The
Sociological Interpretation of History

By
Miss Lucile Eaves, A.B.

I am profoundly convinced that the greatest educational need of our time
*** is a fuller appreciation on the part of teachers of what human institutions
really mean, and what tremendous moral issues and principles they involve.—
N. M. Butler, address on "Democracy and Education," National Educational
Association, 1897.

The recent campaign, among its most practical lessons teaches most clearly
that the enlightenment of the citizens is the most important of public duties.—
Andrew D. White, Forum, December 1896.

If, however, it be possible to find a clear thread of purpose running through
the time process, be it ever so slight, history itself becomes a drama, and the most
cleansing of all dramas.—H. S. Nash, Genesis of the Social Conscience.

History is vital or dead to the child according as it is or is not presented from
the sociological standpoint. *** The ethical value of history teaching will be
measured by the extent to which it is treated as a matter of analysis of existing
social relations—that is to say, as affording insight into what makes up the
structure and working of society.—John Dewey, Third Year Book of the Herbart
Society.
As the course on "The Sociological Interpretation of History" is offered for the first time this year, and embodies a radically new method of presenting the subject, it seemed advisable to issue a circular explaining its scope and methods.

During the last twenty-five years there has been a remarkable development of the social sciences, or of the effort to apply scientific methods of research to the phenomena of human associated life, for the purpose of discovering what are the laws which govern its existence and development. The students in this field believe that it is possible to discover such laws, and that just as man has been able to avail himself of his knowledge of the laws of nature to promote the development of lower forms of life, so it is possible to make wonderful strides in human development, could we but direct our efforts in harmony with those great laws which have determined past progress.

In a civilization like our own, every step in advance must be taken, not only with the consent, but with the active cooperation of all the citizens. We must educate the common man before any reform is possible. Then the first, and last and greatest problem to be solved is how to put into the possession of the people the results of the investigations of students in the social sciences.

The methods for investigating the laws of human society are those that have proved so fruitful in the studies of lower forms of life. Great numbers of concrete facts are collected from the study of history or existing social conditions, and then, by careful analysis and synthesis, underlying laws which bind them together into permanent relations and give them meaning are discovered. The methods of teaching the results of these studies must also follow those which have been fruitful in the so-called natural sciences. There is as much need of laboratory work in sociology as in physics, chemistry, or botany; or rather, more need, because the phenomena with which sociology deals are more complex and intangible. They are difficult for the student to grasp unless he learns them through the concrete facts which give them meaning, and he cannot be expected to apply them to present concrete conditions until he has learned to see them in those of the past. If our citizens are to think sanely and wisely about present social conditions, they must be trained in thorough and scientific methods of thought about similar or related facts in the past history of their own or other countries.

The courses offered by Miss Eaves in the Extension classes embody the results of four years' experience in giving instruction in sociology and economics in connection with history in the San Diego High School. Some of the topics treated will be:

1. The influence of environment, or the geographical factor in History.
2. The composition of the population.
3. The methods, kinds, and value of association in human society.
4. The factors determining the growth in social unity.
5. The birth and strengthening of national life.
6. The nature and formation of social institutions.
7. Studies of political, religious, educational and industrial institutions.
8. The ethical development as influenced by institutional development.
10. Conditions determining, and the characteristics of personal leadership in society.

This year the work offered will probably deal with American colonial history. The whole course will cover twenty-four two-hour periods, but it will be divided into two sections of twelve lessons each, so that those who wish can take a shorter course.

The form of instruction will be informal lectures by the instructor, accompanied by syllabi which will give an analysis of the topics discussed, with references for reading. Those who wish credit for the work will be expected to take part in brief oral reviews, which will open each new lecture, and to prepare occasional written discussions of special topics.

Anyone wishing to join a class conducted by Miss Eaves, or to obtain further information about the course, may apply at the office of the Class-study Department, 293–7 Michigan Ave.

EXTRACTS FROM CREDENTIALS

Office of the President
Leland Stanford Jr. University
Palo Alto, California
May 3, 1897

Miss Lucile Eaves is a graduate of Stanford University in the class of 1895. Since her graduation, Miss Eaves has taught in the History and Social Science departments of San Diego High School. She is a young woman of unusual ability and training, and has already given promise of being the best teacher of history in the public schools of the state.

David S. Jordan
President

Leland Stanford Jr. University
Department of History
Stanford University
May 24, 1897

Dear Sir: My former pupil, Miss Lucile Eaves, writes me that she is candidate for the position of teacher of History in your new Normal School, soon to be opened. I wish to give her the strongest recommendation. She is finely equipped in every respect for this purpose. If I were to name among all the graduates of my department, or indeed among all the students of history whom I know anywhere, men or women, the person best fitted by ability, acquirements, and knowledge of methods, for the position of teacher in such an institution, I should name Miss Eaves. She is a woman of very unusual mind and character. The work she has done in San Diego High School is not excelled in this state; and I doubt if it is excelled anywhere in the country. She is very original and has boundless energy. She has given the teaching of history new meaning by bringing out the interrelations of social science and economics with that subject. She has succeeded beyond expectation in adapting advanced topics or comparative methods to high-school purposes. Miss Eaves is an enthusiastic speaker; a good writer; and has unliminated well fitting her even for university work. She is, within, a woman of charming address and many social endearments. I shall regard it as a great advantage to the state-school Miss Eaves gain in the opportunity for work which she covers; for we greatly need such teachers in our schools; and especially in institutions whose function is, in large measure, the teaching of methods.

