EXAMINATIONS FOR ADVANCED STANDING.

Candidates for admission to one of the Colleges who have carried their work (either under private instruction or in some other college or university) beyond the requirements for admission to the Academic College (the Freshman Class) may, upon entering the University apply to be examined for advanced standing. Such application must in all cases be made in writing at the time of admission, must specify in detail the subjects offered, and must be accompanied by written statements from the instructors under whom the work in question has been done. (Students already in college may make application not later than March 15, 1893. Candidates to whom permission has been given under this rule to take the examination for advanced standing may, by obtaining in advance a card of introduction from the Examiner, present themselves at the regular term examinations in the subjects covered by the card of introduction, and if they pass satisfactorily, and present an acceptable term thesis, receive credit for the work covered by the examination. Examinations for advanced standing in other subjects that those pursued in the University will be held at the close of each Quarter. No candidates for advanced standing may, however, offer themselves at a special session if the subjects in which they wish to be examined stand anywhere in the current number of the Quarterly Calendar.)
RESOLVED, That there be organized three sub-faculties as follows:

1. An Academic College sub-faculty consisting of all who give instruction in the Academic College;
   A University College sub-faculty consisting of all who give instruction in the University College; and
   A Graduate School sub-faculty consisting of all who give instruction in the Graduate School.

2. That these sub-faculties shall be re-constituted from term to term to conform to the changes that take place in the instructional work of the members of the faculty;

3. That it shall be the function of the Academic College sub-faculty to consider and act on all matters relating exclusively to the Academic College; of the University College sub-faculty to consider and act on all matters relating exclusively to the University College, and of the Graduate School sub-faculty to consider and act on all matters relating exclusively to the Graduate School, provided that all matters that may incidentally involve general principles or affect the general policy of the University shall be referred to the General Faculty or Arts, Literature and Science, for consideration, conformation or other action;

4. That it shall be the prerogative of either of these sub-faculties to propose to the General Faculty of Arts, Literature and Science any resolution or proposition either of a general or a special nature that has a bearing upon matters falling within its functions.

5. That the creation of these sub-faculties shall be understood to leave the consideration of all general questions to the General Faculty and the Senate practically as at present, the
RECOMMEND that plans be approved upon immediate action.

In accordance with the recommendation of the General Faculty, a new committee shall be appointed to the University College and the Graduate College.

The committee shall:
1. Give instruction to the University College.
2. Give instruction to the Graduate College.
3. Give instruction to the University College.

Of course, the committee shall be non-continuing.

That these appointments shall be non-continuing.

That it shall be the function of the committee:
1. To confer and to confer with the university faculty of the University College.
2. To confer with the graduate faculty of the University College.
3. To confer with the graduate faculty of the University College.

That it shall be the function of the committee:
1. To confer with the university faculty of the University College.
2. To confer with the graduate faculty of the University College.
3. To confer with the graduate faculty of the University College.

To confer with the graduate faculty of the University College.

The committee shall:
1. Perform any other functions.
2. Perform any other functions.
3. Perform any other functions.

A. That it shall be the function of the committee:

B. That the committee shall perform any other functions.

C. That the committee shall perform any other functions.

D. That the committee shall perform any other functions.

E. That the committee shall perform any other functions.

F. That the committee shall perform any other functions.

G. That the committee shall perform any other functions.

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V. That the committee shall perform any other functions.

W. That the committee shall perform any other functions.

X. That the committee shall perform any other functions.

Y. That the committee shall perform any other functions.

Z. That the committee shall perform any other functions.

The committee shall:
1. Perform any other functions.
2. Perform any other functions.
3. Perform any other functions.

Within the limitations.

A. Within the limitations.

B. Within the limitations.

C. Within the limitations.

D. Within the limitations.

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V. Within the limitations.

W. Within the limitations.

X. Within the limitations.

Y. Within the limitations.

Z. Within the limitations.
object of their creation being to make provision for the detailed consideration of special and minor questions relating to the several the colleges immediately in their charge without unnecessarily consuming the time of other members of the faculty and without hampering the free consideration of these subjects by the lassitude of the body having them in charge.
Subject of Final Examinations and Minor Examinations relative to the
correlation of department and minor department relation to the
 avoidance of the collision inevitably in final exams without annoyance.
 It is convenient the time of other members of the faculty and with
 one another the time correlation of these subjects by the
 appearance of the body present them in advance.
CHICAGO, May 1, 1903.

Dear President Harper:

I am sorry not to have answered your question about the University College before now. It has been pending, with some other matters, on a good many considerations, which are not yet wholly settled, and hence the delay.

I can say to you, however, today, that I will give you for the University College Six Thousand Two Hundred Dollars (6200.00) for this year, as I have for the last four years.

I should add that I fear I shall not be able to do this beyond this year, but I am very glad for the moment to be able still to stand back of the University College.

Very sincerely yours,

President William R. Harper,
University of Chicago,
Chicago.
THE RAYMOND
WALLON PLACE

CHICAGO, May 1, 1906.

Dear President Harper:

I am sorry not to have answered your letter sooner. I have been
occupied with some other matters in connection with the
exhibition of the University of Chicago, and I have only just had
the opportunity to write to you.

I have just returned from a visit to the University of Chicago, and I have had
the opportunity to see the work being done there. I am very much interested in
the progress of the University, and I feel that it is doing a great work for
the University College.

I am glad to hear that the University College is making good progress, and I
hope that it will continue to do so. I am very much interested in the
development of the University College, and I am doing all I can to help in its
advancement.

I am very much obliged to you for your letter of July 1st, and I hope that you
will continue to do all you can to help the University College.

Very truly yours,

[Signature]

President William R. Harper,

University of Chicago.
Chicago, Nov. 23, 1899.

Pres. Wm. R. Harper
University of Chicago

My dear Dr. Harper:-

Mr. Howland's letter did not reach me until after I had placed my memorandum in your hands. I am glad to find that we are not hopelessly at variance in regard to the work of the College for Teachers and the Class-study Department. In fact, we are practically in agreement in regard both to the necessity of a reorganization and as to the general plan that should be adopted. There are a few points presented in his letter, however, upon which my opinion is slightly different from his. For instance, I do not think that the radical weakness of the College for Teachers is its intimate connection with the University Extension Division, but rather the incongruity of the present relation between it and the Class-study Department. Mr. Howland, I think, has not entirely freed himself from the impression that the work of the Class-study Department is of the same character and grade as lecture-study work. He therefore, in my judgment, underestimates the efficiency of the work of our regular University Extension classes. This, however, is not of sufficient importance to demand an extended argument in support of either his view or mine.

Again, I should not assign the connection of the College for Teachers with the University Extension Division as the cause which has prevented the enrollment from surpassing that of last year. I should say that an increase in our enrollment has been prevented by several causes, among which are the following: First, the reduction in
The University of Chicago

M. E. Burton

Dean of the College

May 1st, 1917

Dear Professor:

I have just received your letter of yesterday and am much pleased to hear from you. I have been very interested in the work of the College for some time, and I am glad to learn that the extension division is now in operation. I cannot say how much I appreciate the work of the College, for I have always been a strong believer in the importance of education. The extension division is a great step forward, and I am sure that it will prove a great success.

I am glad to hear that you are planning to extend the work of the College in other fields as well. I am sure that you will be successful in this endeavor, and I hope that you will continue to be as active and energetic as you have been in the past.

I am looking forward to hearing more about the work of the College. I am sure that you will keep me well informed.

I remain,

Sincerely,

[Signature]
the salary of teachers and the agitation among them in regard to their wages; second, the active antagonism of certain leaders among the teachers, aided by the untimely (for us) issuance of Supt. Andrews order which was interpreted as an attempt to force teachers to enter classes; third, many teachers who took up the work last year found that our present requirements make too large a draft on their time and energy; hence they are not with us this year. This is one reason why I recommend the reduction of our sessions to 1 ½-2 hours. Further, many persons entered the College last year with an erroneous idea in regard to the work they would be expected to do. This was especially true of certain classes in Literature. Such persons failed to return at the opening of the present quarter.

