Dear Mr. Matthews:

I suppose you are still too young to enjoy looking backward, but your might, even so, enjoy glancing at the enclosed. Please return it later.

Very truly yours,

[Signature]

[Name]
THE DIVINITY SCHOOL OF THE UNIVERSITY OF CHICAGO

The Divinity School is an integral part of the University. While it continues the denominational relations formed by the Theological Seminary of the Baptist Theological Union as a division of the University, it has become one of the two largest interdenominational institutions in the United States giving theological instruction of graduate school grade.

The Faculty: The teaching body of the Divinity School consists of (a) Faculty carried on the Divinity School budget (b) The members of the Divinity Conference. This Conference is composed of members of the departments of Oriental Languages and Literature, New Testament Literature, Comparative Religion and History, whose salaries are carried on the budget of the Graduate School of Arts, but some or all of whose courses are included in the time-schedule of the Divinity School. This composite group numbers twenty-one professors. Including the faculties of the Chicago Theological Seminary and the Disciples' House twenty-seven instructors schedule all their courses as Divinity. In addition to the courses given by this group there are a number of others, (chiefly in History and Sociology) listed in the Divinity Circular as falling within the range of advanced specialized study. The total number of Divinity School courses (exclusive of 25 given by The Faculty of Chicago Theological Seminary) given in 1923-4 was 191.

The Faculty and Conference of the Divinity School represent six denominations.

Allied with the Divinity School are the Chicago Theological Seminary, the Ryder Divinity School, and the Disciples Divinity House. Of these the second has no students or professor at the present time, and the third and its students are administered as a part of the general student body, the professor in charge rendering service in the Department of Church History. In the case of Chicago Theological Seminary the relationship is
The Divinity School of the University of Chicago

To continue the academic tradition of the Divinity School with the faculty retention of the University, it is proposed that the two-year program of the Divinity School shall be continued in the University. This plan is approved by the University and the Divinity School faculty.

The faculty of the Divinity School, under the direction of the Dean and the Committee on Divinity Education, will be responsible for the academic program of the School.

The plan will be implemented in the Fall of the academic year 1952-53.
close and institutional. The courses of the two institutions are planned in such a way as to give unity and permit the interchange of courses. While the two institutions are independent in administration, economies are effected by the avoidance of unnecessary duplications of courses and instructors.

For a number of years the Meadville Theological Seminary has brought a number of students here for summer work under the charge of one or more of its own professors whose courses are announced in the proper department of the Divinity School.

The Student Body: The students of the Divinity School (among whom are a number of women) belong to all religious bodies, between thirty and forty denominations being represented annually (33 in 1923-4).

During the last ten years, not including the students in the Chicago Theological Seminary, the average annual matriculation of new students in the Divinity School has been 159. The average attendance for the four quarters during the same period has been 393, or 453 including those registered from the Congregational Seminary. Approximately half of this number were registered only in the Summer Quarter. During the war the total attendance of the Divinity School dropped from 488 in 1916-17 to 314 in 1918-19 but has since increased. In 1923-24 the student body of the Divinity School numbered 363 (not including 91 in Chicago Theological Seminary) and was drawn from 183 colleges and 37 seminaries. The total registration of the Divinity School 1892-1924 has been 10,604 (11267 including C.T.S.).

Student Charges: The Divinity School was among the first to charge divinity students the same tuition as that paid by graduate students of arts. At the present time the divinity student is charged $10 for matriculation fee, $60.00 per quarter for tuition, and $66.00 to $78.00 for room rent for the academic year of three quarters.
Students who need the assistance and maintain a high grade of scholarship, upon application, are given a tuition scholarship of $50.00 a quarter. Practically all students make such application. Beyond this tuition scholarship no financial gift is made students by the Divinity School.

Students who meet the requirements of scholarships, are guaranteed an opportunity to earn at least $90.00 a quarter. The income from Scholarships, and Aid Funds of the Divinity School is used in payment for such service when the student is not paid by a church or other institution.