Very truly yours,

Horace E. Howard
Hon. W. R. Guy
Professor of History

Stanford University
May 24, 1897

Mr. W. R. Guy, San Diego, Cal.

Dear Sir: I wish to make a few statements in support of the candidacy of Miss Lucile Eaves for the position of instructor in history and civics in the new established normal school of which you are a director. Miss Eaves finished her work here in June 1895, and has since been teaching in your part of the state. She made a fine record here, and I certainly believe her to be one of the ablest students I have had under my instruction. She is exceedingly well trained in the branch she aspires to teach, and what is more, has a
San Diego, Cal., June 14, 1893.

** From personal knowledge, I am prepared to testify of Miss Eaves' power as a public speaker and as a lecturer. Her clear voice, and easy, fluent manner at once bring her in touch with her listeners, whom she never fails to instruct and entertain. She is especially prepared to do institute and university extension work. Societies and institutions would make no mistake in securing her services.

F. P. DAVIDSON,
Superintendent of Schools, San Diego, Cal.

San Diego, Cal., June 18, 1893.

** Miss Eaves has done some very successful extension work among our teachers and people, as well as some successful institute work in local and state associations.

ELWOOD P. CUBERLEY,
Professor of Pedagogy, Stanford University;
Ex.-Supt. of Schools, San Diego, Cal.
Chicago January 12, 1906.

Dear Mr. Judson,

University of Chicago.

My dear Mr. Judson:

The Railway Courses must be considered as a partner in University College or as a tenant. If a partner, they should pay one-third the actual rent paid by University College, which fraction is based upon the number of students plus the floor space and the number of hours. Our total rent is $4,440.00. Our tenants net us $615.00, leaving the actual total rent, $3,825.00. One-third of this is $1,275.00, which would stand for a year's rental.

If the Railway Courses are to be considered as a tenant at the rate charged other tenants, the yearly rental will be $377.28, being 288 hours at $1.31 per hour. This is the rate per hour averaged by the other tenants.

University College exists primarily as an educational factor of the University. The Railway Courses are organized for the same purposes and along the same lines. They surely cannot be classed in purpose or rank with the two tenants which now occupy the rooms, namely, the Church of the New Thought and the Froebel Association.

Very truly yours,

Edwin E. Sparks
Dean.
Dec. 5, 1905.

Mr. Edwin E. Sparks,

The University of Chicago.

Dear Mr. Sparks:

I want to make an estimate as to the proper amount of rental to be charged to the railway instruction courses, first for the work last winter and spring, and second for the current year. This ought not to be a mere guess but should be based on some sort of estimate as to the amount of space and time in question, so as to get a pro rata assignment. Will you kindly make me a report on the subject?

Very truly yours,
Mr. Happin's Estate

The University of Oxford

Dear Mr. Happin:

I want to make an estimate to the proper amount of rent to be charged for the laboratory instruction course. Next for the work of winter and spring and reason for the amount of the rent, I think it's not to pay more because of some sort of estimate as to the amount of space and time to devotion so much as a late statement. Will you kindly make me a report on the subject?
My dear President Harper:—

As Lady Macbeth said when one of her dreams was suddenly realized, "Thou art mad to say it." Of course it is a small part of the total brilliant scheme which you outlined to us yesterday, but I am sure you will let me be pleased at even the possibility of the realization of our dream for a college building in the center of the city.

Not only from my own point of view as interested in University College but from the point of view of the city, I hope the Museum will be located up here. I believe it to be essential for the proper placing of a great institution like that in the heart of a modern community. The University would have just as much use of its facilities if it was on the lake shore as if it were in Jackson Park, and the city infinitely more.

In turning the matter over in my mind since seeing you it has occurred to me to question whether the instruction that would be given in the affiliation should be placed under the University Extension Division, as you proposed, rather than under University College. Or to put it more
My dear President Harper:

An idea of what we have been working on is not widely known. It is partly due to the fact that the project in question has been kept confidential due to some reason. Now that I am attending to your request, I am more than happy to explain the benefits of the University College to a college president in the center of the city.

Not only is this project of interest to me, but I believe it is of interest to the University College, as well. The benefits of such a project are not to be underestimated. It will be a great asset to the city, especially in the heart of a modern community. The University College would have a great impact on the city, not only from a financial perspective, but also in terms of community engagement.