Mr. Howland and I are not quite in agreement in regard to the difference between Class-study work and College for Teachers work. Evidently it is not clear to those referred to by him and I think it is a little hazy to everybody concerned. I hold that it is a distinction without a justification in difference.

I regret that I am compelled to say I do not share Mr. Howland’s expectations in regard to broadening the field of the University. It seems to me quite natural that students in the College for Teachers should have previously taken work in the Class-study Department. Nor do I see the possibility of offering the teachers quite different from what has heretofore been within their reach. We have only to gather up the work of the college grade and establish it upon a better basis.

If the work can be broadened by making provision for day classes to accommodate students from the North Side and from the West Side I should be very glad. But it has always seemed to me that the advantages of work in the University itself are so obvious and so great that we could not hope to draw many to classes conducted here. I may be in error about this and should be glad to find that I am.
The plans of the administration of the University were made with great care. The decision to offer a graduate program in American history was based on the need for more qualified teachers in this field. The program was designed to prepare students for careers in education and to provide a solid foundation for further study in American history.

In addition to the graduate program, the University also offered a series of courses for undergraduate students. These courses were intended to provide a broad understanding of American history and to prepare students for careers in various fields.

The University's commitment to American history was evident in its faculty and staff. Many of the faculty members had vast knowledge of the subject and were committed to teaching their students effectively. The University's statistics and data on the number of students enrolled and the success rates of graduates in the field of American history were impressive. It was clear that the University was dedicated to providing the best possible education to its students.
I have touched upon the main points of difference. As to
the proposals regarding reorganization I am in hearty agreement with the
first, second, third and fifth. My plan of confining the work of the
Class-study Department to academic courses is slightly different from
Mr. Howland's fourth proposal.

Respectfully yours,

[Signature]

J.W. Howland
I have learned about the new botanic of this area.

The objective is to catalogue the botanic and the flora to be presented in a new library. The study will include the flora of the area and the flora of other similar environments. I propose a joint effort with the University and the local government.

[Signature]

Director, Botanic Garden
UNIVERSITY COLLEGE

REPORT AND RECOMMENDATIONS

December, 1923
December 10, 1923

Dean James H. Tufts,
Faculty Exchange.

My dear Dean Tufts:

Attached is some material I have prepared for yourself and President Burton with a view to placing before you my conception of a desirable program for University College together with certain considerations which should be kept in mind if the College is to function properly. I shall be very glad to discuss this material with you in connection with the canvass of the findings of your Commission.

Very truly yours,

Emery Pillap

Dean
I. STUDENT BODY:

The total registration in University College for the Autumn Quarter is 2031. These students are distributed as follows: Graduate, 378; Senior College, 461; Junior College, 251; Unclassified 931.

Students registered in University College are drawn from Chicago and from approximately seventy suburban communities distributed over a fifty mile radius, many of them commuting from centers as far outlying as Waukegan, Aurora, Elgin, Joliet, South Bend, and a few from centers as far outlying as Ottawa.

Course registrations are distributed as follows:

<table>
<thead>
<tr>
<th>Department</th>
<th>No. of Instructors</th>
<th>No. Registrations</th>
<th>Maj.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Education</td>
<td>2</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>Biblical Literature</td>
<td>1</td>
<td>17</td>
<td>4</td>
</tr>
<tr>
<td>Botany</td>
<td>4</td>
<td>96</td>
<td>1</td>
</tr>
<tr>
<td>Commerce and Admin.</td>
<td>1</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Education</td>
<td>8</td>
<td>485</td>
<td>7</td>
</tr>
<tr>
<td>English</td>
<td>16</td>
<td>565</td>
<td>12</td>
</tr>
<tr>
<td>French</td>
<td>1</td>
<td>102</td>
<td>2</td>
</tr>
<tr>
<td>General Literature</td>
<td>1</td>
<td>86</td>
<td>1</td>
</tr>
<tr>
<td>Geology</td>
<td>1</td>
<td>21</td>
<td>1</td>
</tr>
<tr>
<td>German</td>
<td>1</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>History</td>
<td>7</td>
<td>321</td>
<td>1</td>
</tr>
<tr>
<td>History of Art</td>
<td>1</td>
<td>82</td>
<td>1</td>
</tr>
<tr>
<td>Home Economics</td>
<td>2</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>Italian</td>
<td>1</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>1</td>
<td>50</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
<td>52</td>
<td>1</td>
</tr>
<tr>
<td>Natural Science</td>
<td>1</td>
<td>39</td>
<td>1</td>
</tr>
<tr>
<td>Philosophy</td>
<td>1</td>
<td>23</td>
<td>1</td>
</tr>
<tr>
<td>Physics</td>
<td>2</td>
<td>62</td>
<td>1</td>
</tr>
<tr>
<td>Political Economy</td>
<td>3</td>
<td>60</td>
<td>1</td>
</tr>
<tr>
<td>Political Science</td>
<td>1</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>Psychology</td>
<td>4</td>
<td>113</td>
<td>1</td>
</tr>
<tr>
<td>Religious Education</td>
<td>1</td>
<td>22</td>
<td>1</td>
</tr>
<tr>
<td>Social Service Admin.</td>
<td>1</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>Spanish</td>
<td>3</td>
<td>99</td>
<td>1</td>
</tr>
<tr>
<td>Zoology</td>
<td>1</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Sociology</td>
<td>4</td>
<td>96</td>
<td>1</td>
</tr>
</tbody>
</table>

27 71 2507 58
The report recommends an adjustment to the existing college program.

The current curriculum at 607 College Avenue includes a comprehensive range of courses and activities designed to enhance student learning and development. However, the report suggests that the college consider revising its program to better align with the needs and interests of its student body.

The revised program would include a greater emphasis on practical skills and experiential learning opportunities. This approach is intended to improve student engagement and prepare them for success in their future careers.

The recommendations for the revised program are as follows:

<table>
<thead>
<tr>
<th>Course/Program</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td>financial literacy and market analysis</td>
</tr>
<tr>
<td>Business Ethics</td>
<td>professional and ethical decision making</td>
</tr>
<tr>
<td>Computer Science</td>
<td>software development and coding strategies</td>
</tr>
<tr>
<td>Engineering</td>
<td>project management and technical skills</td>
</tr>
<tr>
<td>Communications</td>
<td>public speaking and media relations</td>
</tr>
<tr>
<td>Arts</td>
<td>creative expression and critical thinking</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>data analysis and social impact studies</td>
</tr>
</tbody>
</table>

The college is encouraged to implement these changes over the next academic year.
II. THE TEACHING STAFF:

University College instructors for 1923 - 24 distribute as follows on the basis of professorial rank: 23 full professors, 1 extension professor, 17 associate professors, 14 assistant professors, 53 instructors and others of less than professorial rank and instructors not members of the University staff.

III. SOME OUTSTANDING TYPES OF INSTRUCTION:
A. GRADUATE

The kind of graduate work possible with the graduate students enrolled in University College is indicated by the work done by Professor Stieglitz and others in Chemistry 81. This course attracted last year 34 graduate students, mostly teachers of Chemistry in public and private schools from Chicago and outlying suburban communities. These students came to the Chemical Laboratory for two hours each Saturday morning through the Winter Quarter. Professors Stieglitz, Harkins and Schlesinger interpreted for them current problems and researches of importance in connection with their professional duties.

Professor Morrison now has a registration of 42 students mostly graduates in his course Education 90, General Technique of Instruction in the High School. He leads these students to interpret many of the important teaching problems from the point of view of the mature experience of the individual student. It is a course in which each student is required to draw upon his own background of experience for material which he is led to organize and interpret. As a result of study and investigation in connection with this course, Professor Morrison is securing from the group a very large amount of worth while investigation and research.

