following out lines of work already entered upon, (2) of the large indirect value which would accrue to the University by the prosecution in the name of the University of this work, which having been originated and developed under the general direction of the President of the University, fits perfectly into the general plans of the University, and (3) of the cost at which the work has been brought to its present efficiency, it is proposed,

1. That, with the consent of the Council, Seventy, the University shall assume possession of all property now belonging to the American Institute of Sacred Literature as shown in the attached schedule No. 1.

2. That the University shall assume responsibility for the liabilities of the American Institute of Sacred Literature as shown in the attached schedule No. 2.

3. That all other liabilities of the American Institute of Sacred Literature, if any such there are, shall be assumed and paid by the Council of Seventy, the payment of such obligations being personally guaranteed by President Harper, and for them the University shall in no way be liable.

4. That the above transaction shall go into effect Oct. 1, 1903 provided, however, that the expenses of the Institute for the month of September, necessary for promoting the work of the coming year, shall, in case the transfer is made, be charged to the University on the October account, and all receipts for that month be credited to the University.
ON RECEIVING INSTRUCTION FROM THE SUPERINTENDENT

In view of the fact that the Board of Directors of the American Institute have decided to make a special investigation into the management of the Institute, and of the fact that the said investigation is to be conducted by a committee, it is hereby ordered that the Board of Directors shall forthwith appoint a committee of not less than five members, to conduct the said investigation and to report on the same to the Board of Directors. The said committee shall have full power and authority to sit and act in the said investigation, and shall have all the powers of the Board of Directors in the same respect. The said committee shall report to the Board of Directors at the close of the year, and the said report shall be printed and published in the American Journal of Science, for the information and guidance of the members of the Institute.

The Board of Directors hereby request that all members of the Institute will take such notice of the said investigation as will afford them an opportunity to express their views on the subject.

FURTHER.

NOTE: The Board of Directors hereby request the members of the Institute to make such notice of the said investigation as will afford them an opportunity to express their views on the subject.
VI. APPENDED SCHEDULES.

SCHEDULE I.

Assets of the American Institute of Sacred Literature Aug. 11, 1903

1. OUTLINE COURSES

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<td>3. Exodus (Hebr.)</td>
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<tr>
<td>4. Prophets (Hebr.)</td>
<td></td>
<td>200</td>
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<td></td>
<td></td>
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<tr>
<td>5. Beg. N.T Greek</td>
<td></td>
<td>200</td>
<td></td>
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<tr>
<td>6. Rev. N.T. Greek</td>
<td></td>
<td>200</td>
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<tr>
<td>7. Gospel of Luke</td>
<td></td>
<td>100</td>
<td>72</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Gospel of John</td>
<td></td>
<td>100</td>
<td>72</td>
</tr>
</tbody>
</table>
PROFESSIONAL READING COURSES

1. Books in Loan Library
   - Prepared for students use.
   - Below cost at 40%

4. BOOKS AND PAMPHLETS AT COST IN CONSTANT SALES
   - Dictionary of Terms
   - Inductive Studies in Luke
   - Harmony of the Gospels
   - Life of Paul
   - Hist. Critical
   - Sidel: In the Time of Jesus
   - Biblical Lit. Essays

5. ADVERTISING MATERIAL FOR IMMEDIATE USE
   - Circulars for Autumn Campaign
   - Sample copies of Bulletins
   - Calendars of courses
   - Pamphlets etc.
   - Plates of Pamphlets
   - Plates of Pamphlets

6. VALUE OF EQUIPMENT AND PRESTIGE NOT INCLUDED ABOVE
   - Card lists of 10,000 persons who have been actual students of the course within 12 months.
   - Card or Book lists of 20,000 persons who have been actual students within four years.
   - 1200 ministers who are or have been students of the Professional Reading Courses with three years.
   - 3000 ministers who have conducted clubs using the written courses within three years.
   - Influence of the Council of Seventy representing 30 or more Universities and Seminaries.
   - 140 Associate Members of the Council representing 26 large cities and 140 large or churches or leading religious organizations

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books in Loan Library</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Dictionary of Terms</td>
<td>1.77</td>
<td>100.62</td>
</tr>
<tr>
<td>Inductive Studies in Luke</td>
<td>80 copies</td>
<td>15</td>
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<tr>
<td>Harmony of the Gospels</td>
<td>21 copies</td>
<td>8.40</td>
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<tr>
<td>Life of Paul</td>
<td>345</td>
<td>124.20</td>
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<tr>
<td>Hist. Critical</td>
<td>767</td>
<td>38.35</td>
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<tr>
<td>Sidel: In the Time of Jesus</td>
<td>294</td>
<td>117.60</td>
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<td>Biblical Lit. Essays</td>
<td></td>
<td>34.95</td>
</tr>
<tr>
<td>Circulars for Autumn Campaign</td>
<td>300,000</td>
<td>167.50</td>
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<tr>
<td>Sample copies of Bulletins</td>
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<td>50</td>
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<tr>
<td>Calendars of courses</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Pamphlets etc.</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Plates of Pamphlets by W.R. Harper</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Plates of Pamphlets</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Card lists of 10,000 persons</td>
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<tr>
<td>Card or Book lists of 20,000 persons</td>
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<td>1200 ministers who are or have been</td>
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<td>3000 ministers who have conducted clubs</td>
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<tr>
<td>Influence of the Council of Seventy</td>
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<td></td>
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<tr>
<td>140 Associate Members of the Council</td>
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### ANALYSIS OF ASSETS

<table>
<thead>
<tr>
<th>Description</th>
<th>Copyright &amp; Authorship</th>
<th>Comp. &amp; Bks. &amp; Hat Plates for courses at cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Outline Courses</td>
<td>1200.</td>
<td>1339.20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10% off</td>
</tr>
<tr>
<td>2. Correspondence Courses</td>
<td>1400.</td>
<td>1344</td>
</tr>
<tr>
<td></td>
<td></td>
<td>no plates</td>
</tr>
<tr>
<td>4. Professional Courses</td>
<td>11.</td>
<td>20.</td>
</tr>
<tr>
<td>5. General</td>
<td>2812.</td>
<td>2694.20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1155.47</td>
</tr>
<tr>
<td></td>
<td></td>
<td>257.50</td>
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<tr>
<td></td>
<td></td>
<td>3000.</td>
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<tr>
<td></td>
<td></td>
<td>Total, counting cost price as basis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9919.17</td>
</tr>
</tbody>
</table>

**Remarks.**

1. The outline courses are those which yield the largest income and profit. The stock on hand which cost $235. to produce (after the production of plates) yields when sold, $1700. The real value, however, is shown in the fact that an expense of $600. a year for printing these courses, brings in an income of $5,000. The Press estimates their charge for handling, viz. book-keeping, clerkship, postage, etc., at $1250, leaving to this Institute of the University Extension Division $3750 for general office expense. Moreover, of the $600. allowed for printing $72. is the profit to the Press and of the $1250. above named $250. is profit. Thus these courses would yield in profit to the Press $322 and for general promotion of the work of the Department $3750.

2. The items under miscellaneous material and that for books under professional courses, represent practically bookstore stock on which there is ordinary bookstore profit.

3. The Correspondence courses are the most expensive and financially the poorest investment. The material on hand represents a selling price of $2200. But the University Extension Division is now giving courses based on this material and is buying its material from the Institute. Should the Institute discontinue its work or this branch of it, the University would be obliged either to cancel the correspondence courses now offered, or to buy this material from the Institute, or to reproduce it at the cost indicated for authorship, composition and press work. The stock on hand is sufficient if taken over by the University, to supply the demand for years to come.
SCHEDULE II.
Liabilities August 11, 1903

Notes
To W.P. Ho Kee $500.
To ---- Reinhart 500.
To The Hyde Park Bank 500.
To W.R. Harper
for cash advanced in May and June for payment of bills and notes and for current expense for the Summer 3362.

Accounts
The University Press, printing, etc. 4892.23
College Prizes 75.
University Extension Department
  Corresp. Instr. 26.50
Total 9855.73

SCHEDULE III.
Budget of expense involved in the Re-organization of the Extension Department

The following forecast of expense is based upon the experience of ten years in the work of the American Institute of Sacred Literature, preceded by nine years work in the work of Chautauqua, and is therefore made from the point of view of both Sacred and general Literature and History.

1. EXPENSES OF OUR INSTITUTE enrolling ten thousand students in popular courses, and five hundred in professional courses, for one year.

Salary of Secretary 1000.
Stenographer 624.
Correspondence Clerk 624.
Record Clerk 520.
Extra Service (maximum) 200.
Postage 1000.
*Special Advertising 500.
General Office expense 150.
Total 6618.

(*) Cost of circularizing is included under items of printing, postage and service.
2. INCOME TO BE EXPECTED FROM ABOVE EXPENDITURE

Fees from outline courses, 10,000 at 50 cents each 5000.
Fees from professional courses, 500 at $1.00 each 500.
Profit from Press or University Extension Division from sale of books involved, and Biblical World subscriptions 500. to 1000.

The work involved in this Institute includes the sending out of a monthly communication (The BULLETIN for STUDY) to ten thousand persons. The advertising value of such a medium is worth far more than the slight deficit, should such a deficit occur as in the above schedules.