In considering the matter over, I am mindful of the information you have provided me to consider. The potential for growth is significant under the University Extension Division, as you mentioned, with the new University College. It would be more
particularly, should not University College be united with this instruction to form a great and important educational center in the middle of the city? Of course if the instruction should be only of popular lectures it would be different, but I was at once fascinated with the idea that the Museum officers were to be University professors, and their work, therefore, would in many particulars be genuine college and university work. If this is true it would not be possible to have the University Extension and University College meeting in the same rooms, appealing to the same audience, and conducting different fees and records. It would duplicate, it would make rivalries, and it would prevent the expansion of University College into its greatest possible usefulness.

Of course all of this is with the clear understanding on my part that it might be logically sound to rethink the organization of University College and place it under the University Extension Division. I do not think this ought to be done. At the same time, it is not irrational, and I am always ready for rethinking it. But certainly it would not do for the two departments to be working in rivalry and in duplication.
President Heilpern (S)

Chicago

particularity, why not University College? To meet a great and important educational problem at the middle of the city. Of course, if the institution is to be a part of the Museum of Science and Industry, it would be only a part of the larger institution. If it were to be a part of the University Extension and University Community, there would be many possibilities for extension and university work. If it were to serve the University Extension and University Community, it would be effective and useful. If it were to meet in the same room, subletting to the same and future lease, the same, and contributing different fees and resources, it would make more resources and facilities possible for extension and University College into the greater possibilities of education.

Of course, all of this to write the offer and understanding on your part that it might be practically sound to retain the city, extension of University College and please it under the University Extension Division. I go not think that your own, or the University Extension Division, I go not think that you might go for the two departments to be working in unison and in cooperation.
President Harper,(3)

I can see at once a splendid chance for a development of our work here on the side of Natural Science, Industry, Anthropology, Sociology, etc.

I hope this point will seem to your mind reasonable and a part of the largest welfare for all of us concerned.

Sincerely yours,

[Signature]
I can see of one a splendid chance for a development
of our work here on the side of Material Science, Industry,
Archaeology, Geology, etc.
I hope this point will seem to your mind reasonable
and a basis for the tentative estimate for all of us concerned.

Sincerely yours,

[Signature]
The University of Chicago
University College

November 16th 1917.

My dear Mr. President:

I shall be very much obliged if, in case you approve the suggestion, you will appoint Mr. Arnett to membership in the Advisory Committee on University College. As the Committee now stands it consists of the following members:

The Dean of the Faculties
The Dean of University College
The University Examiner
Mr. F. H. Boynton
Mr. J.M. Coulter
Mrs. Edith Foster Flint
Mr. Wm. S. Gray
Mr. R.M. Lovett
Mr. E.C. Marshall

In any case, I should feel that the appointment of Mr. Arnett will be a valuable accession to the Committee. This is especially true now, however, in the absence of Mr. Angell and Mr. Marshall.

Hoping that you will approve of what I have suggested, I am

Very truly yours,

[Signature]

Dean.

The President,
The University of Chicago.

NB-EMK.
My dear Mr. President:

I feel very much obliged if in case you approve the recommendation you will supply me a copy of the report of the Committee on the recommendation now pending on the question of the following:  

The Dean of the Faculties

The Dean of the University College

Mr. J. M. Compston

Mr. H. G. Confer

Mr. H. A. Porter, M.R.C.S.

Mr. W. H. Gurr

Mr. H. M. Tomlin

Mr. R. A. Macphail

I have only now been able to ascertain the appointment of Mr. Porter, who was formerly the assistant surgeon in the Committee.  He is in special charge now of the cases of Mr. Anderson and Mr. Macphail.

I am, therefore, asked if you will provide me with

Very truly yours,

[Signature]

The Secretary of the College.
Chicago, November 17, 1917

Dear Mr. Butler:

Yours of the 16th inst. is received.

I shall be glad to add Mr. Arnett to the Advisory Committee on University College.

Very truly yours,

H. P. J. - L.

Mr. Nathaniel Butler
The University of Chicago
Office of University of Chicago

August 2, 1911

Dear Mr. Bennett:

Yours of the 18th is at hand, to receive.

I regret to say that the Committee on the reorganization of the University of Chicago has elected Mr. Bennett to the Library Board, and he cannot be in attendance. The University is thus unable to comply with your request.

Very truly yours,

[Signature]

Mr. W. H. Bennett
The University of Chicago
Prof. Harry Pratt Judson,  
Acting Pres., University of Chicago,  
Chicago.

Dear Sir:

We, the undersigned teachers of the Chicago Public Schools, ask that you again consider very seriously the feasibility of re-establishing University College in down-town quarters. Hundreds of the teachers in this city began work in University College in the belief that its location in the down-town district was permanent, and they feel that it is a very serious matter to be deprived, almost without warning, of the opportunity to continue their college work. Emmons Blaine Hall is so inconveniently situated that it is practically impossible for teachers of the north and west sides of the city to attend classes there.