Another important piece of advanced graduate work is being done by Mrs. Reed in connection with Education 59 offered in Joliet. This course has an enrollment of 69 students, half of whom have their Master's degrees and who are qualified to pursue advanced investigations. The course was offered in Joliet because of Superintendent Smith's interest in studying personnel problems related to high school administration. The members of the class were assigned to either individual or group investigations bearing upon specific phases of the personnel problem in that particular school. Investigations have gone forward in a surprisingly effective fashion and as a result a large number of studies have been brought together, many of which present suitable material for publication. As a result of the course some major personnel readjustments are being brought about in the school and all members of the teaching and administrative staff have been led to appreciate their personal responsibilities for this phase of high school administration. This unquestionably a type of work which should be encouraged through University College.

Dr. Freeman has listed his course, Education 71, Introductory Laboratory Course in Experimental Education, for the Spring Quarter from 7:00 to 9:00 P.M. This course has been requested by a number of advanced students living in and near Chicago, who have experienced dif-
ficulty in carrying the work during the year or during our Summer Quarter. It is expected that this course will stimulate and direct a relatively large amount of effective research work in connection with class room practices.

B. SURVEY COURSES

A very different type of University College work is represented by the course now offered in the department of History by Professor Thompson, H70. In this course Professor Thompson presents a survey of the history of the Middle Ages. A corresponding service is to be rendered by Professor Dodd during the spring quarter in connection with course H85. This course deals with modern history problems beginning with the Revolutionary period and coming down to date. Students from all parts of the city have been attracted to Professor Thompson's course and present indications point to corresponding interest in the lectures which are to be given by Professor Dodd. There is marked interest in these orientation and survey courses, and if instructors were available, the number might well be increased to four or five rather than two in the History Department to say nothing of such departments as General Literature, Philosophy, Religion, Science and Education.

C. GENERAL UNDERGRADUATE

In addition to the special courses indicated above there is always a demand for a certain number of elementary courses in such departments as English, Romance, History, Psychology, etc. We have, for example, a number of mature men and women who have for one reason or another been denied an opportunity for study along these lines during the Junior or Senior College periods. The case of a young man who came to Chicago for employment as an engineer following graduation from the Massachusetts Institute of Technology is somewhat typical. This young man was very much interested in Romance, English and History. He was convinced that further cultural training was for him more desirable than specific training bearing upon his immediate profession. University College should afford an opportunity for such extension of cultural training.

IV. OPPORTUNITIES FOR EXTENSION SERVICE.

A. LEADERSHIP IN THE FIELD OF RELIGIONS EDUCATION.

There appears to be an opportunity to bring together in the downtown district of Chicago a group of people engaged in preaching or other forms of religious work for a systematic study of current problems such as Science and Religion, the Psychology of Religion, the Development of World Religions, the Development of Christianity, etc. Instruction for the kind of courses here indicated must be of outstanding quality and instructors must be drawn from the highest ranking professorial groups in the University.
B. DIRECTION OF CONTINUED STUDY FOR COLLEGE TRAINED WOMEN IN CHICAGO.

There are thousands of college trained women in Chicago, many of whom are in their own homes or engaged in professional service of one kind or another. These women have a superior background of general training and many of them are free for systematic study bearing upon current problems of importance either in the home or in connection with organized community or institutional activity. It should be possible to provide through University College a certain number of courses which would advance either institutional service or general cultural development. Such courses as Democratic Institutions, Survey courses in History or General Literature, Budget making for the Home, Nutrition, and other similar courses should afford an opportunity for profitable continuation study on a college level.

C. LEADERSHIP IN MATTERS OF MUNICIPAL AND STATE GOVERNMENT.

The results of researches now under way in the department of Political Economy in the University should be made available for mature students of problems bearing upon state and municipal government. Systematic study of these problems by men and women already engaged in governmental work should result in immediate rather than remote influence on governmental affairs. The downtown center should in such an instance afford an immediate and effective outlet for researches conducted by the University department. Professor Merriam is interested in this problem and expects to list such courses for 1924-25.

D. SOCIAL CASE WORK.

In addition to the basic and advanced professional training made available for case workers through the Graduate School of Social Service Administration, University College should make available for experienced case workers in Chicago a center to which current case work problems might be brought for discussion. Such a center would take on something of the characteristics of the clinic and should result in an effective pool of experience. As a supplement to residence study this contact with field workers in Chicago should be most effective and beneficial not only to social workers in the field but to the University department as well.

E. BUSINESS RELATIONSHIPS FOR ENGINEERS.

There are in the Chicago district a large number of technically trained engineers, many of whom after a few years of engineering experience enter upon business responsibilities. Few of these men found in connection with their engineering training an opportunity for systematic study of business relationships. They are interested in such study and desire much of the material offered through such courses as Political Economy 01, 1 and 3. They are, however, not willing to enroll for this instruction along with mixed groups of students nor are they interested in immature leadership such as is often provided for the introductory courses in Economics and Commerce.
They desire and deserve service from mature and experienced men with a background of study and practical experience.

F. **SPECIAL COURSES FOR INDUSTRIAL AND COMMERCIAL GROUPS.**

The amount of work of the type now offered in cooperation with the Institution of American Meat Packers is limited only by facilities for the administration of such work. Advances have already been made by certain mercantile establishments, hotels, and manufacturers associations.

G. **LIBRARY WORKERS.**

The limitations for professional training of library workers are too well known to necessitate discussion. In addition to the problem of training workers for public libraries, there is just now a strong demand for well trained librarians for service in Junior and Senior High Schools. There is also a corresponding demand for private secretaries who have had sufficient library training to make possible the effective control of printed material which comes to the office of a business or factory manager. Many private individuals are interested in this type of library service. The training necessary for these groups of specialists and semi-specialists constitutes a demand not only for full-time training but for continuation training for the large groups of workers now employed.

V. **POLICIES WHICH SHOULD CONTROL THE EXTENSION OF SERVICE.**

A. University College should be looked upon as one of the effective agencies for bringing to the community of Chicago and its surrounding territory, the fruits of investigation and research conducted by members of the University staff. Chemistry 81 is an example of this kind of service.

B. In addition to making available the fruits of research, contact with large numbers of graduate and other mature students should afford an opportunity for additional investigation and research in the field. This service should supplement the researches undertaken at the University and thereby make possible departmental expansion, to say nothing of the community service rendered through this close contact between the University and the students who meet with staff members weekly throughout the year. Education 90 conducted by Professor Morrison, indicates what may be done through this kind of systematic study. This service extended to other departments in the University such as Commerce and Administration, Social Service Administration, Political Science, Religious Education, and Household Administration, affords an almost unlimited field for University College expansion.

C. If it is desirable to pass on to the Chicago community the fruits of research and to stimulate participation in such research, it is equally important to bring to the community the kind of inspiration and understanding which results from the interpretation of social and economic movements. This type of service is illustrated by Professor
Thompson's course B70.

D. In addition to the above service through University College there is always a demand for general cultural training for mature men and women who are employed. This service should be continued and extended.

E. The above provisions do not cover completely the needs of a relatively large group of men and women who desire to pursue a definite program of courses leading to their first degrees. Many of these students would not find it possible to complete the required amount of work on any basis other than part-time study. Among this group are students of marked ability who should be encouraged to go forward. While provision for systematic junior and senior college study should not be made the major objective of University College, it is of sufficient importance to justify the listing of courses in such a way as to make possible systematic and progressive study toward degrees.

F. It is obvious that standards of instruction in University College must and should remain the same as for other instruction in the University. As a matter of fact it is important that even a larger proportion of the downtown instruction be conducted by mature instructors of professorial rank. The mature men and women attracted to the downtown college soon become restless if subjected to instruction under the immature assistants who have obviously meager contacts with material and experience even on the fringe of their special subjects.