This estimate is based upon the work an institution which had command of practically no free advertising, and which spent a maximum of $300. and a minimum of $50. annually for periodical advertising. The University Journals would be able to cover a large territory with free advertising.

The above estimate of expense does not include the cost of authorship of study material. Such authorship for the last twenty years has averaged (at estimated price indicated in assets $2800.) $140. a year. This item will in the future not exceed the above amount and will probably fall below it, because of the large equipment already possessed.

3. ADDITIONAL EXPENSE INVOLVED in the addition of the four other Institutes proposed. This estimate is based upon the addition of 10,000 students in the four Institutes (aggregate), and would involve additional expense, but also a proportionately additional income.

Additional salary to Secretary 500.
Additional Clerical work 500.
Additional Printing 1000.
Additional Postage 500.
Additional Advertising 300.

Total 2800.

REMARKS. The addition of an Institute does not duplicate the expense of the first one on account of:
(a) The possible combinations in advertising.
(b) The printing and postage involved in a large part of circularizing, which can be done in common.
(c) In the Sacred Literature there is necessary a much more detailed method of instruction than in other topics, upon which good
In order to be effective from your viewpoint,

the following comments are made:

[Paragraph cut off]

The work is intended to improve the performance of

the system by improving the overall

efficiency of the system.

[Paragraph cut off]

The system is designed to handle the

data effectively and efficiently.

[Paragraph cut off]
literature is available, and the single syllabus would in many cases be substituted for the Monthly Bulletin provided for in the schedule for an Institute.

(d) The office work demanded would not be duplicated but only increased in certain directions.

(e) The work can and ought to be developed gradually and would follow the line of the greatest demand and therefore the line of the largest possible returns in students fees.

4. THE INCOME NECESSARY to cover the above would mean only the fees of six thousand students in all four Institutes. The advertising of the Institutes in the journals and the official publications of the University ought to bring in a much larger number than this. The representatives of the University visiting High Schools and traveling about the country in the general interest of the University will be most influential in propagating the popular work.

The Department of Education alone ought to enroll five thousand teachers in professional courses at $1.00 each. The High School Alumni Clubs should bring in five thousand more at $.80 each. The American Institute of Sacred Literature has not in five years fallen below five thousand annual members, and for three years it has varied between nine and ten thousand; this in only one subject, a difficult one to push.

Generally speaking, the multiplication of courses under wise selection and management ought to continually decrease the expense for the aggregate in proportion to the number of students.

The loan library can easily be secured from publishing houses in view of the advertising value of the recommendation of the books by the Institutes to their students, and to Libraries throughout the country. Experience has also shown that only a small loan library is needed, most students preferring to buy the books which they have borrowed on deposit. Thus the library becomes a source of profit, practically without capital.

SUMMARY— While it is not the desire of those recommending the undertaking of this popular work, to include in that recommendation the desirability of conducting the work upon a self supporting basis, yet the work can be so controlled as to keep within a certain fixed appropriation. Such an appropriation should allow for a possible
The importance of accuracy cannot be overstated when it comes to financial planning and budgeting. It is essential to have a clear understanding of your financial goals and to make informed decisions based on this knowledge. Failure to do so can lead to serious consequences, such as debt and financial instability.

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deficit of from one to two thousand dollars, but that deficit would be
a very small price to pay for the advertising of the University as a
whole, affecting, as it would, the Divinity School, the School of
Education, the regular courses in all departments, the Extension work
and the Press.

EXTRACTS FROM LETTER OF THE DIRECTOR OF THE PRESS UNDER DATT.
OF AUGUST 11th, 1903.

1. In view of all of the facts I think that the valuation
which you have placed upon the property of the Institute is very fair.
It seems to me that the Outline and Correspondence Courses should be
a very substantial asset under the reorganization. The books and pamphlets
could probably be converted into cash very readily through our Retail
Department. There may be a question as to the value of the good will of
the lists, but I presume they represent working tools which can be
secured only at great cost of time and money. Their value under the
new plan would depend somewhat upon the details of reorganization.
The valuation on the plates may possibly be questioned, although their
real value depends upon the possibility of utilizing them in connection
with the new plan, and the activity of those administering the work in
securing new members and sales of printed matter. The customary way of
accounting in connection with plates, is to carry a special plate
account and charge off 10% of the original cost each year. In this way
the cost of the plates do not enter into the original cost of manufacture.

2. It is rather difficult to specify the exact percent of
profit on sales of material of this kind. The Outline Courses involve
transactions something like a subscription business, and I should imagine
that there might be a clear profit of about 5% of the receipts, provided
the work is administered economically. It is costing us about 20% of
the receipts of the journals to publish them. We have estimated that
25% would give us a small profit for publishing the journals. I think,
therefore, that your Outline Courses could be considered in the same
category as our journals.

I am not sufficiently familiar with the particular
Correspondence courses carried on by the Institute to give an intelligi-
ent statement regarding the possibility of profit from the sales.

3. Some value would doubtless accrue to the University
Press through its association with this work, although no general state-
ments can be made regarding the exact money value. It is probable,
of course, that cut in imprint would appear in connection with all published
material, and doubtless some general advertising results would accrue.
It would not be possible for us to advertise in the pages of the Bulletin
because of the ruling of the Post Office Department on matters of this
sort.

4. The value to the Press of the transfer of the book
sales of the Reading Courses would depend upon the amount of business
which could be developed. It would probably represent a profit to us
of about 10%.

5. In my judgment the successful prosecution and development
of the work which you have in mind would open the way, first, for the
enlargement of the circulation of our several departmental journals;
second, for an increase in our manufacturing business; third, for the
publication of new books to supply the demand for supplementary reading;
and, fourth, for the sale of many books through our Retail Department
on mail orders.

In the field of the journals and in the publication of
new books it appears to me that the plan offers very flattering prospects.
With a constituency of 50,000 members we could probably float any book
which we might care to publish. The Chautauqua concern has been success-
ful in publishing a very large list of books for supplementary reading.
The additional work for the Manufacturing department and the filling
of mail orders through the Retail Department would come as a natural
consequence of the work along the other two lines.
EASTERN TELEGRAPH CO.

TO: D. O. SMITH

SUBJECT: TELEGRAPH ORDER

Date: 12th July, 1920

In accordance with the instructions received, you are hereby ordered to proceed to the Wallagaheeca station and take charge of all communications there. You will report to the Superintendent of the Telephones of the Wallagaheeca line upon arrival. The station is located approximately 15 miles east of the main office and serves as a relay point for the eastern districts.

The order also requires you to ensure that all equipment is in proper working order and to take immediate action to rectify any deficiencies. You will be responsible for maintaining the highest standards of service and will be expected to work closely with the local authorities to ensure the smooth operation of the station.

Please be advised that you will be required to travel to the station on your own and that expenses incurred will be reimbursed upon submission of proper documentation.

Yours sincerely,

[Signature]

Assistant Manager

Eastern Telegraph Co.
6. During the past three years the total volume of business of the Institute passing through the University Press has, approximately, amounted to $12,000. This includes printing, sales through the Retail Department and subscriptions to the several departmental journals. The manufacturing business represents about three-fourths of the total. The profit on this has amounted to about 12%. If we had done this business for an outside party we would have figured on a profit of about 20%.

If there are any further points on which you wish information I shall be glad to hear from you.

(SIGNED) Newman Miller
DIRECTOR
November 26, 1895.

Dear Dr. Harper:

As the end of the Autumn Quarter is near at hand, and the Lecture-study work is practically arranged, it occurs to me that you might be interested in one or two statements which I might make regarding the condition of University Extension.

We have now four or five more courses in operation than for the corresponding period of last season, and this despite certain difficulties and discouragements which did not suggest themselves at the beginning of the canvas.

I mention, first, things that have hindered us seriously. First, the work of W. C. Webster with us has affected us in two ways: (1) his organization for himself last season proved an unfortunate matter for us because by his importunity he offended some of the best people in the places which he visited, who were so incensed at him that they did not care to hear anything more about University Extension or the University of Chicago. Barring one or two places, his lectures failed to make a good impression, so that the Centres which he visited were not ready to go ahead with the work this season. As our list of Centres was considerably lengthened by his personal canvas last season, the reduction in the number of active Centres is the more marked this season. (2) He has injured us by the organization of a Lecture Bureau, which furnishes lectures on the University Extension plan at a rate much lower than ours. He has personally visited many of the towns where we have had Centres, and in the smaller ones especially
where it is a struggle to make both ends meet, he has succeeded in arranging for courses, sometimes of six, sometimes of less number, but given by one, two, or three lecturers, as the people have wished. This has resulted in a loss of some of our Centres of last year.

Another thing which has worked against us is the price fixed for our lecturers. It is true that we have a graduated scale, but our experience is that the Centres are not at all attracted by those who are ranked B and C. The cheaper price seems to stamp the lecturers at once as inferior, and no explanation is sufficient to remove this impression. The University of Wisconsin, with a net fee of $100, has organized in forty towns with fifty-five courses arranged for, two of these being in our own territory - one at Joliet, and the other at the Newberry Library. This University has seventeen men and women engaged in University Extension. It has competed with us in Minnesota and Iowa, and the fact that its price is $25 less than ours has resulted in the loss of Iowa Centres which, believing our price too high, has turned to the Iowa State University for its lecturers. As these Universities have entered University Extension, and are developing lecturers, it will not be possible for us to convince them that because the lecturers come from the University of Chicago at $125 they are therefore superior in ability or attractiveness to the lecturers from the State Institutions.