We have reason to believe that the demand this year for University work will be greater than ever, provided the classes are held where they may be reached easily by teachers from all parts of the city.

84 Minnie M. Arnold 484 Fullerton Ave.
85 Annette M. Chadwick 472 Fullerton Ave.
86 Agnes E. Duffy 484 Fullerton Ave.
87 Minnie Cryne 284 Belden Ave.
88 Mabel C. Hunt 2317 N. Paulina St.
89 Louie C. Gorton 536 Aylesworth Ave.
90 Ethel Spring 23 Elaine Pl.
91 Elizabeth Griffin 3372 N. Sawyer Ave.
92 C. A. Elwell 94 Helen Chandler 2806 N. Lincoln St.
Dear Sir,

We, the undersigned faculty at the University of Cape Town, hereby recommend that the student be accepted for admission to the University College. We believe that he possesses the necessary qualifications and potential to succeed in his studies.

Yours sincerely,

[Signature]

[Note: The handwriting is difficult to read and contains several corrections and underlines.]

[Further notes and signatures appear on the page, but they are not legible.]
Prof. Harry Pratt Judson,

Acting Pres., University of Chicago,

Chicago.

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Annie Blalock
Mary A. Swett
Amelia Dunn Hoodway
Anna J. O'Leary
Hartha A. Graham
Dear Sir,

I am the Registrar of the University of California, Berkeley. I hope you will agree with the position I have taken on the matter of the transfer of students from the University of California to the University of Chicago. I believe that the University of California would be able to provide adequate facilities for the development of a successful program of study at the graduate level. However, I am not certain that the University of California has the necessary resources to support the kind of work that I have in mind.

I have been in close contact with the administration of the University of Chicago and have discussed this matter with them. They have expressed a strong interest in the program and have offered to provide the necessary funds to support it. I believe that this is a very important step forward in the development of a truly world-class university.

I would like to emphasize the importance of the opportunity to continue our work on the campus of the University of California. I am confident that we will be able to provide a suitable environment for the development of the program. However, I am not certain that we have the necessary resources to support the kind of work that I have in mind.

I am looking forward to hearing from you soon. I believe that this is a very important matter and I am confident that we will be able to make a successful program of study at the graduate level.

Sincerely,

[Signature]
Prof. Harry Pratt Judson,
Acting Pres., University of Chicago,
Chicago.

Dear Sir:

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Mary E. Coppersmith
Edith V. Gray
Mary Barlow
Clara K. Osgood
Prof. Harry Pratt Judson,  
Acting Pres., University of Chicago,  
Chicago.

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[Signatures]

Jacob Hauch
Marie A. Drum
Helena A. Drum
Eda A. Shaver
Dear Mr. Wiltfong,

I am writing to express my concern about the University of Chicago's recent decision to cut the funding for the University College in the coming academic year. This decision, I believe, will seriously impact the quality of education and the overall experience for students.

I have been a student at the University College for several years, and I have seen its value in providing a broad range of courses and opportunities for students. It is particularly important for students who are interested in interdisciplinary and non-traditional fields.

Moreover, the University College has been a vital component of the University's mission to provide a well-rounded education. It has served as a bridge between the university's core disciplines and the social, cultural, and political issues of our time.

I urge you to reconsider this decision and find alternative ways to support the University College. It is an integral part of the University's mission and serves a critical role in preparing students for the challenges of the 21st century.

Sincerely,

[Signature]

[Note: The handwriting is difficult to read, but it appears to be a formal letter addressing an issue related to the University College's funding.]
Prof. Harry Pratt Judson,
Acting Pres., University of Chicago,
Chicago.

Dear Sir:

We, the undersigned teachers of the Chicago Public Schools, ask that you again consider very seriously the feasibility of re-establishing University College in downtown quarters. Hundreds of the teachers in this city began work in University College in the belief that its location in the downtown district was permanent, and they feel that it is a very serious matter to be deprived, almost without warning, of the opportunity to continue their college work. Rooms Blaine Hall is so inconveniently situated that it is practically impossible for teachers of the north and west sides of the city to attend classes there. We have reason to believe that the demand this year for University work will be greater than ever, provided the classes are held where they may be reached easily by teachers from all parts of the city.

66 Frank C. Slocum
67 Albert G. Brownfield
68 Elizabeth Shelley Bogan
69 Mary P. Shelley
70 Wm. J. Bogan
Prof. Harry Pratt Judson,

Acting Pres., University of Chicago,

Chicago.

Dear Sir:

We, the undersigned teachers of the Chicago Public Schools, ask that you again consider very seriously the feasibility of re-establishing University College in downtown quarters.

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We have reason to believe that the demand for University work will be greater than ever, provided the classes are held where they may be reached easily by teachers from all parts of the city.

Elizabeth A. Wegener.

Margaretta H. Emball

Nellie F. Glasheen

A. M. Dearn.

J. M. Mann

Julia L. Roosevelt.
Least 3

We have been wanting to hear from you for some time. We were very glad to learn that you have been able to enter University College.