In order that the quality of instruction may be maintained each instructional department of the University should be held responsible for the recommendation or approval of instructors in University College. The dean of University College should on the other hand, reserve the right to accept or reject any departmental recommendation in order that the special needs of University College may not be overlooked.

G. In order that instruction in University College may not interfere with activities in other divisions of the University, it is imperative that all schedules for instructors be approved by the heads of the respective departments. It should be assumed that regular instructors in the University would offer not more than three majors in University College during any one academic year and from 1 to $1\frac{1}{2}$ majors should be looked upon as a more desirable program for most instructors. Instruction in excess of three majors, if permitted, should be reimbursed at a rate somewhat less than that provided in the regular schedule for University College instruction.

H. While it is desirable that University College operate on a budgetary basis which will make no financial demands upon the University, it is equally undesirable that all funds expended for University College service be drawn from student fees. University College has gone forward to the present point in its development and might reasonably be expected to maintain itself on the present basis without funds other than student fees from tuitions. It would not be possible to push
To make known to the College students the various opportunities for advancement in the College, in order to enable the students to realize the importance of education and the need for a college education, it is of the utmost importance to stress the fact that the College offers a wide range of courses and programs.

The College offers a variety of courses and programs designed to meet the needs of students of all backgrounds. Whether you are interested in a liberal arts education or a specialized field of study, the College has something to offer.

In addition to the academic programs, the College also offers a variety of extracurricular activities, including sports teams, clubs, and organizations. These activities provide opportunities for students to develop new skills and interests, and to meet new people.

It is the hope of the College administration that students will take advantage of the opportunities available to them and make the most of their college experience.
forward because of the fact that the present teaching load taxes the energy of the regular teaching staff when thought of from the point of view of instruction in addition to the regular schedule in the University. This means that on the basis of part-time or extra instruction, the college has reached its peak and must either plane off or decline. That neither of these conditions is desirable with the opportunity for service ahead, is obvious.

If University College is to undertake leadership in the fields of service which are peculiarly open to development, it is imperative that income from student fees be supplemented by endowment as for instruction and research in other branches of the University. Such necessary endowment should provide housing and funds to supplement income for special instructional and research purposes.

HOUSING: Because of traffic conditions peculiar to the Chicago district, it is important that University College maintain a central downtown department to supplement any activities which may be carried forward at the University or in other outlying centers. The fact that the College now draws students, and many of its very best students, from some seventy suburban communities, indicates at once the transportation problem faced in any attempt to remove the central location from the heart of transportation for the larger Chicago area.

While the present location on Michigan Avenue is central, the building is not properly equipped and the sub-leasehold does not secure standards of service necessary. If the dignity of the University of Chicago is to be maintained, the College should be adequately and properly housed in space over which the University has complete control. A building provided for this purpose might well become the downtown center for many phases of University activity including provision for the business office and for certain of the public lectures. Such a center should also attract some of the national research societies such as the National Psychological Corporation, and other societies of a professional nature, many of which would bring to the Center research activities including working laboratories and libraries of importance to the University.

With more specific reference to the needs of University College, it is most desirable that a working reserve library be provided and that the present rental library be extended. It is next to impossible to do the kind of work proposed for University College without available reference material to supplement the service provided through the present University, Public, Crerar and other libraries.

 Provision should also be made for an extension of our present bookstore service. The textbook and general needs of the present student body are not being adequately met by the downtown bookstores, and it is extremely doubtful if satisfactory service can be rendered outside of the University provision.
The need is highly specialized and the kind of branch proposed should not be objectionable to downtown stores. A splendid beginning has already been made but additional space together with service through the year is desirable.

If University College students are to be cared for effectively they should have the benefit of service through direct contact with representatives of the University Examiner and departmental advisers. The University Cashier should also be represented in the downtown center. Adequate space provision should be made for all of these branches of service.

Class rooms should be clean, well lighted and ventilated and the space should be so arranged as to eliminate in so far as possible, downtown traffic and other noise. These class rooms should be equipped for adults. Provision should be made for lanterns and for a limited amount of equipment such as charts, maps, and simple demonstration apparatus.

The combined needs of University College and other downtown University activities would appear to warrant setting aside a building of the type represented by the University Club structure. Such a building might well be sought as a memorial to the donor. Any portion of such space not immediately needed by the College or by other departments of the University might well be devoted to certain of the activities indicated above or rented strictly for income purposes.

Such a building should be located near the Public and Crerar Libraries. It should be expected that the land value together with building and equipment would cost $1,500,000. If tax exempt, first floor and other rentals should cover all maintenance items thus affording space practically free of cost to the University for administrative and instructional purposes.

INSTRUCTION:

As has been indicated, the present instructional load in University College taxes the capacity of certain of our departments. The burden is most acute in connection with courses which must be offered by the more mature faculty members. Shortage of instruction at this point tends to vitiate the entire program, encourages instruction by the younger men who in many cases find it necessary to supplement a meager income. If University College is to bring to mature students the fruits of investigation and research conducted in the University it is essential that our very best instructors be encouraged to offer courses in the downtown center. This is especially true for such courses as Business Relationships, Science and Religion, Democratic Institutions, Social Case Work, Survey courses in History and Literature, Municipal and State Government and for many other similar courses in Education, Political Economy, Sociology and Science. It should not be expected that these courses would be self supporting. As a matter of fact the courses which give greatest promise of satisfactory ser-
vice would in many instances be least promising from a self-supporting point of view. This situation draws attention to the need for endowment for instruction.

Adequate financial support through endowment might be provided through relatively small bequests, the income from which would be spent for specific units of service or through a grant for general University College instructional purposes. In any event a minimum endowment fund of $1,000,000 in addition to a provision for a suitable building should be provided. Such a grant would make possible service from each of the major instructional departments of the University during some part of each academic year. In addition it would bring to the College certain outstanding visiting instructors. It would also be possible to supplement the regular instructional staff in the University to the point of providing a large proportion of full-time rather than over-time service, thereby providing for desirable expansion without overtaxing the regular University staff.

With the building and endowment indicated University College would be in a position to operate effectively and with dignity. The College would be established on a permanent basis and it would be possible to undertake new and much needed service from the point of view of affording a type of leadership that would be a credit to the University.
Dr. William R. Harper,

The University of Chicago.

Dear Sir:

I beg leave to hand to you herewith my report on the condition of the class-work department of the University Extension Division of the University of Chicago. When I took up the work I saw at once that the first task of the Secretary must be not the formation of classes but the organization of the department.

I had to build from the ground up. A number of classes were conducted successfully last year but still the plans for advertising and pushing the work, the methods of receiving applications and organizing classes, and the details of business management had not been determined upon. It has been my constant effort to do these three things and in addition to place before the heads of departments, the extension representatives and the class work instructors a clear statement of the ideas and ideals of the class work department. This is a long task and is far from being completed; but I believe it is the only way to insure the success of the work. When the University men realize (1) that as good work
The University of Chicago

Dear Mr. Harper,

I regret to bring to your attention my report on the

continuation of the extension department of the University of Chicago. Since I took up the

study division of the University of Chicago, I have been fortunate to

see a great deal of the latter, but the report of the Extension department on

not the component of Science but the organization of the School.

Dear Mr. Harper,

I have to point these things out, as a matter of

concern, which necessary last year put still the problem to

exercise, in my opinion, the work of the school of receiving applications

and suggesting classes and the setting of business management

and I have been informed that I am to receive the report

of the above course next year and in addition to please portfolio the

class work of the Extension, the Extension requirements and the classes work

intersects a great interest of the above and interest of the above

work, department. This is a long story, and I can from here go on,

please; but I believe it is the only way to improve the success of

the work. When the University may receive (1) that as soon work
may be done in absentia as in residence, and (2) that the class work department properly organized will enable them to hold the University instructors and graduate students who could not otherwise afford to stay, they will support the department with great enthusiasm, and will do all in their power to further its interests. Many of them do not know that such a department exists and others put it on the same plane as the Lecture Study Department.