Another thing which has handicapped us is the lack of good lecturers in Literature. Of this, however, I have written you fully before.

Experience has shown that University Extension has
Another thing which merits our working attention is the price.

The University of Wisconsin, with a net loss of $100, is operating in the same manner that others are not. The public school at Madison is running at a loss. The University should seek to stand on a firm financial basis. To achieve this end, the University Extension should be self-supporting. The University should be supported by the state. The state should provide the necessary funds to support the University Extension.

In the face of Iowa, the Iowa State University offers the University Extension. The University Extension is not able to compete with the large universities and their extensive programs. The University Extension should be self-supporting and provide services to the state.

The University Extension is not able to compete with the large universities and their extensive programs. The University Extension should be self-supporting and provide services to the state. The University Extension should be supported by the state.
difficulty in large cities and towns in competing with the popular lecture association. The average expense of a course to a community which takes one of our class A lecturers, is $200. This amount covering lecturer's fee, traveling expenses, printing, other local outlays, such as Hall, hotel, etc. It seems to me that the University must come before long to a $100. basis without any classification of lecturers, this meaning $15 a night to the lecturer, or $90 in the aggregate, and $10 to the University for office fee. I anticipate your immediate objection to this reduction by stating that the time has come in my judgment when the University Extension work must be broadened in its scope, or must be seriously retarded. In other words, there must be an endowment provided which will enable us to secure the services of lecturers who will be paid living salaries, and who will not be constantly confronted by the fear of being unable to earn their salaries in University Extension. Surely some account ought to be taken by the Trustees of the importance of the University Extension as an advertising medium. Had there been no University Extension, the University would be known here and there throughout the Mississippi Valley as a well endowed Institution for higher education, with many distinguished men upon its faculty. But it has been University Extension that has made the name familiar in all the better cities and towns in this vicinity, and which has created a great constituency of friends for the University who have been interested in its educational development, and have contributed in one way and another to the enlargement of the enrollment of the colleges. When a lecturer gives a course of six lectures, he should be credited, not alone with the net sum in
民营经济在增加就业、促进经济增长、提高财政收入、完善社会保障体系等方面都发挥着不可替代的作用。民营经济的发展需要良好的政策环境和市场环境。
cash which comes to the University, but also with a fair amount in sentiment at least which comes indirectly to the University through this advertising. Under the present arrangement, no one stops to ask whether a Head Professor earns his salary of $7,000 because it is recognized that the University gains much from his distinction as an educator, and his contributions to literature, which, of course, redound to the benefit of the University. Why should there not be the same rule applied to University Extension men, and their secondary services be rated at some commercial value? Just so long as our lecturers have to worry about the possibility of losing their positions because for some reason or another there is not at the moment a demand for their services, just so long will University Extension be hampered and will fail to secure the results which are possible if the movement is managed properly. The same line of reasoning would allow the University to pay the full sum of $100 to the lecturers, (this being the amount they receive now) so that the reduction in fee would not interfere with our securing lecturers from the University proper, who would refuse to lecture if $10 were taken from the fee paid them.

In a sense there is an endowment for University Extension as long as the Trustees appropriate certain amounts for carrying on the work, but in another sense, and we feel it in the office on countless occasions, there is an idea that University Extension must earn its own way as far as possible. Of course, whether there were an endowment or not, we should wish to make a good financial showing, but the University Extension deserves position for its educational and incidental value to the University, and not for
camp which came to the University, but also with a fair amount
in settlement of debts which come infrequently to the University
through this channel. Above the President's signature, on one
step to the northwest of the President's office, there is a sign that
because it is recognized that the University cannot move too far
its position as an institution and its contribution to education,
which of course, depends on the benefit of the University.

Extension men, and their associates in the field of some
commercial activity, must be left as our lecturers have to work
about the possibility of locating their positions because they some
reason or another place is not of the moment a genuine for their
services. Above the President's signature, on our campus Extension, the
will help to secure the lecturer, which are possible in the movement
to manage properly. The same time of remaining money allow
the University to buy the last sum of $100 to the lecturer.
Instead of the amount that receives now is paid the reduction in
the money not interest with our account, fee remain to the
University's pocket, and money for lectures is $10 more taken
from the fee paid them.

In some places it is an encouragement for University Extension
as long as the Trustee approves certain amounts for utilizing
on the work, put in another sense, and we feel it in the college on
counterpart occasion, there is no idea that University Extension want
earn the can way we can as possible. Of course, another place
were an encouragement of not, we needed a step to make a good Extension
opportunity, but the University Extension fees are less than the
adventures and transactions native to the University, and not to
its money making capacity.

I am of the opinion that the time has come to establish class work in the smaller places away from the University. This so-called University Association has established 400 Centres, mostly in small towns, and is succeeding in interesting a great many people who might just as well be drawn to work in connection with the University of Chicago. If we had a few good men available for this work in small towns, who would be paid a salary for it and would not be dependent upon the fees they would receive, they might organize a great many classes of twenty or thirty, in various subjects, and not only accomplish a great deal along the lines of University Extension, but still further increase the constituency of the University for the Summer Quarter and for special work, as this person and that was attracted by the possibility of more advanced study at the University. I may be wrong, but it seems to me that we are going to lose ground rapidly unless we take some distinct advance steps. Where competition is so active, we cannot satisfy ourselves with the notion that movements will soon fail, and that the people will then be driven to fall back upon the University of Chicago. The tendency is rather that the State Universities will take up the work, put their price below ours, as Wisconsin has done, and then appealing to the personal interest of every citizen in his State University, be able to greatly reduce the field of our activity. Should Michigan, for example, be forced to meet the great demands of its citizens for University Extension, that field would be cut off from us, and should Illinois take steps, there would be still further curtailment in this State. If we can meet the situation now, put our fees at such a figure
The main writing opportunity is on the occasion that the time and come to exploit.

The door work to the smaller places was a part of the University of extensive University Association and contributed to the growth of many small towns. At first, they were a few good men available for the University of Wisconsin. They provided a new home, who would be going to work in connection with the work and might start as well as we've learned to be. For a time, they might want to work to make towns where many wealthy people would not be reluctant when the time was right.

To me, that is the way of the University of Wisconsin. I may be wrong, but if I seem to me that we are going to lose ground quickly unless we take some definite step to do something. Where competition is no notice, we cannot expect anything. We must expect that more will soon come, and that the people will need to be given to let their work be taken at the small towns and the State University will take up the work, but their price below,
that the towns will be able to have one and possibly two courses a year without financial loss, then we can head off any further movements on the part of the surrounding States.

From the reports received, it is apparent that there will be a marked reduction in the work during the Winter Quarter. Many of the Centres which heretofore have tried two courses, have informed us that they will have but one this year, this being due - first, to the desire of their people to have one course a year of popular entertainment, and second, to the failure on the part of these Committees to make both ends meet in the conduct of the Fall campaign.

Mr. Raymond, of Wisconsin, called on me Thursday evening, and we had a long talk of several hours duration, in which he told me of his success, of his methods of work, and of the prospect before him. There is no doubt that Wisconsin is going to make a great thing of University Extension, and therefore, will interfere in many places with us in the conduct of our own work.

In my judgment then, the University Extension ought to be remembered in the distribution of new endowments, provision being made for lecturers with proper academic rank and with living salaries, whose success will not be measured by the number of engagements they may have in one Quarter or in one season, and additional allowances being made for improvement in libraries and other facilities for successfully carrying on the work.

Yours sincerely,

Francis W. Shepard.
that the course will be ample to pay one any benefits two courses
are in the word of the moments and their work to the head of the Canadian
movement on the teachers of the Canadian States.

Please the teachers of the Department of Art, Music, and Drama and
will be marked retention in the work during the Winter Quarters.

The increase of the county will always put one step lower the training of
that of the cause of their people to have one course a year of
work at the rate of a growth in the region of the courses to the
people Committee to make more such work in the course of the year.

Canvasing.

"Repayment of Wisconsin" setting on as a Thursday evening,
and we pay a song talk of several homes quarterly, in which the
joint of the success of the measure of work and the development
of one of the courses that Wisconsin is going to make

are the cause of University Extension, and therefore, will
interfere in many places with me to be conduct of our own
work.

In my judgment, then, the University Extension ought to
be remembered to the attribution of new accomplishments, because
make for an extension with proper associations that may bring
success, whose success will not do me any harm on the sum of
satisfaction that may serve to one quarter of to one reason and
significant effort since paying more for improvement in libraries and
other facilities for successfully continuing on the work.