We trust you will find it possible to continue your studies there. We hope you will be able to make good progress and that you will be able to gain admission to a University College.

We wish you every success in your studies.

Yours sincerely,

[Signature]
Prof. Harry Pratt Judson,
Acting Pres., University of Chicago,
Chicago.

Dear Sir:

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Katie McMahon
M. C. Brown
Jessie J. Stewart
Libbie F. Roth
Marie Fennell
Lilah Flynn
Joel A. Parker
Ada Barber

Agnes J. Duigley
Mrs. Frances Hunt
May 6 Yorks
Anna J. Still
Mary W. Reynolds
Laura Burke
Grace Hubbard

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58
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Dear Sirs,

We are the undersigned teachers of the Chicago Public School, and we begin to see the financial difficulties of the University of Chicago College of Fine and Applied Arts. We feel that the position in the college is in need of enhancement, and we feel that it is a vital role for the college to be a thriving, dynamic institution with opportunities for advancement in the arts.

We believe that the college can continue to provide college work, and we are willing to work with the administration to assist in the endeavors necessary for the college to succeed.

We have reason to believe that the college will be better off under the management of the teachers.

Sincerely yours,

[Signatures]
Prof. Harry Pratt Judson,

Acting Pres., University of Chicago,

Chicago.

Dear Sir:

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Dear Sir:

I am pleased to receive your letter of the Chicago Tribune yesterday.

I regret that you have not been able to attend the session of the University of Chicago this morning. However, I glad you will be able to attend the session tomorrow.

I send herewith a copy of the program for the session tomorrow.

Yours truly,

[Signature]

P.S. I am enclosing a copy of the program for the session tomorrow.
Prof. Harry Pratt Judson,

Acting Pres., University of Chicago,

Chicago.

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6. Thos. M. Jamieson
7. Elizabeth H. Jamieson
8. W. H. Hombaker
9. Clara F. Bower
10. Helen L. Halsey
11. Mary McCullough
12. Nellie V. Russell
13. Nellie Butler
14. Frieda Högstrom
15. Margaret C. Byrne
16. Teresa M. Murphy
17. Rosa Sommer
18. Isabelle A. Brady
19. Lillian W. McEvoy
20. Elizabeth Randall
21. Emma Kubat
22. Caroline Harris
Prof. Harry Pratt Judson,
Acting Pres., University of Chicago,
Chicago.

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1. Helen B. Eastman.
2. Margaret Costello.
3. Anna A. Twining.
4. Vena M. Laughlin.
President W.R. Harper,  
Univ. of Chicago.

Dear Doctor Harper,

In discussing the matter further with Mr. Shepardson, about my visiting some dormant Extension centers, we both thought that, if you wish me to visit any schools, it would be advisable to combine the two purposes as far as possible, for two reasons, viz.,

1. Economy. The two objects could be accomplished in a single trip.
2. In appearing as a representative of the University to visit a school, it would often be possible, and perhaps wise, to spur up the Extension work without giving any impression of advertising or canvassing. In being there to see the school, I could incidentally offer to help in reviving Extension interest, and assist at a meeting called for organization.

If this strikes you favorably please let me know. Mr. Shepardson will give me a list of places, probably on the C.B.& Q road, west and southwest of the city, which I will visit next week and if the same or adjacent places need visitation for the other purpose, I will do my best to be judicious in both enterprises.

Very respectfully yours,

Geo. E. Fellows.
In accordance with the matter further with

Mr. Sperabadio's point in writing some government Extension Committee report

I am writing to visit my schools, if possible, to

converse the two purposes are to as possible for future purposes as

The two purposes may conceivably be accomplished in a single trip.

1. Economy. The two purposes can be accomplished in a single school.

2. In appearance as a representation of the University to visit a school.

It would often be possible, and indeed wise, to show the Extension work

without giving any impression of overlapping or duplication of endeavor. In fact, these

to the school I would not necessarily alter to help in revising Extension

interest any matter of a mutual calling for the organization.

If you are interested in learning more, please let me know.

Mr. Sperabadio

will arrive at the time of your departure on the 6th of June, and you will

meet me at the city, where I will arrive next week and if the same or other

can please keep that for the other purposes. I will be very pleased to

be assistance in your enterprise.

Very best wishes, yours,
Prof. Harry Pratt Judson

Acting Pres., University of Chicago,

Chicago.

Dear Sir:

We, the undersigned teachers of the Chicago Public Schools, ask that you again consider very seriously the feasibility of re-establishing University College in down-town quarters.

Hundreds of the teachers in this city began the work in University College in the belief that its location in the down-town district was permanent, and they feel that it is a very serious matter to be deprived, almost without warning, of the opportunity to continue their college work.

Emmons Blain Hall is so inconveniently situated that it is practically impossible for teachers of the north and west sides of the city to attend classes there.