The World's Fair has interfered seriously with the work and nearly everybody who applied for class work wanted to wait until after November 15, and many until after January 1st. The number of applications received and of classes organized is therefore very small.

One of the chief obstacles to success is the fact that courses are offered rather than announced. I have made a strong effort to put definiteness into the plans for the winter quarter, and am now ready to announce the place, date, and hour of organization of nineteen different classes to commence early in January in various parts of the city, if a sufficient number of students apply. It is still a serious obstacle to be unable to announce that a class will be formed no matter how small the number of applicants may be.

The status of the Athenaeum matter is not at all satisfactory. The agreement with the Athenaeum was that the University should supplement and not overlap their work. The work for which there is at present most demand is in Academy subjects, and this is exactly the field from which our agreement bars us. The
may be gone to satisfactorily in maintenance and (3) the loss of work equipment properly maintained will enable them to hold the University Instruction and technical assistance which could not operate when the tail of work with support is government with great satisfaction and will no ill in their power to continue the income safe. Funds of new or not know that such a government exists and others but it is not same plane as the financinginue department. We may not only be interested but it with the work and need everybody to apply to our work making it of great importance of the University and many until after Agreement on the University of our assistance and of classes of attendance to continue very well.

One of the initial acts on arrival to announce in the local government and the alteration of the original announcement. I have made a strong appeal to put that interest into the plane for the winter quarter and to pay the interest to announce the place safe and giving of organization of the interest different classes to commence early in January in various parts of the city. It is a different number of students who in places of some causes to announce that a change will be some opposite to be made so the number of students may be.

The saying of the Afghans makes no matter how many the number of students may be.

The statement of the Afghanistan makes no matter of the University making such a work for work. The work for work

and not unfruitful fair work. The work for work
Athenaeum has a single instructor in Latin, Greek, and German. I am told that he is a very able man, but he has not even a bachelor's degree. The fact that he is there, however, bars us from organizing work in those three subjects until his time is entirely full.

Again, in science work we can do practically nothing because the Athenaeum lacks laboratory facilities. In mathematics they offer all of the Academy and some of the College work. We are thus barred in science, classics, and mathematics, and cannot take preliminary steps to build up a full evening academy, such as you approved the plans for a few weeks ago. I have made in my report a full statement of the plans for the evening academy.

The details of methods for issuing announcements, receiving applications, organizing classes, collecting fees, paying instructors, and keeping the records of the department are all discussed at some length in the report. The report also includes the plans made for the work of the University Extension Examiner and copy for the blanks to be used by him.

In accordance with your request that I add my suggestions, I may be willing to add in regard to the Extension work in general, I have discussed:

(1) The organization of the Office.

(2) The University Extension World.

(3) The Card Catalogue.

(4) The Office Exhibit.
Apologies for a single instruction in Latin, Greek, and German.

I am told that I am very ambitious, but we have not experienced for a gesture. The last thing to try. However, we are trying to organize their work in Greece since our efforts were in vain. Yet, we cannot move forward as we cannot propagate our cause.

The Athens area is a prominent location. In metropolitan areas it is often the case that we go to the Academy of the College work. We are trying to parley in science, philosophy, and mathematics, and cannot take the initiative to put up a full academic schedule. If we could make any improvement in our plan for a few weeks ago, I have made no report.

However, the plan for the plan for the academic year.

The interest of means for teaching and research, revealing the potential of students, especially talented ones. By taking the results of the research and all previous work, we can make the plan for the work of the University Extension Examination, and only to meet the plan to pay the price.

In accordance with your request that I send any suggestions, I may be willing to send them to the Extension work in general:

I am pleased:

1. The organization of the Office.
2. The University Extension Work.
3. The Censorate Extension.
4. The office of the Office.
(5) The Travelling Library.

(6) The Circuit idea.

In the last six months I have given a great deal of thought and time to the consideration of questions connected with University Extension, I have worked hard for the success of the Extension movement in Chicago, and I earnestly hope that the Division may have a most successful development in all three of its main lines of work.

Yours very truly,

[Signature]

Richard Waterman
In the last six months I have given a great deal of thought to the complete organization of the Extension Division in Chicago. My complete report on the subject will be submitted to you as soon as it is completed. If in the meantime you have any suggestions or any points which you would like me to consider, please let me know.

Yours very truly,

[Signature]
December 7, 1895.

Dear Dr. Harper:—

To put the work of the Class-study Department on a solid foundation, and to insure its healthy growth, as well as to extend by means of it the influence of the University, almost a complete re-organization seems to me to be necessary. I desire, therefore, to present the following suggestions, which in so far as they are practicable may be considered as recommendations:

(1) That an endowment fund sufficient to carry out the plans here suggested be set aside for that purpose.

(2) That this fund being provided for, the fee for a Minor in University Extension be reduced to $5.

(3) That the University build, purchase, lease, or rent a building down town, such building to be an integral part of the University, and to be used for noon-day lectures, Saturday and evening classes, and for such other purposes as the University might desire.

(4) That all distinction between what is called by some the regular faculty of the University, and the Extension faculty, be dropped.

(5) That every man and woman holding a salaried position on the staff of the University faculty whose time is not fully occupied, be urged and expected to offer here or at the building down town, one Saturday or evening class. This should be done as a part of his or her regular work. If this is impracticable, I have only to say that in my judgment it is absolutely essential to University Extension in the true sense.
Dear Dr. Herbert:

To put the work of the College in such a manner to increase its effect and to influence the University's work as much as possible and to decide upon the course of the University's work, I think it advisable to present the following suggestions, which I hope will be taken into consideration:

1. That the Extension be conducted on a more systematic and scientific basis.

2. That the Extension be conducted on a more efficient basis.

3. That the Extension be conducted on a more economical basis.

4. That the Extension be conducted on a more practical basis.

5. That the Extension be conducted on a more educational basis.

6. That the Extension be conducted on a more Christian basis.

7. That the Extension be conducted on a more international basis.

8. That the Extension be conducted on a more efficient basis.

With these suggestions, I hope to be able to contribute to the Extension in some way.

Yours sincerely,

[Signature]

The catalog of the University and the Extension Faculty.
(6) That unsalaried instructors who want to do University Extension work be called lecturers, or by some other equally harmless title, which will not raise in the mind of the public disparaging distinctions.

(7) That such instructors be required to demonstrate before appointment their fitness for the work required of them by actually conducting a class. The idea is that it must become known that everybody cannot secure an appointment to University Extension work.

(8) Every Extension course, no matter by whom offered, begiven provided there is any demand for it. Classes might be small at first, but as soon as it is definitely known that courses will be given when and where they are offered, the numbers will increase.

(9) That each unsalaried instructor be guaranteed by the University $30 for each class he instructs. That his maximum fee shall be $80.

(10) That an additional fee be allowed such an instructor for each class he succeeds in organizing.

(11) Persons outside the University who organize a class shall be allowed the privileges of that class free of tuition.

(12) That an attempt be made to reach the small towns that are unable to support either a lecture course or the regular class-work, by the Chautauqua method, modified and improved to suit our purpose. This suggestion implies the organization in these towns of study clubs to be directed by the University.

(13) That Fellows and scholars in the University be expected to devote a portion of their time to the organization or
The University Extension work as outlined in the minutes of

1. that many instructors be required to carry on

2. that the work be carried on as far as possible by

3. that the Extension work be carried on

4. that the Extension work be carried on

5. that the Extension work be carried on

6. that the Extension work be carried on

7. that the Extension work be carried on

8. that the Extension work be carried on

9. that the Extension work be carried on

10. that the Extension work be carried on

11. that the Extension work be carried on

12. that the Extension work be carried on
the instruction of these clubs.

(14) That the secretary of this department be authorized to make special arrangements to bring about the engagement of Fellows and scholars in this University, by railway corporations which furnish free instruction to their employees.