Yours sincerely,

[Signature]
That I. W. Howerth be appointed secretary of Class work in the Extension Division in place of Raymond resigned at a salary of $500.; that he receive $700. in addition for extension instruction and class work instruction, same to be charged to the appropriation already made for Raymond as University Extension Assistant in Sociology, salary and service to begin Aug. 1st.
That I be allowed, in the absence of a regular assistant, to carry on the work of the Extension Division in my own name or under any name until such time as an Assistant Extension Agent be appointed for that purpose.

The report of the Extension Agent, made for the University, includes many strong comments as to the need of an Extension Assistant in Sociology, history, and service to the public and to the state.
Dear President Harper,

Having given careful consideration to your last suggestion in reference to my settlement in the university, I have found that suggestion was a salary of $2,000 per year.

That suggestion was a salary of $2,000 per year in the university proper (half time during the first quarter, full time during the second), fees for six weeks in the Extension Division, and a total of $5,000 guaranteed.

Upon examination, I find that the fees, calculated on the present scale, at the rate of four courses continuously through two quarters (which in ordinary circumstances would be all that I thought to undertake), would amount to $2,720.

If I put this, with casual engagements, at $3,000, the whole would amount to the $5,000 guaranteed. Even if the fee be raised (which we cannot assume), the whole would fall short of what I have been seeking as a secure income.

Our long consultations, and the amount of care you have been good enough to devote to the case, have convinced me that you cannot
make me a more favorable offer, if the arrange-
ment be based simply on an assessment of work
and remuneration as between extension courses and
a department of the university proper.

But I have come to feel strongly that this basis
of arrangement, however suitable for the
general work of the university, is shown by the
case to operate unfairly toward the extension
division. I should like to be allowed to put this
matter fully as another way of looking at the whole question.

1. I should not myself seek the position of
a Head Professor in (say) the Department of English
Literature in the University proper. But I think
I do not over-rate myself if I claim a posi-
tion similar to that of a Head Professor in the Ex-
tension Division. My seniority and wide expe-
rience make me a representative of the Uni-
versity Extension idea in the public work of the
university. More than that, the subject I desire
to teach, Literature in English, is best looked up-
on as a University Extension subject. Its im-
portance is not so much for the specialising
work of graduate students on which the Uni-
versity rightly lays stress. But in the tentative
work of reform in general education, in
which I am convinced the University of Chicago
desires to lead, I claim that there has been
no more important new departure initiated
in recent times than that which is sugge
by that term. In the two or three years during which I have been connected with Americanised
recognition of this idea, on the part of univer-
sities and other bodies; and the applicat-
and direct offers made to myself from various
quarters, justify my considering myself as a
representative of this idea of literature in English.

2. If this view of my claim be taken, it might
be expressed in the designation of my position. The
term might be: University Extension Head Professor
of literature in English. I submit, as this would
put the whole matter on the right footing with
the University Professor, and it might remove ob-
jections which some might feel to the proposed
subject.

(b) It would help to put the Extension
Division on the right footing in the eyes of the
public, showing that, where the necessities of
educational pioneering required it, you were pre-
pared to put such pioneering work on the same
academic level with the most important work
of the University Professor.

(c) The title Litera-
ture in English would relieve me from seeming
to claim any headship over my colleagues who
teach English Literature in Extension — a thing
which I should not desire.
3. It seems to me that the financial side of such an arrangement ought to be easy. Let me illustrate. If in the University Proper you engage a Head of Philosophy at a salary of $6,000, you have to pay him the $6,000 in cash. But if you engage an Extension Head Professor at the same figure your payment in cash to him will be some $4,000 or thereabouts. The large difference coming back to the University funds in the fees paid by counties. In my own case I have abated my original claim to $6,000. My suggestion is that you should rate my service as a half-service at the lower rate, and that what appropriations are necessary to guarantee the salary should be appropriated made to the Extension Division, not to the department of English Literature.

It is of course uncomfortable disagreeable to have to translate into financial terms one's personal claim through your frankness and considerateness. Through our negotiations have reduced such a feeling to a minimum. In the personal side of the ques-
tion I am relieved by the reflection that I am asking no more than I refused from other quarters in a confidence. Not discouraged by you at the time, that Chicago was able to offer all that could be offered elsewhere. But I feel that
more is involved than my personal interests: it has become a question of the claims of the Extension Division in relation to the rest of the University. That it should not, in certain rare contingencies, be debarred from supporting a Head Professor of its own.

I shall be glad to call on you any time before Tuesday [leave earliest on Monday for Indiana] and talk over any points you desire to discuss. If this plan breaks down, I am afraid there is no alternative for me but to return to my itinerant life, and seek without delay to renew my association with other places, from which I broke off in order to devote myself to Chicago.

Sincerely Yours,

R.H. Moreton
Dear [Name],

I hope this letter finds you well. It seems like it has been a while since we last caught up, and I wanted to reach out to see how you are doing.

I've been quite busy with work and personal matters, but I always find myself thinking of our last conversation. Remember that time when we discussed our shared interests in [insert topic]? It was so nice to have someone who understood and could relate to my passion for [insert passion].

I've also been trying to keep myself active and healthy. I've started a new exercise routine that I really enjoy, and I've been trying to eat healthier as well. It's been tough at times, but I'm starting to feel the benefits.

I hope all is well with you and your family. Please let me know if you're planning on coming to [insert event] next month. I would love to see everyone again.

Take care and stay in touch.

Sincerely,
[Your Name]
Dear Mr. Harper:

If I correctly interpret Mr. Moulton's proposition, it means this:

1) That Mr. Moulton be appointed University Extension Head Professor of Literature & English.

2) That he receive a salary of $6,000; of which $3,000 shall be charged to the University Proper, and $3,000 to the University Extension Division.

Of course there are considerations involved, in regard to which you alone can judge. So far as the University Extension Division and my work are concerned, I can see no reason why this is not an admirable proposition. I should be very glad to know as soon as may conveniently be, what you think of it.

Sincerely yours,

[Signature]
UNIVERSITY EXTENSION.

A Programme of the Lectures Arranged for the Coming Week.

The following lectures will be given this week under the auspices of the University of Chicago. In every case the particulars of information are given in the following order: Center, location of hall, lecturer, subject. The hour is 8 o'clock except when otherwise stated. When no State is named the center is in the city of Chicago.

SUNDAY.

Trade and Labor Assembly—Bricklayers' Hall, Professor W. N. Burns, "The Eight-Hour Day."
Peo's Institute, Van Buren Street and Oakley Avenue, 4 p.m.—Professor J. H. Moulton, "A Biblical Prophetic Rhapsody."
Eaglewood, University Church—Professor R. G. Moulton, "A Typical Prophetic Rhapsody."
All Souls, Oakwood Boulevard and Langley Avenue—Dr. A. W. Small, "The New Social Motive."

MONDAY.

Plymouth, No. 250 Michigan Avenue—Professor N. W. Burns, "The Telephone, Railroads, and Trusts."
Union Park, Third Unitarian Church, Monroe and Halsted Streets—Professor N. W. Burns, Jr., "Holiness."
Murray Library, Unity Church, Dearborn Avenue and Walton Place—Mr. W. M. R. French, "Color and Expression."
Jaycees, Eleventh Presbyterian Church, 19th Street, Iowa—Professor W. D. McClintock, "The Poetry of Scott and Coleridge."
First Congregational Church, Drexel Boulevard and Portiuncula Street—Professor R. G. Moulton, recital, "The 'Acestis' of Euripides."

GENEVO—Mr. Lorado Taft, "The Academic Painters."

WEDNESDAY.

Sterling—Professor Nathaniel Butler, Jr., "Ivathorne."
Bellevue—Dr. Charles F. Kent, "The Story of Susanne Love."
University Auditorium, Kedzie Chemical Laboratory, University Campus, Fifty-Eighth Street and Ellis Avenue, 4:30 p.m.—Professor H. R. Motz, recital, "Electra" of Sophocles.

South Bend, Ind.—Mr. Lorado Taft, "American Sculptors and Sculptural Decorations of the Columbian Exposition."

THURSDAY.

Washington, Iowa—Professor W. M. Burns, "The Principles of Social Reform."
Wicker Park, English Lutheran Church, Hoyne Avenue and Loomis Street—Professor Nathaniel Butler, Jr., "The Inductive Study of the History of Modern English Literature."
Bice Island—Professor H. D. Salisbury, "The Origin, the Nature, and the Work of Glaciers."

Franklin—Dr. F. W. Shepardson, "Social Life in the American Colonies."

Friday.

Newberry Library, Luray Church, Dearborn Avenue and Walton Place—Professor R. G. Moulton, recital, "The 'Electra' of Sophocles."

Galesburg—Professor Frederick Starr, "Early Man in Europe."

Maywood—Mr. A. W. Wm. Ihara, "The Philosophy of Monasticism."

Riverside—Mr. Charles Zeubis, "Tory and Christian Socialism.

SATURDAY.

Memorial Baptist Church, Oakwood Boulevard, near Cottage Grove Avenue—Dr. William R. Harper, "The Lost Lives of Antediluvians and Demi- and Heroes of Other Nations."
Rogers Park—Professor R. D. Salsbury, "Movements of the Earth's Surface."

Galesburg—Professor Frederick Starr, "The Man of the Caverns."

EVENING AND SATURDAY CLASSES.

New and Important Work of the University of Chicago.