We have reason to believe that the demand for University work will be greater than ever, provided the classes are held where they may be reached easily by teachers from all parts of the city.

202. Agnes Carpenter
204. E. F. Wynn
205. J. A. McCarthy
206. J. C. Scott
207. Mary E. Riley
208. Christine E. Richter
209. Margaret M. Barnum
210. Alice C. Bellour
211. Clara A. Skaaak
214. William Morgan
215. Clara A. Skaaak
Prof. Harry Pratt Judson,  
Acting Pres., University of Chicago,  
Chicago.

Dear Sir:

We, the undersigned teachers of the Chicago Public Schools, ask that you again consider very seriously the feasibility of re-establishing University College in downtown quarters. Hundreds of the teachers in this city began work in University College in the belief that its location in the downtown district was permanent, and they feel that it is a very serious matter to be deprived, almost without warning, of the opportunity to continue their college work. Emerson Blaine Hall is so inconveniently situated that it is practically impossible for teachers of the north and west sides of the city to attend classes there. We have reason to believe that the demand this year for University work will be greater than ever, provided the classes are held where they may be reached easily by teachers from all parts of the city.

186 Ladie M. Loom, 2714 N. Hermitage Ave.
187 Bertha A. Millett 705 Wilson Ave.
188 Ella Ramboult, 704 Wilson Ave.
189 Elva A. Latham 622 Montrose Ave.
190 Grace Plumerville 1670 Pemberton Ave.
191 Mary E. Dutts
192 Estelle E. Hastings 444 Binnsboro Ave.
193 Nellie C. Hudd 473 Deanboro Ave.
194 Edna Alward 622 Montrose Ave.
195 E.L. Standifer 1808 Waveland Ave. (Cross.)
157 Lucy A. Smith
158 Minnie First
159 Ada O. Dunning
160 Nellie A. Lesp
161 Bertha M. Hartman
162 Nellie Harris
163 Grace E. Ellmore
164 Mabel E. Gray
165 Alice Beville
166 Pauline O. Eckstrom
179 John W. Wilson
180 Emma E. Davis
181 Marie Blake
182 Laura A. Masters
183 Eureca J. Donnelly
184 Alfrida P. Banks
185 W. L. Sherlock
Prof. Harry Pratt Judson,

Acting Pres., University of Chicago,

Chicago.

Dear Sir:

We, the undersigned teachers of the Chicago Public Schools, ask that you again consider very seriously the feasibility of re-establishing University College in down-town quarters. Hundreds of the teachers in this city began work in University College in the belief that its location in the down-town district was permanent, and they feel that it is a very serious matter to be deprived, almost without warning, of the opportunity to continue their college work. Pensions Blaine Hall is so inconveniently situated that it is practically impossible for teachers of the north and west sides of the city to attend classes there. We have reason to believe that the demand this year for University work will be greater than ever, provided the classes are held where they may be reached easily by teachers from all parts of the city.

Anna Foreman
E. A. McKillen
S. J. McDonald
I. E. Gillen
H. C. Hayden
M. Thelma Norton
F. M. Grassbrook
Mary E. Harley

M. E. Buckley
M. J. Meade
M. B. McBurn
M. A. Rhiman
Emma Badger
M. F. H. Brown
E. C. Loeysen
A. D. Oliver
E. L. Coggan

Elizabeth S. Judson
Prof. Harry Pratt Judson,

Acting Pres., University of Chicago,

Chicago.

Dear Sir:

We, the undersigned teachers of the Chicago Public Schools, ask that you again consider very seriously the feasibility of re-establishing University College in down-town quarters. Hundreds of the teachers in this city began work in University College in the belief that its location in the down-town district was permanent, and they feel that it is a very serious matter to be deprived, almost without warning, of the opportunity to continue their college work. Binmore Blaine Hall is so inconveniently situated that it is practically impossible for teachers of the north and west sides of the city to attend classes there. We have reason to believe that the demand this year for University work will be greater than ever, provided the classes are held where they may be reached easily by teachers from all parts of the city.

138 F. A. Dillon
139 J. W. McGhee
140 Sarah J. Story
141 Harriett Hollow
142 J. Leeman
143 F. Colby
144 F. Musson
145 Mrs. S. F. Nicholas
Prof. Harry Pratt Judson,

Acting Pres., University of Chicago,

Chicago.

Dear Sir:

We, the undersigned teachers of the Chicago Public Schools, ask that you again consider very seriously the feasibility of re-establishing University College in down-town quarters. Hundreds of the teachers in this city began work in University College in the belief that its location in the down-town district was permanent, and they feel that it is a very serious matter to be deprived, almost without warning, of the opportunity to continue their college work. Emmens Blaine Hall is so inconveniently situated that it is practically impossible for teachers of the north and west sides of the city to attend classes there. We have reason to believe that the demand this year for University work will be greater than ever, provided the classes are held where they may be reached easily by teachers from all parts of the city.