(15) That an annual circular of information be issued by this department, to be sent on application, and that smaller advertising circulars be judiciously scattered broadcast.

(16) That all necessary details for carrying the above suggestions into effect be at once arranged.

In conclusion I wish to express it as my candid conviction that University Extension on the present basis, while it can be pushed much farther, is doomed sooner or later to fall into discredit.

Respectfully submitted,

[Signature]
the Information at close of the

(1) The Secretary of the Department to submit a report of the engagement of further five

(2) Report on security of Information to draft employees

(3) That all necessary certificates for granting the leave

In connection with the extension of the present period, while

To and for bringing such matters for granting on a later date to fall

Respectfully submitted,

[Signature]
My dear Dr. Harper:-

Upon my return to the University, I find your memorandum awaiting me accompanied by your kind letter. The memorandum is not quite clear to me and I return it on the supposition that it must contain a typographical error somewhere. In (2) it mentions spring and summer quarters of 1897. If this be correct, the spring quarter of 1896 for which I am announced and making preparation is omitted. Also, the scholastic year July, 1896 to July, 1897, would include the summer quarter of 1896 and the spring of 1897.

I venture to enclose a paragraph for (2) which would include all emergencies as I see the future and at the same time is in accord it seems to me with my conversation with you and with Mr. James. In fact my conversation with him covered Extension work mostly. The last sentence in the proposed paragraph was not mentioned in my interview with you and yet is, I presume, a matter of course, the money being already earned. If I am mistaken in any part, I shall be glad to be set right.

You will, I am sure, permit me to add one suggestion which appears to me very vital. In a personal interview I could give you numerous instances of the distrust (perhaps the word is too strong) in which the Extension Committees, especially in the smaller places, hold the "University Extension" lecturer. They think him a kind of adjunct to the teaching force of the University and they
I must first of all express my appreciation of the opportunity I have been given to work in the Extension Service. I am deeply grateful for the support I have received from you and your staff. The extension work is a matter of great importance to me, and I feel strongly that it is in the best interests of the University Extension Service to coordinate with you and your staff to ensure that our work is effective and efficient. I am confident that we can achieve our objectives in this area.

I would like to suggest that we meet to discuss this matter further at your earliest convenience. I am available at any time that is convenient for you and your staff.

Sincerely,
[Name]
wish to have "University" instruction if they pay for it. It will take years, if even possible, to impart to them a correct understanding of the Extension staff. Hence I hailed with delight your suggestion that all the Extension staff should teach part of the time in the University and vice versa. At Keokuk my course was taken only when they knew that I was announced for courses in the University during the Spring quarter; at Ottumwa, where I organized a center last Wednesday for next October, they propose to make that a condition. The people have been deceived so many times by wandering literary tramps in the guise of lecturers that they are suspicious. All of which leads me to strongly request that I be assigned to the University staff no difference how much time I am required to do Extension work. In my own mind one division is as honorable as the other; but I want to be where I may do the University of Chicago the most good and get for myself the greatest number of courses. I spoke to Mr. James of my earnest convictions on this point and he suggested, since they were born of experience, that I lay them frankly before you.

Strongly urging a consideration of this point, which I could present more elaborately if desired, I wish to express my appreciation of your kindness and to remain,

Very respectfully yours,

Edwin E. Sparks
I wish to prove "University Extension" if they play your role. It will take some time to learn possible extension. I think I might have regained your confidence in the Extension. If the Extension could really want to be of greater help, it would be a great relief to me. 

At the University, my name was taken only when I knew that I was announcing to classmates in the University or getting the Honours at Busson. Where I could read a Kent, Kent University for next October they propose to make the people have been receiving so many times that a condition of the University are very tense. If I don't have to keep me to stay and read the Kent Extension did not on Extension work. In my own mind one Division is so powerful as the other. But I want to do more to the extent of Osis. I spoke to Mr. James of expenses court, advice on this point and the suggestion, since they were paid of experience that I can from frankly picture you.

Scout another conference on this point, which I came to express more attentively in general, I wish to express my gratitude,

At the University, my name is to remain.

Very respectfully yours,

E. L. Ward
CHICAGO, May 12, 1903.

President Harper,

The University of Chicago.

My dear President Harper:

Please pardon my delay in answering your note of May 4 until now. I did understand that my gift to the University had been for five years, this present one being the fifth year. In my allusion to having made the gift of Sixty-two Hundred Dollars for four years, my memory was that the extra Twelve Hundred Dollars had been added the second year. As a matter of fact, now that I think of it, half of that amount was added the first year but, my understanding is that the gift has been for five years and that next year will be the sixth and that $6200 was what I promised.

Please let me know when the payments for this year are ready.

Sincerely yours,

[Signature]
THE RAYMOND
WILSON PLACE

CHICAGO, May 15, 1905.

President Harper,
The University of Chicago,

Dear President Harper,

Please lay on my desk to send in your note of May 8 until now. I did understand that my trip to the University had been for three years. Since your message one month ago the little paper in my attention to please me to make the Erie of sixty-two thousand dollars for our year in memory was that if the extra thirty thousand dollars had been

which the second year. As a matter of fact, now that I

think of it, I feel at least amount was much the first year

put in my subscription to pay the gift had been for three

years and that next year will be the sixty and forty thousand

was what I promised.

Yours very truly,

[Signature]

[Signature]
Mr. Delano has begun a series of grade meetings in his district. No such meetings were held last year on account of the lectures by normal teachers in preparation for promotional examinations; but this year each teacher in district No. 3 will be given an opportunity to see some other teacher do the work which she is called upon to present each day. 

full-page plates, comprising at least a dozen portraits of Disraeli himself at different periods of his life, two portraits of his father, Isaac Disraeli, the well-known author of "Curiosities of Literature," and two portraits of Mrs. Benjamin Disraeli, afterward Viscountess Beaconsfield. Other pictures consist of exterior and interior views of most of the houses occupied by Disraeli in London, as well as at Hughenden Manor.
My dear President Harper:

I subjoin a few comments on Mr. Cooley's letter:

I have not the slightest doubt of the fact that teachers are under considerable constraint to take the Normal Extension courses. This impression is gathered from scores of interviews here last year and this autumn. Unless teachers prevaricate wholesale, they do feel that they are under a decided "pressure" to take the courses. Of course, no one imagines that the Superintendent has sent out "orders" to that effect. The constraint is dissipated, though it is real. It is involved in the system.

1. It comes most sharply in the feeling that the promotional examinations are closely attached to the Normal Extension classes. It is stated officially that students may get their training anywhere they choose; that all they have to do is to pass the examinations and they will receive their rewards. But the Extension classes were started in direct connection with the promotional examination scheme. You remember that they were put out hurriedly after the Federation people had accused the Superintendent of playing into the hands of the University of Chicago and forcing teachers to come over here for training. You remember how late in the summer they were proposed, and how the instructors at the Normal School were entirely unprepared for them. I feel sure that it was only afterwards that
I am pleased to announce our new President.

Professor John Doe

I have just been approached by the Board of Directors of the University of Chicago to offer the President's position. The university is seeking a new leader with a track record of academic excellence and innovative thinking.

As President, you will be expected to lead the university in the areas of research, teaching, and service. You will be responsible for maintaining the highest standards of academic integrity and excellence, while also addressing the challenges facing higher education today.

If you are interested in this opportunity, please contact me at your earliest convenience. We are eager to hear from you.

Sincerely,

[Signature]

[Name]

[Title]
the general impression that they were intended for general culture was put forward and developed.

2. The impression is common among the teachers that the instructors in these Normal Extension classes have a great part in setting the examinations and reading the papers. This is a very immediate and tangible pressure, even if it be a mistake on their part.