The success of the class-work department of the University Extension at the University of Chicago has raised the question of the extension of this department.

Over 100 people of this city are pursuing university courses under university instructors in evening and Saturday classes. These classes are practically self-supporting.

"But why," asks one of the secretaries of the extension division, "should it cost more to study outside the university than inside it? The tuition fees represent but a small portion of the cost of maintaining the university proper."

"The extension of this division ought to meet with a ready response in these times when so much is done for the people and in a popular way by philanthropists. Every year millions are donated for reading-rooms, libraries, parks, bath houses, and such as that. The intention of these gifts, of course, is to elevate the people. Now, the aim of university extension is to convey some of the spirit and the learning of the university to those who cannot afford to come to the higher institutions directly. It is essentially a social movement for the betterment of those who must need it."

"Of course, if education is worth having it is worth paying for. It is not intended to throw the charges now made for lectures or instruction, but with an extension much better advantages could be offered."

At the University of Chicago the extension department is under the charge of Professor Nathaniel Butler, who is also secretary of the lecture study department. Professor A. H. Thatcher is secretary of the correspondence and class-work departments. Dr. F. W. Shepardson is the editor of the monthly publication of the department, the University Extension, and Mrs. Dixon has charge of the traveling libraries that are loaned to the different centers. There are fifty-four lecturers and about twenty instructors in the class-work department.

For the benefit of those who cannot attend its regular sessions the University of Chicago will hold during this quarter the following regular weekly classes at the time and place stated:

Tuesdays—Mr. Young, algebra, 7:45 p.m.

Wednesdays—Mr. Orr, Cusanus for beginners, Chicago Academy, West Adams street, near Seeley avenue, 7:45 p.m. Mr. Mann, plane trigonometry, Chicago Academy, West Adams street, near Seeley avenue, 7:45 p.m. Mr. Smiley, general economy, the Athenaeum, room 60, 7:45 p.m. Mr. Boyd, elementary zoology, 9 a.m. to 12 m.

Thursdays—Mr. Wilcox, civil government in the United States, the university, 7:45 p.m.

Fridays—Mr. McClintock, the elements of literature, the Athenaeum, room 60, 10 a.m. Mr. Trigg, nineteenth century literature—selected English authors, the university, 10 a.m. M. de Puyens, French Grammar for beginners, the Athenaeum, room 60, 7:45 p.m.; Mr. Lovett, rhetoric and English composition, the Athenaeum, room 59, 2 p.m. Mr. Meares, psychology, the Athenaeum, room 67, 4 p.m.

Saturdays—Mr. Schilling, modern history, the period of the revolution, the Athenaeum, room 60, at 4 p.m. Mr. Hill, principles of political economy, the Athenaeum, room 51, at 7:45 p.m. Mr. Mitchell, plant morphology, the Athenaeum, room 51, at 7:45 p.m. Mr. Moon, plane geometry, the Chicago Academy, West Adams street and Seeley avenue, at 7:45 p.m. Mr. Mann, plane geometry, the Chicago Academy, West Adams street and Seeley avenue, at 7:45 p.m. Mr. Spencer, the history of the seed, the Athenaeum, room 59, at 10 a.m. Mr. Hume, history of the Athenaeum, room 51, at 10 a.m. Mr. Revere, the life of the Athenaeum, room 60, at 10 a.m. Mr. Hale, the life of the Athenaeum, room 59, at 10 a.m.
This copy contains the complete text of the original document, which has been discarded because of its poor physical condition.
EXTENSION WORK THIS WEEK.

Program of Lectures to Be Delivered Under Chicago University Auspices.

Chicago Tribune, Feb. 18, 1900.

The following lectures will be delivered during the coming week under the auspices of the extension division of the University of Chicago:


THE AMERICAN SOCIETY
FOR THE
EXTENSION OF UNIVERSITY TEACHING

At a meeting of the Society held December 23d, a new Constitution was adopted. The scope of the Society has been broadened so as to reach the isolated or home student. Those joining may elect between the privileges of this new department and the lecture courses. Special circulars explaining the home study department are in preparation and will be sent on application to the General Secretary.

Below will be found the list of Courses in operation within the city, also the names and addresses of the Local Secretaries, to whom queries about their respective "Centres" should be addressed.

Centres have been formed in many of the adjacent towns of Pennsylvania, New Jersey and Delaware. Applications for same should be sent to the General Secretary.

The price of each Course is stated. For the benefit of those who desire to attend the Courses at more than one "Centre," the Society issues a ticket (non-transferable) to its members (fee $5.00 per year), entitling them to admission to all the Lectures at the several "Local Centres." The Courses on "The Literary Study of the Bible," are also open to the members of the Society. Applications for membership should be sent to

GEORGE HENDERSON
General Secretary
1602 Chestnut Street, Philadelphia
ASSOCIATION LOCAL CENTRE

Y. M. C. A. BUILDING, Fifteenth and Chestnut Streets

MR. GEORGE M. CUMMINGS, Local Secretary

A Course of Six Lectures, in Association Hall, on “Shakespeare’s Tempest, with Companion Studies,” by Prof. Richard G. Moulton, of Cambridge University Extension.

These lectures will be delivered at 8 P. M. on the following evenings:

January 26th. Shakespeare’s “Tempest,” as a study of Enchantment.


February 9th. Browning’s “Caliban Upon Setebos,” as a companion study to Caliban.

February 16th. Dumas’ Novel, “Monte Christo,” as a companion study to Prospero.

February 23d. Shakespeare’s “Tempest,” as a study of Providence.

March 2d. “The Use of Magic in Literary Art.”

Also, a Course by Richard G. Moulton, A. M., on “Milton’s Paradise Lost,” to be given at Association Hall at 4:30 P. M., on the following afternoons:

Wednesday, March 11th. Milton’s “Picture of Hell: A Study in Poetic Conception.”


Wednesday, April 1st. “The Ninth Book: A Study of the Plot.”

Course Tickets for either of the above Courses—$1.00; Reserve Seat, $1.00 extra.

Single Tickets—25 cents; Reserve Seat, 25 cents extra.

A Course of Twelve Lectures on HIGHER MATHEMATICS, by Prof. E. S. Crawley, of the University of Penna.

A special circular, descriptive of this course, will be sent upon application to the Local Secretary. It is designed to meet the needs of draftsmen and mechanics.

The Course will open on Wednesday Evening in the Y. M. C. A. Building at Fifteenth and Chestnut Streets, on January 28th, at 8 P. M., and will continue on Twelve successive Wednesday evenings.

A Course of Six Lectures on “ANIMAL LIFE OR ZOOLOGY,” will be given by Prof. Spencer Trotter, of Swarthmore College, on March 5, 11, 17, 24, 31; April 7, at 8 P. M.

Course Tickets—$1.00; Single admission, 25 cents.

WAGNER INSTITUTE CENTRE

Seventeenth and Montgomery Avenue.

MR. THOMAS L. MONTGOMERY, Local Secretary, Seventeenth and Montgomery Avenue.

This Institute has been organized for a number of years, its work being in the field of Science. Below will be found the University Extension Courses and also their own, which are open to the public.

Mondays, 8 P. M. “Zoology,” Prof. J. A. Ryder, University of Penna. February 2, 9, 16, 23, March 2, 9, 16, 23, 30, April 6.
Course Tickets—Six Lectures, $1.00; Four Lectures, 75 cents; Single admission, 25 cents.


Thursdays, 8 P. M. “Geology,” Prof. E. D. Cope, University of Penna. January 15, 22, 29, February 5, 12, 19, 26, March 5, 12, 19, 26, April 2 and 9.

Course Tickets—$1.00; Single admission, 25 cents.

**SPRING GARDEN CENTRE**

Lectures held at the Spring Garden Institute, Broad and Spring Garden, Mr. James Haworth, Local Secretary.

A Course of Six Lectures on “Stories as a Mode of Thinking,” by Prof. R. G. Moulton. These lectures will be delivered at 8 P. M. on the following Wednesday evenings:
Refer below to West Phila. Centre for list of subjects.
Course Tickets, $1.00; Single admission, 25 cents; to be had at the Institute.

A Course of Eight Lectures by Prof. Henry Crew, of Haverford College, on “Electricity.”
Tuesday evenings at 8 P. M. March 10, 17, 24, 31, April 7, 14, 21, 28.
For list of Subjects, refer below to Germantown Centre.

**ROXBOROUGH CENTRE**

Meeting at St. Timothy’s Workingmen’s Club, Mr. A. C. Goell, Local Secretary, Ridge Avenue and Vasser Street, Roxborough.

A Course of Four Lectures on “Four Studies on Shakespeare,” by Prof. R. G. Moulton, on Wednesday evenings at 8 P. M. on the following dates.
March 11. “Macbeth”—Does Shakespeare believe in ghosts?
March 27. “Macbeth as a Study of Degeneracy.”
April 1. “Henry V. as a Study of Development.”
For information as to other courses, address the Local Secretary.

**WEST PHILADELPHIA CENTRE**

Lectures held in the Main Building of the University.
(Thirty-fourth and Woodland Avenue.)

Miss Leonard, Local Secretary, 4300 Walnut Street.