Catherine I. Hout
5309 Washington Blvd.
Dear Mr. [Name],

Voting the University of Chicago

Dear [Name],

I am writing to express my appreciation for the opportunity to work on the University of Chicago. The experience has been invaluable, and I am grateful for the chance to work alongside such talented individuals. I look forward to continuing our collaboration in the future.

Sincerely,

[Signature]

[Note: The handwritten text at the bottom is not legible due to the image quality.]
Prof. Harry Pratt Judson,

Acting Pres., University of Chicago,

Chicago.

Dear Sir:

We, the undersigned teachers of the Chicago Public Schools, ask that you again consider very seriously the feasibility of re-establishing University College in downtown quarters. Hundreds of the teachers in this city began work in University College in the belief that its location in the downtown district was permanent, and they feel that it is a very serious matter to be deprived, almost without warning, of the opportunity to continue their college work. Emmons Blaine Hall is so inconveniently situated that it is practically impossible for teachers of the north and west sides of the city to attend classes there. We have reason to believe that the demand this year for University work will be greater than ever, provided the classes are held where they may be reached easily by teachers from all parts of the city.

113 Theresa G. Connors
114 Julia J. Geary
115 Rose M. O'Brien
116 Gertrude Cooney.
Dear Sir:

We, the undersigned teachers of the Chicago Public Schools, ask that you again consider very seriously the feasibility of re-establishing University College in downtown quarters. Hundreds of the teachers in this city began work in University College in the belief that its location was permanent, and they feel that it is a very serious matter to be deprived, almost without warning, of the opportunity to continue their college work. Enos Blaine Hall is so inconveniently situated that it is practically impossible for teachers of the north and west sides of the city to attend classes there. We have reason to believe that the demand this year for University work will be greater than ever, provided the classes are held where they may be reached easily by teachers from all parts of the city.

95. Agnes M. Cavenagh 217 N. St. Louis Ave.
96. Mary A. Gibbons 991 N. Park Ave.
97. Matilda Hancock 1145 W. Laramie Ave.
98. Anne M. Kristic 455 California Blvd.
100. Daisy L. Stetler 311 W. Hamlin Ave.
101. Emily Ferguson 323 Christiana Ave.
102. Katherine V. Watson 355 Adams St.
103. G. Alice M. Kusill 639 S. 48th Ave.
104. Barbara J. Estley 2131 Wilcox Ave.
105. Leila S. Sloan 684 Washington Blvd.
106. Mary A. Blanton
107

108

109

110

111

112

Dear Sir:

We have been requested to see you and to report on your work. We have been very much interested in

and feel that you have made a very satisfactory report. The committee is very much pleased with your

Also, we wish to point out the importance of the opportunity to continue your

coffee work. The committee will be very interested in hearing your

shout for more information and your plans for the future and

Your efforts, and the results of your efforts, are very much appreciated and

We feel that your efforts have been very much appreciated and

may be looking to the future with a firm belief in the future of the club.
My Dear Sir:

My understanding of your present relations to the University and my proposition as to your continuance for the next year is as follows:

An arrangement was made with you last year by which you were to work for one year in the Extension Division for the sum of $800. In the early part of this year a further arrangement was made by which you were to instruct in the University during the Spring Quarter of 1896 for the additional sum of $400, making $1200 in all up to the first of July 1896.

My proposition for the next year, which is based on my understanding of our conversation, is as follows:

You are to spend the scholastic year from July 1st 1896, to July 1st 1897, at the University of Chicago; you are to teach in the University during the Summer Quarter of 1896 and the Spring Quarter of 1897. You are to devote the other two quarters of the scholastic year, namely the Autumn Quarter of 1896 and the Winter Quarter of 1897, to work in the University Extension Division; you are to give your services during these four quarters for the sum of $1500.

It is also understood that, in case you receive a permanent appointment at the University, an extra quarter shall be allowed to you at some time in the future, at the convenience of the University, as a vacation, to make up for the extra quarter which you teach during the scholastic year of 1896–97. And that, in case a
permanent appointment is not made, you are to receive the sum of $400. for your work in the Spring Quarter of 1897 in addition to the remuneration of $1500, for the scholastic year from July 1st 1896, to July 1st 1897.

Very truly yours,

Mr. E.F. Sparks,
University of Chicago.
Mr. R. G. Barnes

University of Chicago

Dear [Name],

I am writing to inform you of the appointment to receive the sum of £400 for your work in the SPRING QUARTER of 1939 in addition to the remuneration of £1500 for the academic year from July 1st 1938.

Yours sincerely,

[Signature]
The University of Chicago.

May 20, 1897.

My dear President Harper:-

The enclosed notification of my reappointment has reached me from the hand of the Secretary of the Board of Trustees and since it varies in one or two details from the arrangement according to our conversations, I send it to you, at the suggestion of the Secretary, for rectification.

1. Instead of deducting from the fixed salary for failure to give sixteen courses (as the Secretary interprets this notification) the University assumed the risk and gave me the fees for courses in excess of that number.