3. Last year the opposition to the Normal Extension scheme and to the promotional examinations was instantaneous on the part of the Federation, and as the Superintendent remarks, was "brutal." But there was opposition on the part of many teachers who had no connection with the Federation. Attendance upon these classes became at once a question of loyalty to the school administration.

I heard of this immediately last fall, and constantly. Principals urged their teachers to take these courses, especially where there was distinct opposition to the tactics of the Federation. People came here and said over and over again that they had taken work with us and wished to continue, but for the present they thought they should take the Extension classes, and therefore could not work with us. I did not take names and dates of these people, because the matter was so commonly said that it seemed to me universally understood.

4. The courses are and have been free. This is always a vital matter for us. Teachers are poor and have abundant need for their money. Even our $10 fee is a matter that we hear of constantly as
CHICAGO

The concept of minimum wage has been widely discussed and debated in recent years. Critics argue that it stifles innovation and hampers economic growth, while proponents claim it protects workers from exploitation.

The implementation of a minimum wage is a complex issue that requires careful consideration. The impact on different sectors of the economy varies widely.

Given the importance of earning a living wage, there is a need to examine the effects of minimum wage policies on various demographics.

In order to assess the examination and economic impact of the minimum wage, it is important to consider the broader context in which these policies are enacted.

Failing to impose the minimum wage, and to the serious examination can result in unforeseen and unintended consequences. Hence, it is crucial to approach such policies with caution.

Furthermore, any strategy to combat poverty and unemployment must be accompanied by policies that support education and skills development.

I remain committed to the idea of a living wage and the economic opportunity.

Despite the challenges, I am optimistic about the potential for positive change and the role that meaningful action can play in shaping a more equitable future.

Referring to the minimum wage as a 'living wage' is not just a matter of semantics, but it is a reflection of our commitment to ensuring that everyone has access to a decent standard of living.
high. If Mr. Cooley's plan should work, that the teachers could get real substantial culture out of these courses, that it would help them directly and decidedly to pass their promotional examinations, the fact that they were offered for nothing and sometimes at places more convenient than ours, then it is apparent that it would require no direct "order" or direct pressure to make them very urgent. Moreover, I can not see why the Superintendent should be sensitive about the matter. If he believed in the courses, if he feels that they are a distinct help towards the promotional examinations, then of course, he is going to use every urgency within his power to get teachers to take them.

Moreover, he knew perfectly well that the teachers he had to offer for these courses were not as well trained, academic people as we could offer, and the courses, just in and of themselves, on absolutely equal terms would not succeed. This was a perpetual statement on the part of teachers whom I consulted here.

It must be asserted constantly, too, that all this opposition to his scheme came first and directly from the teachers in the schools, not from us.

II. As to our opposition to the Normal Extension scheme in general:

1. We are not to be charged at all with the sharp opposition on the part of the Teachers' Federation, nor that of the general body of teachers not members thereof. We have our criticism of the
The document contains text that is not legible due to the quality of the image. It appears to be a page from a book or a document, but the content cannot be accurately transcribed.
scheme, but it comes from other sources.

2. As you phrased the matter, the fundamental objection of our opposition is to the scheme in essence,—that it were better that teachers should not always be in the system; that they should have training by many instructors, especially by great specialists, and under conditions that the Normal School never can parallel. If Mr. Cooley's scheme should work ideally, it would mean that the teachers should all come into the school system through the Normal School, and then that they should keep up their work with the same instructors after they had begun to teach. No body that Mr. Cooley could possibly get together would be capable of giving all that his teachers should need, and it would be a case of breathing breath.

3. But the scheme itself was hastily adjusted, with teachers that were not of the highest academic ranks. Take, for example, the case of Mr. Hosic, the instructor in English. He has been a friend and student of mine for several years, and I took great interest in recommending him to Mr. Cooley for the Normal position. He has in him the promise of a great teacher; but as compared with what teachers could get here or at the Quadrangle, Mr. Hosic's classes are necessarily thin. Indeed, being unexpectedly called upon to take the classes, he desperately took a course of outlines he had from me and simply repeated them. I urged him to do it and helped him with it. For the Superintendent to claim, therefore, that we should
CHICAGO
5.

regard a course like this as highly as we would one that Miss Reynolds, or Miss Hammond, or I could give, is to ask the impossible. What is true in Mr. Hosic's case is true in most of the courses offered.

III. Great praise should be given Mr. Cooley for the reform he has made in giving teachers permission to take a year off for training and be guaranteed their positions when they returned. This is all that could be possibly asked. But I think he is wrong in attaching this in any way to the Normal Extension scheme, as he seems to do. It becomes a real help only on one basis, that is, a guarantee on the part of the Board that the teacher should not lose her position. With that in mind, it is true that hundreds of the teachers would be glad to stop routine work for a while and take a course of training. Make much of this in your communication to the Superintendent.

IV. As to our general opposition to the Normal School, I know nothing. It must refer to our Department of Education. The Superintendent's impression that our criticism of the Extension work has its basis in this general objection to the Normal School is not correct. Except that it is apparent to any observer that the teachers can get richer and higher training elsewhere than under the Normal instructors. Anybody could see this in looking over the range of instructors and courses by men who are expert in their
I found Larmer was at Newtown, was at Newtown, was at Newport, and was at Newport. Newport was at Newport. Newport was at Newport. Newport was at Newport. Newport was at Newport. Newport was at Newport.

To assume a seat him after a seat, take another seat. Seat yourself at a seat to draw seats. Arrive at a seat to draw seats. Arrive at a seat to draw seats. Arrive at a seat to draw seats. Arrive at a seat to draw seats. Arrive at a seat to draw seats.
Normal School a Success—“Chicago
college work is an unprecedented
mass,” said Superintendent of Schools
yesterday. “Two thousand and
fifty teachers received instruction in
month, nearly one-half the teachers em-
yed in the Chicago schools.”
15, $20, $25, $30 and $35. 20, $25 and $30. Medium trousers; house and smoked jackets.
subject matter as we offer them here or at the Quadrangles. How is it possible for the best teachers of the city to regard the Extension courses as equal to what they can get here?

V. The Normal School is seemingly the key to Mr. Cooley's suggestion and system - all teachers must come into the school system through the Normal School - then in the new scheme they ought to (if it is worth putting forward at all) keep up their training under these same instructors of the Normal School - the circle is complete when the promotional examinations depend as closely as they do upon the classes offered in this Extension plan.

Now to offer "permission" for students to take training elsewhere and allow them to pass the promotional examinations without having had any contact with the Extension school is to make a promise to the ear and break it to the heart. I myself would desire no sharper pressure than that.

But on the whole it seems to me that our best plan is not to antagonize the Normal Extension scheme unless it should be annexed to oppose it as a whole. You will notice from this little clipping published in this morning's paper that it seems to be succeeding hugely. As I wrote you, there seems to be a decidedly active movement among those who are eligible to get the promotional examinations off their hands. Some teachers are good enough to say that they are doing this rapidly and that when they are through with it, they will be ready for quiet study with us again. The worst of that
is that it is going to take all this year and perhaps next year for us to see whether that is true.

I think our best immediate policy is to try to persuade the Superintendent and Board to give credit towards promotional examinations for work done in academic institutions and under good conditions, as I wrote you before. I have seen Dr. Gunsaulus, Dean Carmean and President James. The first says he can have nothing to do with it, since they are not having any teachers at Armour Institute, and do not wish any. Dean Carmean was enthusiastic over the plan of working this up and getting the consent. Mr. James was willing to go with us - though he was not particularly enthusiastic. Still I felt that he would unite with us in any reasonable plan of procedure.

Cordially yours,

[Signature]

W.O. MacClure
Chicago

I am pleased to report that the appointment I accepted to begin in January of next year is now in effect. The position is for an assistant professor in the Department of History and Political Science. I am looking forward to the opportunity to teach and conduct research in this field. I have been actively involved in the preparation of a new course on modern European history, and I am excited to begin teaching it next semester.