Tickets to be had at Pharmacy, Fortieth and Chestnut Streets, or at the Y. M. C. A., Fortieth and Powelton Avenue.

A Course of Six Lectures by Dr. Francis N. Thorpe, of the University of Pennsylvania, on “American History.”
These lectures will be delivered at 8 P. M., on the following evenings:
Tuesday, February 17th. "The Old and New Virginia."
Tuesday, February 24th. (1) "The Making of the West."
Tuesday, March 3d. (2) "The Making of the West."

Course tickets, $1.00; Single admission, 25 cents.

A Course of Six Lectures by PROF. R. G. MOULTON, of Cambridge, England, on "Stories as a Mode of Thinking."

These lectures will be delivered on the following afternoons, at 4:30 P. M.:

Monday, January 26th: Marlowe's "Faustus;" Thinking Upon the Loss of the Soul.
Monday, February 2d: Shakespeare's "Macbeth;" Thinking upon Witchcraft.
Monday, February 9th: Southey's "Kehama;" Thinking upon Destiny.
Monday, February 16th: Scott's "Monastery;" Speculations upon Supernatural Beings.
Monday, February 23d: Spencer's "Legend of Guyon;" Thinking upon Temperance.
Monday, March 2d: Spencer's "Cave of Mammon;" Thinking upon Worldliness.

Course Tickets—$1.00; Single tickets, 25 cents.

GERMANTOWN CENTRE
Lectures held at the Workingmen's Club on Chelten Avenue, West of Main

MR. REYNOLDS BROWN, Local Secretary, Wayne Avenue

A Course of Six Lectures by Prof. R. G. Moulton, of Cambridge University, England, on Shakespeare's "Tempest," with Companion Studies, on Tuesday afternoons, at 4:30 P. M.

January 27, February 3, 10, 17, 24, March 3.

For list of Subjects, refer to Association Local Centre.

A Course of Eight Lectures by Prof. Henry Crew, of Haverford College on, "Electricity," on Thursday evenings, at 8 P. M.

3. February 26th. "Magnetism, including Electro-Magnetism."
8. April 2d. "Electricity in Warfare and Commerce, including Telephones, Telegraphs and Electric Bells."

Tickets for both Courses to be had at the Club.

FRANKFORD CENTRE
Lectures held at Wright's Institute, Unity Street, above Main.

MR. GEORGE W. WRIGHT, Local Secretary, Care of the Institute.

A Course of Six Lectures on "English Literature," by Prof. Robert E. Thompson, of the University of Pennsylvania, on Monday evenings, till February 2d, at 8 P. M.

Course Tickets, $1.00, to be had from the Secretary of the Institute.

HOLMESBURG CENTRE
Lectures at Holme Library, Mr. W. W. Brown, Local Secretary, Holmesburg, Philadelphia.
A Course of Six Lectures on "American History," by Prof. F. N. Thorpe, of the University of Pennsylvania, at 8 P. M., on Thursday evenings, till February 12th.

Course Tickets, $1.50; Single admission, 30 cents.

For list of subjects, refer to West Philadelphia Centre.

CAMDEN CENTRE

Lectures held in the Parish House of St. Paul's Church, Market Street, above Fourth.

A Course of Six Lectures by Prof. R. G. Moulton, of Cambridge, England, on the "Story of Faust; or, Buying the World at the Price of the Soul," on Thursday evenings, at 8 P. M., January 29th, February 5th, 12th, 19th, 26th, March 5th.

Tickets for the Course—$1.00; Single admission, 25 cents, to be procured at 408 Market Street, and northeast corner of Fifth and Market, Camden.

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TWO COURSES ON

"The Literary Study of the Bible"

BY PROF. R. G. MOULTON

to be given at

TEMPLE COLLEGE

Berks Street above Eleventh, on March 16th and 23d, at 8 P. M., and the other at

HOLY TRINITY CHURCH

Nineteenth and Walnut Streets on March 19th and 26th, at 3:30 P. M.

These Lectures are intended to illustrate the study of the sacred Scriptures from the literary standpoint. Polemical and strictly religious topics will be avoided.

Tickets for the Course at either place can be procured only at the office of the Secretary, 1602 Chestnut Street (second floor back), Price 75 cents; Single admission, 50 cents.
REPORT ON UNIVERSITY COURSES FOR HOME STUDENTS.

BY REV. DR. JOHN S. MACINTOSH.

PLANS—METHODS—DETAILS.

The American Society for the Extension of University Teaching, as it pushed forward its work, found from the vast size of our country, from the peculiar circumstances of our people, and from actual demands made upon us, that there was another side of this great question of advanced education—to which, if we would strive to meet the most urgent necessities of our land, we should give immediate attention, and for which we should provide in some form or other.

This new phase was the extension of University Teaching and Discipline to home students. While we hold with all experienced persons that the best system of training is ever to bring the teacher and the taught into close personal relations and living fellowship, we believe it most wise and dutiful to think of, and meet the wants of those who cannot either enter college halls or attend the lectures provided by our Society at Local Centres.

There are four classes of such persons. There are the isolated students who cannot attend in person and hear the living voice of the present professor. There are the hungerers after knowledge too poor to enter college. There are the aspiring youth forced to leave school, when to their sorrow they know themselves but half taught, that they may begin the struggle for life, who long to continue their studies but cannot find time either for afternoon lectures or night school; and there are those of maturer years who, engaged in business or occupied with household duties, believe education a duty for life, and desire to have furnished to them a sure pathway to ever-advancing knowledge.
We propose to hold out to each one of these all the advantages of the proven and successful method of University Extension training and lectures, with the one unavoidable exception of the actual fellowship of the teacher and taught; but even this drawback shall be minimized by us to the very utmost. Be it well known that we antagonize no school, no existing institution, no present form of educational activity; nor would we unfairly or impertinently interfere with any one or other of these. We wish to walk our own pathway. We have thought our own plans, and we would work them out in our own way. This is to be distinctively a University Extension movement, dominated by the central thought of that movement, and guided according to its recognized plans of successful work. It is the extension, in all truth, of University methods, courses, discipline and teaching, and this by trained experts to the aforesaid four classes of home students. We shall use our utmost efforts to give the same accurate, continuous, and guarded discipline and instruction usually imparted in established colleges, with the single exception of the *viva voce* delivery of lectures. Our system embraces such points as the following:

**First.**—**Prepared Courses of University Instruction.**—There shall be drawn up by experienced teachers, printed and circulated, a number of graduated and prescribed courses in literature and science. These courses shall extend in each case over at least seven months, and shall be, if the whole course is pursued by any student, continued during four years of unbroken work. It will be seen that this would make twenty-eight months of real study, which with proper courses, thoroughly qualified teachers, and honest work, would be sufficient to acquire a knowledge of the various subjects pursued that shall win and deserve proper recognition.

**Second.**—**The Appointment of the Best Text-books, Books of Reference, and of General Study.**—One great difficulty of the lone student has always been to find out what are the best books to read in connection with his own particular department. The selection and prescription of the latest and best text-books and books of reference, shall be one of the main objects of our Council, and shall form one of the discriminating features in the schemes of study prepared for and prescribed to the separate student.

**Third.**—**Prepared Lectures.**—Lectures shall be prepared by university and college teachers upon specific subjects. These lectures shall be printed and mailed under due regulations to the students from time to time; in connection with these lectures series of questions shall be prepared, requiring, in order to their proper answer, careful study of the lectures and of the text-book; also independent thinking on the part of the student. Regular correspondence shall be carried on between the student and the teacher, and so we propose to bring into contact the lecturer and the listener in a way as near as possible to that which is obtained within college walls, and so give that which we count to be of prime importance to the home student—actual and constant communion between the professor and the scholar.

**Fourth.**—**Examination Papers.**—Examination papers shall be prepared and forwarded upon the conclusion of each separate course, these papers to be answered in the presence of some selected person approved by the University Council.

**Fifth.**—**Prescribed Theses.**—In addition to text-books, books of reference, printed lectures, and examination papers, theses on subjects cognate to the specified studies of the particular candidates shall be prescribed. These essays shall be written by the student, who shall be expected to use all possible helps. Two signal benefits will arise from this course: first, the teacher will gain a large and clear insight into the mind and powers of his pupil, and in the second place, the pupil will be trained to do in the most effective way his or her future work.

**Sixth.**—**Periodic Examinations Conducted in Person.**—In addition to the written examinations just referred to, our Council contemplate the holding of examinations at the close of each complete course or curriculum, and to issue to all successful candidates a certificate or testimonial that shall be of great worth.
W. R. Harper,

University of Chicago,

Dear Dr Harper:

I was absent in Iowa lecturing last week, not returning until Saturday afternoon, and this morning I had to go to court to serve for two weeks on the petit jury, so that I did not get any mail from the Faculty Exchange until this evening. I write this note, so that you will understand the delay on my part, although I can not make answer about the two matters referred to me for consideration without further thought than I have thus far been able to give them. As you possibly learned from conversation with Mr Sisson, I am quite unsettled in my mind, after a week of comparative contentment, this unrest coming from the feeling of my parents and the close relations of my wife, which feeling was made known to me after we had our last talk together. I was never cut out for a faineant, and I shall certainly be discontented until I get to a place, where I can be industrious. I will try to think carefully of matters soon.