2. The promotion and monthly salary were to follow the expiration of the existing contract. Last year, the expiration of my contract was changed from October to July to correspond with the University year. Therefore the date should be July 1st instead of Oct. 1st.

3. The basis of assignment to the different University faculties is unknown to me and therefore "Junior Faculty" may be correct. But there is no American History taught in that college. The courses I have always given, and according to the plans of the History Department, shall continue to give are in the Senior College and Graduate School. I have always received notification of and attended the faculty meetings of those schools. If this is not the basis of assignment, the statement in the contract is correct. I simply call attention to what seems a discrepancy.
Believe me, it is with reluctance that I approach again this subject of "contract"; but I feel sure these corrections will meet your approval and so close question. Since your time is so fully occupied, I have chosen the unsatisfactory medium of a letter in communicating with you.

Thanking you for any efforts you may make in the matter, I beg to remain,

Very truly yours,

Dr. Wm. R. Harper,

The President's Office,

University of Chicago.
Chicago, Nov. 21, 1899.

Dr. Wm. R Harper
University of Chicago
Dear Dr. Harper:-

The following is a comparison of the incomes of the College for Teachers for the Autumn Quarter up to and including November 14, 1898 and 1899.

<table>
<thead>
<tr>
<th>Description</th>
<th>1898</th>
<th>1899</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition received</td>
<td>$3571.25</td>
<td></td>
</tr>
<tr>
<td>Matriculation fees</td>
<td></td>
<td>3346.00</td>
</tr>
<tr>
<td>Matriculation fees</td>
<td>1075.00</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>495.00</td>
<td></td>
</tr>
</tbody>
</table>

The total income for the Autumn Quarter 1898 was as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matriculation fees</td>
<td>$1085.00</td>
</tr>
<tr>
<td>Tuition</td>
<td>$4679.90</td>
</tr>
<tr>
<td>Total</td>
<td>$5764.90</td>
</tr>
</tbody>
</table>

This is against the maximum estimate of the income for the present Quarter of $5595.00.

Up to November 14, last year the income of the Class-study Department was $3028.60. This year it is $2540.50. During the Autumn Quarter last year the income for the Class-study Department was $5225.80.

Respectfully yours,

[Signature]
Chicago, Nov. 17, 1899.

Dr. Wm. R. Harper

University of Chicago

Dear Dr. Harper:

The financial situation of the College for Teachers today is as follows:

Income:

Matriculations fees .................. $475.00

Tuition ................................. 3346.00

Total .................................... $3821.00

The following is an estimate of the total income for this
Quarter when all the fees are paid:

161 students taking 1 course at $15 ........ $2715

57 " 2 " 25 ........ 1425

30 " 3 " 30 ........ 900

2 " 4 " 40 ........ 80

= 4 " 0 " 00 ........ 00

Total $3280

Adding matriculation fees the total is $5595. But this is in excess of
the amount that will be received for the reason that three students pay
no tuition and three or four students have withdrawn and will probably
have their fee returned. The income for the Quarter will not exceed
$5000.

In the Class-study Department there are 64 classes with
enrollment of about 650. I am unable to give an estimate of the probable income for the reason that several of the instructors have, thus far, failed to report on the status of their classes.

Respectfully yours,

[Signature]
enforcement of Sport Co. I am writing to give you information of the matter

The purpose for this request is to assist in the development of the program.

I am writing to report on the status of their operation.

Respectfully yours,

[Signature]
March 19, 1900.

I have talked over the possibilities of the lecture work with those who ought to know most about them, and wish now to present for your consideration the following propositions:

1. That my work next year be confided to teaching in the College for Teacher's Aid to lecturing in the Lectures Study Department.

2. That the University guarantee me a minimum salary of $1,200.

3. That I be advanced to the rank of Assistant Professor.

The income from my teaching this year will amount to about $800. Assuming that it would not be less next year, the clear surplus, if my proposition is accepted, assumes the risk of locating me.

I have taken the liberty of requesting a few persons who have heard me lecture to express an opinion to you as to the probability of my success.

My suggestion I hope you will give that your earnest con-

ideration. Without it I shall be handicapped from the start. On the financial basis proposed I do not see what grounds exist for denying it.

I am willing to learn to my students whether I heard not any request, I am willing to learn to my students whether I hear not any request, and that is fair for I have had to do my work apart from others.
members of my department. My conclusion has been from necessity, however, not from choice. If it is said that I have not yet published my thesis, I reply that a part of it has been published and arrangements are made with the Journal of Pedagogy to bring out the remainder. To revise it and arrange it in book form will not require great labor, and this I shall do this spring. I am justly entitled, in any consideration of the restrictions and conditions placed upon me by the conditions under which I have worked. This I am sure you will grant me. You, I am sure, then, in a fair balance and I will disprove your present opinion that competition is too strong for me here.

Respectfully,

J. W. Lowesmith