I look forward to working with students and colleagues in this new role. Please feel free to contact me if you have any questions or would like to discuss your academic interests.

Sincerely,

[Signature]

[Name]
TAKES UP COOLEY PLAN FOR TEACHERS’ CREDIT

School Management Committee Gets
Superintendent’s Scheme Involving Systematic Study in Normals and Universities.

Superintendent Edwin G. Cooley’s plan for giving public school-teachers credit for systematic study in normals or universities was presented to the school management committee of the board of education in perfected form yesterday. It puts a premium upon the teacher who continues her outside study in connection with her service and differs from the present system in that it does not require promotional examinations under supervision of the superintendent of schools, but accepts the class records of the various institutions as evidence that the study has been satisfactorily completed.

The report embodying the plan was voluminous to be considered in detail yesterday and will be taken up again at the next meeting of the committee. By some of the teachers the report is expected to precipitate the bitterest fight which has rocked the committee this year. As a rule the teachers who have been long in service and have drifted away from personal study are vigorously opposed to the plan, while its ardent supporters are among the young element of teachers.

Teachers, head assistants and principals eligible for promotion are to be allowed the discretion of substituting five courses of study of at least thirty-six hours each for the promotional examinations now required. Elementary teachers who have certification for special branches are given two and a half courses credit for them. Teachers in these special branches must select three of their studies outside of the branches covered by their special certificates.

Principals and high school teachers must select at least a year’s work in university or graduate schools, and after June 30, 19--- their efficiency average for promotion must be at least 85. Almost all of the high and special branches of study are included in the list from which the teachers may elect.
the death, but, of course, I have my beliefs. The news is premature, but I hope all the truth will come out. All that was said about the case now we want to be authentic as coming from some member of the family. The authorities in the East perhaps know more about it than we do. We have not been advised, and for that reason we do not want to say anything that would make trouble for anybody. What we want is the real facts and the real truth in the case. Then we will know better how to proceed.”

Mr. Krembs said the police had promised here to keep a close watch for Muenten. He expressed it as his belief that they had failed, however, for he thinks the man still in Chicago.

DOUBT BY MRS. KREMBS.

Other members of the Krembs family expressed doubt as to the truth of the report that arsenic had been found by the Howard analyst, and declared their belief that the case would turn out to be an attack on Christian Science. It was probable, according to these relatives, that the charge against Professor Muenten would prove to be that, by failing to call a regular physician in proper time, that he permitted his wife to die of blood poisoning.

“It is all because Mr. Muenten is a Christian Scientist—of that I am positive,” said Mrs. Moritz Krembs, mother of Mrs. Muenten, at the family home, 470 Fullerton avenue. “They were a devoted and congenial couple, and it is absurd to suppose for an instant that he would poison her who was so much to him and the mother of his young children. There must be some mistake in the reports from Boston. Though we desire that our child should be the one to die without medical attendance, yet the truth is that Mrs. Muenten leaned strongly to the Christian Science belief of her husband, and she had not joined the Christian Science church but she seemed to have accepted...
My dear President Harper:

I have seen no chance to communicate with you comfortably since I had some long talks with Mr. Tompkins at The Normal School before the holidays. He was entirely cordial in greeting me and talked freely and with not the slightest ill-feeling against the University or our work here. I found out something like the following things from him:

1. Both Mr. Cooley and he are exceedingly ambitious for the Normal School. As I have said to you before, they regard it as the very key to the solution of their problem. They mean to develop it extensively, if they can secure money from the Board of Education.

2. They have asked the Board of Education for $100,000, for next year, 1903-04. Of this Mr. Tompkins proposed to spend $75,000, for the Normal, and $25,000, on the Normal Extension scheme. You will see from this that he proposed a very large program for the latter work. He said they hoped to employ six or eight new instructors of the highest rank, and to have a small part of their time for work at the Normal, but to have them chiefly assigned to this Normal Extension work.

3. Both he and Mr. Cooley have clearly seen the weakness of the Normal Extension classes as heretofore conducted - their informality, their lack of definite curricula, the fact that they lead to no special end. Mr. Tompkins, at least, knows perfectly well that the courses are not properly organized and are not rivals to what we are
giving the teachers.

4. He has therefore proposed among other things that interest, first, that these courses be made definite courses for the promotional examinations and that successful completion of them shall operate instead of yearly examinations for all the tests the city system will ask. Second, that regular amounts of material, text books, and college methods of work be advised, so that these courses can be called classes; that teachers be held to strict work, exactly as if they were in a first-class college. In these items I am sure Mr. Tompkins has been influenced very largely by us here at University College.

5. Mr. Tompkins has further urged that a down-town center be provided for these classes. He would have, as I understand him, four centers: one at the Normal School, one in the center of the city, one on the West Side and one on the North Side. But I felt in talking with him that he would like more and more to provide a single great center in the heart of the city.

6. Here then, is a very serious state of things for us. If this money can be obtained from the Board of Education, if first-class instructors can be employed, if the courses will count towards promotions in the new system without further tests, and if the tuition remains free, and if they succeed in getting a down-town center of the right sort, I do not see what is to become of us. Of course, if we could persuade them to set up a set of courses which would lead to promotions when successfully completed, and if they would allow
Given the text, it appears to be a transcript of a speech or a written note. The text seems to be discussing various topics, possibly related to education or academic matters, but it is not clear due to the handwriting and format. The content is not legible enough to provide a coherent summary or translation.
the teachers to take those courses anywhere under good conditions, I feel that even with our tuition fee we could hold our own. But I fear that they would at once see that this would be a sharp competition with them and they would not make a liberal arrangement here.

Mr. Tompkins said he would be willing to vote for such an open arrangement, letting the teachers take the courses wherever they choose and accepting professional certificates from good institutions. There is a danger, however, that the teachers would get the impression that some how it might be better for them to go through the Normal Extension classes, as being safer; but I cannot tell now, of course, how this would work. Mr. Tompkins talked quite freely all the time about a "Teachers' College". That term, I think, has been fully adopted into their nomenclature for the future.

7. All this, of course, depends upon the Normal School's succeeding in getting this money to do this work. If they do not get it, I feel quite certain that the present Normal Extension classes will not survive, though it can not be asserted that they have not done a great deal of good.

8. I proposed to Mr. Tompkins that we go to the Superintendent with a plan of establishing these classes with an understanding that students be allowed to take them where they would. At first he consented, but later he wrote me asking me not to push the matter at the present, saying that he thought it best that they should push through their plan first and get the classes established, then the question as to whether the student could take the courses elsewhere
the text begins to take those courses which are under department...

I feel that even with our situation we cannot hold them away.

They must make a million now. They have a... year a month... I think.

And I think that two years at least. We want to make it happen.

CORNELL

Mr. Tompkins said no would be willing to vote for much an open

...be a part of a... second to none in New York.

...Teachers' College. That... I think, and have been

fully spoken into their importance for the future.

...All this, of course, makes me think of the present.

...I feel that the present cannot be analyzed with

...affair. All this, of course, makes me think of the present.

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...I feel that the present cannot be analyzed with

...affair. All this, of course, makes me think of the present.
could be pressed. He thought that if we went at it now we would complicate the matter for the Superintendent.

I gathered from hints that the Superintendent has a difficulty always in carrying the Normal School; that it is opposed by the Roman Catholics; that he has to fight for it every year, and that he will have a stiff fight for this extra money for the Normal Extension and this additional work.

Very sincerely yours,

[Signature]

Dean.
CHICAGO

The thought that if we went as far as we would could be expressed

confronted the matter for the Superintendent.

I estimated from what the Superintendent was willing

I estimated from what the Superintendent said that it was opposed to the

styes in continuing the normal School; that it was opposed to the

Roman Catholics; that he was to fight for it every year; and that

he would have a still bigger and finer exchange for the Norman

extension may not affect any work.

Very sincerely yours,

[Signature]