Yours Sincerely,

Francis W. Shepardson

I will be kept in court every week day except Saturday from 10 in the morning until 5 in the afternoon, so that, if you should desire to address me, please have the stenographer send the letter to

5490 Monroe Ave.
Dear Mr. James:

I hand you herewith a letter from Dr. Shepardson in which he states the evenings for which he is available for lecture work, and the conditions under which he can accept engagements for certain of those evenings. Proceeding on the supposition that his time was to be given entirely to University Extension work, when I made my trip to Indiana, I made definite propositions to Marion, Peru and Hartford City for lecture courses by Dr. Shepardson on Wednesday, Thursday and Friday evenings respectively. Only one of the centres was willing to accept Thursday evening and neither of the remaining would accept Saturday; consequently the only evenings for which I could arrange and which were at the same time at all acceptable to them were Wednesdays, Thursdays and Fridays.

After I returned, I spoke to Dr. Shepardson and told him I expected to have three additional courses for him for the last term of the Quarter, and asked if he was in a position to accept them. He replied in the affirmative. Since that time, I have had some correspondence with the interested parties at each of these cities, and some days ago sent them final form of agreement as far as I myself could fill it out, assigning to them Dr. Shepardson for the evenings named above. One of the centres has signed and returned the memorandum of engagement. I have as yet heard nothing from the other two since the form of engagement was sent them.

These are new centres and all in good cities of from six to eighteen thousand population. I cannot say at present positively
whether or not all three of the centres will desire the lecture course, but I am anxious that everything possible be done by us to secure this as the desired end, and, if necessary, I feel that we should urge our claims upon Dr. Shepardson's time, as having precedence over any other.

Very truly yours,

Walter A. Payne
Lecture-study Secretary.
Mr. President,

We have just received the latest report on the situation in

... (text continues in a typewritten format)

Very truly yours,

[Signature]

John Smith

[Position]

[Company]
My dear Mr. Payne:

In making engagements for me, please bear in mind, that I can not lecture this quarter on Wednesday evening, except at places, from which I can return to the city that night or early next morning. I can not lecture on Thursday night at any place, which I can not reach after finishing my recitation at 11:30 at the University. I have a class, which I must meet at ten-thirty four days a week. At present I am meeting the class on Monday, Tuesday, Thursday and Friday. I can move it along to Monday, Tuesday, Wednesday and Thursday, with a little sacrifice of sleep at Aurora on alternate Wednesday mornings. This class was announced in the calendar by mistake, and the president allowed me to meet the twenty or more students, who had registered for it, not knowing that it was a mistake. I must teach it this quarter, but in the winter quarter, I shall have all my time free for University Extension. I hope that you will not forget to duplicate order for my library, each time that an engagement is made. Mrs. Moore tells me, that Ravenswood is a little uneasy, and that it would take the course every week, if some other night than Monday was open. It would be far better to get that engagement finished this quarter can t you arrange with them to take six weekly engagements on Wednesday evenings, leaving Thursday, Friday and Saturday for the Indiana towns, if they come in? That would give me only Monday evenings open, which might be filled, so that, even with my teaching, I might bring in several hundred dollars to the till of the University. I wish that you would drop me a statement of the available syllabi in each of my courses. I want to revise the Social Life, but can arrange to use up old ones, perhaps, if there are not too many of them. I happened to see Mr. James on the campus, just after receiving your note about Mr. McPherman, and told him what I thought about it.

Yours,

F.W. Shepard
To make the calculation of the price of the house, you must first determine the cost of materials used. These materials include cement, bricks, labor, etc. Once the cost of materials is determined, you can then calculate the total cost of the house.

In addition to the materials, you must also consider the labor cost. This includes the wages of the workers involved in the construction of the house. The labor cost can be calculated by multiplying the number of hours worked by the hourly wage.

The total cost of the house is then the sum of the cost of materials and the labor cost. If the total cost exceeds the budget, you may need to adjust the design or look for alternative materials and labor options.

It is important to keep in mind that the cost of a house can vary significantly depending on factors such as location, materials, and labor. Therefore, it is advisable to get accurate estimates from qualified contractors before making a decision.
Dear Dr. Harper:

I enclose two letters which will explain themselves,—the one from Mr. Shepardson to Mr. Payne, and the other from Mr. Payne to me.

Our understanding was that Mr. Shepardson was to be at our disposal during the Autumn and Winter Quarters. It seems that the Department has made some arrangement by which this is to be interfered with. You will see from Mr. Payne's letter that the notification comes to us at a very inconvenient time, and in such a way as to seriously interfere with our plans, having offered Mr. Shepardson to certain centres, and having encouraged them to consider the application, to now send word that he cannot come will give a serious backset to the Extension work in those localities.

We must decline to accept any responsibility for making the income from Dr. Shepardson's courses equal the amount charged to the Extension budget, if the Department is permitted to come in and cross our plans in this way. It seems to me that no such arrangements ought to be made by any department without consultation with us and securing our consent to any desired modification of the arrangements which had been made in advance, and upon which we had been acting all the time.

Kindly return Dr. Shepardson's and Mr. Payne's letters, and let me know immediately whether this arrangement of the Department is to stand without reference to our necessities.

Very truly yours,
Dr. William R. Harper,

The University of Chicago.

Dear Sir:-

We beg leave to submit for your consideration some suggestions as to the proposed change in the University Extension World.

I. The Literary Side.

(1) No change to be made until after the issue of the June number, which will finish volume III.

(2) Announce in the June number the changes which are to take place.

(3) The new magazine having for its purpose strictly to extend the University's influence, is to be regarded as a department of the University Extension Division, and its editor is to be as heretofore a member of the executive staff of that Division.

(4) The function of the new magazine shall be - to bring to the public at large so far as possible the same intimate knowledge of the workings of the University of Chicago as is now brought to members of the University residing and working within the quadrangles in the summer quarter; that is to say, to do this so far as matters at the University are of interest and importance to the general public. This would include among other things:
II. The Business Side.

Suggestions in regard to the size of the magazine, the date of issue, the expenses and other details of publication are deferred until after a conference with the President and the University Press.
(a) Publication of such papers as have heretofore been printed in the Calendar, and of other suitable papers: e.g. Convocation addresses, quarterly statements by the President, certain papers read before the University Union, selected papers presented to departmental clubs, occasional chapel talks or Christian Union addresses, etc., etc.

(b) Authoritative announcements regarding University work; gifts of money; establishment of charities, fellowships, new appointments, etc.

(c) Communications from departments.

(d) Notes regarding the educational work of other institutions in the United States, principally in the west and northwest, but not excluding those of other countries. This is to include reports from selected correspondents, with members of faculty, etc.

(e) Notes regarding educational meetings, courses, etc.

(f) Notes on publications by members of the University of Chicago.

(g) Signed book reviews written by members of the University.

(h) Selected lists of articles in current magazines, having an important bearing on the educational work of the various departments.

(i) Selected paragraphs from exchanges.

(j) Illustrations, at least, a frontispiece to each number; either one of the University buildings already erected, or promised, or a picture of some official of the University specially brought to public notice in the month of issue.

(k) The University Extension World features as heretofore modified as above indicated.

(l) Editorial Department.
Dear Dr. Harper:-

I have just read your note of December 27th in reference to my communication of some weeks ago. I tried to make that letter perfectly frank and open, and I feel that you do me an injustice in asserting that it was written "largely under the influence of Raymoord."

My conclusions were reached independently of him; he knew nothing of my personal wishes as teacher and lecturer; the letter was in no sense dictated by any offensive jockeying suggested by his offer to me, an offer made with the support of the University.

The ideas presented have been in my own mind for many days. I wrote you as my personal friend, to show you exactly how things appeared to me, and I am very sorry the words did not have a right ring as you read them.

I have no desire to urge any change in my plans, unless my earnest wishes, frankly expressed, have weight with you, as I tried to place them before you in that letter.

Respectfully,

Francis W. Shepardson
March 5, 1896.

Dear Dr. Harper:-

Mr. Moulton has been lecturing in Minneapolis under the auspices of Miss Olive Adele Evers, who has charge of a private school named Stanley Hall. Last Spring in arranging for Mr. Moulton's work, there was a little friction in Minneapolis between an old University organization and Miss Evers. That fortunately has been remedied, and things are moving smoothly now. I quote you from a letter just received from Minneapolis about Miss Evers, because it seems to me that in the interest of the University, an eye should be kept upon her school: "Miss Evers is an enterprising woman. Her Stanley Hall is a very respectable private Seminary, to which within a few months, she has attached a school for boys. She has bought property lately, and is about to go into enlarged quarters. Nodoubt Miss Evers' idea in engaging Dr. Moulton and having a kind of alliance with you is to boom her school. That, I suppose, is all right. It certainly is a help for her to be in a certain way an outpost of Chicago University. She shows courage and generalship in striking for it. On the other hand, I do not see that you are belittled or compromised in any way. Stanley Hall has no endowment, I believe, is a strictly private affair, but it is a dignified, well administered secondary school,- the only one of consequence here. Of course the public schools here carry everything, with the University at the head, - a powerful, well ordered, ably managed system. Your lecturers can hardly come here, I should say, under public school auspices. Outside of that, Miss Evers is about as good a sponsor as you can have here."

Yours sincerely,

Francis M. She pardson
Dear Mr. [Name],

I am writing to express my sincere gratitude for the generous support you have provided to my family. Your donation to Windham Technical High School has been invaluable in ensuring that my children have access to a quality education and the resources they need to succeed.

As a parent, I am deeply touched by your kindness and generosity. Your generosity has not only helped my children but has also inspired me to give back to my community in any way I can. Your support has made a significant impact on our lives, and I am forever grateful.

Thank you again for your unwavering support. Your generosity is a true testament to the spirit of giving and I hope that it will inspire others to do the same.

Sincerely,
[Your Name]
THE UNIVERSITY OF CHICAGO.

5709 Drexel Ave.
Chicago, Ill.

Mch 23, 1894.

Pres. Harper

Dear Sir,

Mrs. Roworth wishes me to ask you for a position as departmental library attendant in order that she may enter the University. She is at present studying medicine under Dr. Rose Allard, corner of 56th and Woodlawn, and wishes to take courses in biology and chemistry. Without an opportunity to earn her tuition she cannot do so.

You have already done me a great favor by postponing the payment of my tuition. If you can make it possible for her to carry out her ambition we shall appreciate your kindness.

Very truly yours,

C.W. Roworth.

Pres. W. R. Harper,
University of Chicago.
Dear Dr. Harper:

On the bills I sent you no credit was given for library work by both myself and Mrs. Howerth. As soon as the matter is straightened up, I will write you again. I think there was a slight misunderstanding also.

Respectfully yours,

[Signature]

Chicago May 13, 1896.
CHICAGO, May 12, 1908

Dear Mr. Hopkins:

On the picture I want you to get up and show.

For literary work of part myself and Miss Knowles as soon as

the matter is completed. I will write you again. I think

there may be still some misinterpretation also.

Respectfully yours,

[Signature]
Dear Dr. Harper:

I enclose bills giving statement of that part of the "national debt" due from me to the University:

Very truly yours,

[Signature]

Chicago May 8, 1896.
Dear Dr. Member:

I suppose little brings attention to first part of the "research" you've shown me to the university.

Yours truly,

[Signature]
My dear Mr. James,-

Some time ago I spoke to you about the advisability of arranging for a Sunday Afternoon course of lecture studies to be delivered at the University by Mrs. Crow.

She says she is in close touch with a large number of clubs and organizations of office women and clerks in the city who have frequently asked her if some such arrangement could be made. She feels that the attendance would be large and enthusiastic, and is very desirous of making the experiment for another year. I believe that her idea is that the University should announce the course and sell the tickets in whatever manner it thinks advisable, taking whatever may be the income.

She likewise thinks arrangements could be made for a Sunday Forenoon Course, at the Y.W.C.A. Building.

Inasmuch as this is the step for which we have no precedent I submit it to you, and shall be glad at your convenience to learn of your decision.

Respectfully,

W. A. Payne
My dear Mr. James,

Some time ago I spoke to you about the advisability of arranging for a Sunday Afternoon course of lecture studies to be given in the University's YMCA.

She says she is in close touch with a large number of clubs and organizations of office women and teachers in the city who have interminably asked her if some such arrangement could be made. She feels that the attendance would be large and enthusiastic; and I very much hope that the University would make the experiment for another year. I believe that the success of making the experiment for another year is that the University would announce the course and sell the tickets in whatever manner it finds most expedient. I am sure that the income whatever may be the income.

The MMC wants the arrangement could be made for a Sunday.

Prominent course at the Y.W.C.A. Building.

If arranged as here is the step for which we hope to proceed.

I expect it to you and will be glad at your convenience to learn of your decision.

Respectfully,

[Signature]
COPY.

My dear Dr. Harper:

In the matter of the vacation, I understood from our conversation the time we discussed my assumption of the Deanship of the College for Teachers, that I was to have a year off beginning the first of January, 1900, at full salary. From something which you said some time ago in an incidental way, I was wondering whether I had misunderstood you or not. I should like to state, therefore, my understanding, and if it is correct, I should like to have a statement from you to that effect, so that there will be no doubt about the matter.

From September 1896, to September 1899, will be three full years, during which time I should be entitled to three quarters vacation. One Quarter I have taken, namely, last Spring Quarter, so that I should be entitled, as I count the work, to two full quarters, or six months vacation by September, 1899. I should be entitled to something more credited on the four months to the first of January, 1900.

If you will refer to our correspondence at the time I came here, you will find that our understanding was that I was to give two Majors a year in addition to the Extension work. As a matter of fact, I gave last year three Majors, year before three Majors, I shall give this year four Majors, besides what I gave last Summer, and what I shall give next Summer. This sums up a sum total of eight Majors by January, 1900, in excess of my allowance, which of itself will amount to something more than a year's work. You agreed to make some allowance for the extra work which I have had in connection with the College for Teachers. Taken all together, I should think I had richly earned a year off with full salary by the first of January, 1900, and I should like to take it at that time.

Faithfully yours,

(Signed) Edmund J. James.
CHICAGO, May 24, 1939.

Dear [Name],

I am writing to express my disappointment in the matter of the position I understand to be open.

I have been an employee of the [Company Name] for [number of years] years and I feel confident that I have the necessary experience and qualifications for the position. I am available at the earliest convenience and I am anxious to make a contribution to the success of the company.

I am enclosing my resume and references. I would appreciate it if you would consider my application and let me know if there is anything else I can do to assist you.

Thank you for your time and consideration.

Sincerely,

[Your Name]
CHICAGO Nov. 23, 1898.

My dear Dr. Harper:

I have been thinking over your suggestion that I cut my vacation into two parts, in view of the undesirability of one's being too long away at one time from an administrative position. This involves considerable inconvenience, but I see the cogency of your reasoning and am constrained to yield to it.

I have the following suggestion, therefore, to make in regard to this matter, and if it meets your approval, I shall be glad to carry it out.

You will remember that when we talked over my coming here, and the work of the Extension Division and the future, etc., I suggested that it would be desirable and proper for the University to give me an opportunity some time to make a careful study of Extension work in England during the season it was in progress, and should contribute to my expense while so doing. You replied "that will be quite feasible, and it shall be done some time." I would suggest, therefore, the following arrangement:

First, that the University assign me, say from the latter part of October, 1899 to December 31, 1899, to the work of examining and reporting upon the Extension work as it is done in England and on the Continent, and that it allow me for expenses in connection with this trip the sum of $500.

Secondly, that the first part of my vacation begin in January, 1900, and run to say the first part of September of the same year, I getting back in time to do the work in connection with the opening of the College for Teachers and the opening of the
Extension year. That the rest of my vacation be taken beginning the first of April, 1901, until about the first of September of the same year. This would cut short my year's vacation from twelve months to ten. That is to say, it would be January to August inclusive, 1900, and July and August of 1901, I taking the Spring Quarter of that year for my regular vacation out of the year 1901. I should be glad, however, to make some sacrifice for the sake of getting in a six weeks or two months careful study of the Extension work as carried on in England and one or two places on the Continent. This scheme would enable me to be present here during the most important months of the year for our Extension work and of the College for Teachers, both next year, 1899, and the two succeeding years, 1900 and 1901, and I presume that in this world there is little use of planning for more than three years ahead.

Faithfully yours,

Edmund James

P. S. -- In case this plan is carried out, the $500. should be provided for in the Budget of next year, 1899-1900 under the heading "organization and travel" or "miscellaneous" or be divided between them.
the last of an application paper and urge
the effect of truth. 1930, which meant the time of separation of the
same year. It was money of a sort of the source of your own way.

I want to say, it would be unusual to frequency
continue to send. That, to my part, it would be unusual to engage
insurrection, 1930, and only that I have 1934. I rest my clarifying,
consideration of this letter for my father. I mention this particular for the sake of
I want to say, I need to know about the make more certain that the information
setting in the motion of the motive continued and of the information
work in expressing the information and as of the source of the conclusion.

Your second most suitable to be brought back under the
importance suited to be your own, and that extension which was the
College for Teacher’s 1930, and this year, 1930, and the may be addressed.
year, 1930 and 1934; and I therefore that in this manner, the

application and request for more than those here, and

Patrician Yours,

LAUREL MILES
CHICAGO Dec. 22, 1898.

My dear Dr. Harper:—

I am not satisfied with the proposition which you made to me this morning in the matter of vacation.

Would you be willing to put the beginning of the period of vacation the first of November instead of the first of December, and add the $500. appropriation for expenses in connection with an examination of the Extension work in England, of which we spoke?

I do not like to seem to be importunate in this matter, but it is very necessary for me that I should come to an immediate decision on this subject as other important things are dependent on it. I should be much obliged therefore if you could answer this immediately.

Faithfully yours,

Edmund J. James

P. S. — I forgot to raise the question this morning whether you were going to give me any portion of the $600. appropriation for books in Administration, of which we have several times spoken. Professor Judson tells me that my share of this year's appropriation for the Political Science Department is already exhausted, and there are many books which we need for our work.