**Budget:** The total expenditure for exclusively academic purposes in the Divinity School and the Departments of Oriental Languages and Literature, New Testament Literature, and Comparative Religion was $152,246.23 in 1923. Of this, $16,356.83 came from the funds of the Baptist Theological Union (For purpose of comparison it should be remembered that these figures do not include overhead expenses).

This amount has not been sufficient (a) to raise salaries of those of highest rank on the Divinity Faculty to the level set by the scale adopted by the Trustees of the University; (b) to maintain a faculty sufficiently developed for the full demands of the increased number of advanced students; (c) to do necessary publishing, and (d) to conduct desirable research. The details of these needs are stated below.

**Educational Aims of the Divinity School:** The responsibility of preparing men for leadership in the religious and moral life of today has always been uppermost in the minds of those responsible for the conduct of the Divinity School. The duty to meet such a responsibility has seemed to be something more than to follow conventional methods and curricula. To that end the school has conceived of its work as involving experiment both in method and curriculum in the following fields: Scientific research in the
Students who meet the requirements of scholarship are encouraged to apply for an opportunity to work at least $1000.00 a quarter. The income from this position and the funds of the Divinity School are meant to help pay for a course of study or other expenses.

Scholarship: The total responsibilities of this scholarship include participation in the Divinity College and the Department of Religious Legislation and Practice in the Divinity College and the Department of Religious Legislation and Practice. Student must take the course of the regular theological program.

Union for purchase of cooperative it seems to demonstrate the above principles.

The amount has not been additional (a) to raise salaries of those.

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The amount has not been additional (a) to raise salaries of those.
history of religion; preparation of teachers for theological seminaries and for the religious departments of colleges; practical preparation and training for the pastorate, religious education, foreign missions, religious social service; instruction of pastors and graduate students (and in the Summer Quarter a limited group of others) who do not wish to study for a degree.

**Academic Standing of the Divinity School:** The Divinity School is administered in accordance with the same regulations as the other graduate schools of the University, and maintains the same standards of scholarship—no advanced standing towards its degrees. It recommends to the Faculties of Arts and Literature candidates for the degrees of A.M. and Ph.D. It recommends candidates for the D.B. degree directly to the Board of Trustees of the University. The academic standing of all its students is evaluated by the Examiner of the University before they are admitted to candidacy. Students whose college degrees are not found equivalent to twenty-seven majors of undergraduate work in the University of Chicago, are grouped as unclassified and are not eligible to become candidates for degrees until their deficiencies are made up.

Students who have not studied economics, sociology, philosophy and biology in college are required to take such courses in addition to the twenty-seven majors of graduate work required for the D.B. degree.

Approximately one-fourth of those registered in the Divinity School during the past ten years were already graduated from theological seminaries. The number of degrees conferred by the University on students of the Divinity School is A.M. 551, D.B. 447, Ph.D. 121.

**Scientific Attitude:** The school, as a graduate school of the University, is given and enjoys the same liberty of teaching as that of the Graduate School of Arts, Literature and Science. In accordance with this
attitude the Divinity School has from the start been a pioneer in fields of investigation.

It has been a recognized leader in the scientific study of the Bible and the social and historical study of religion and the restatement of Christian truth.

The members of its faculty were among the first in America to publish books and give courses on the social significance of Christianity.

Among the first efforts to reform the curriculum of Religious Education were those of the Divinity School. The group of students working in the Department of Religious Education is one of the largest in the United States.

It is the only Divinity faculty editing a series of textbooks for use in secular and Sunday schools.

A seminar of thirteen advanced students is now being directed in research as to the religious needs of undergraduates with a view to organizing special training for teachers of religion in colleges.

Investigation has also been started on foreign mission fields upon the religious status of certain classes of the population. This investigation is made through a questionnaire prepared in collaboration with the Department of Sociology and sent to missionaries who have studied here on furlough, and who thus understand the aims and methods of investigation.

Publications: The list of publications by members of the Divinity Faculty and Conference printed 1892-24 in the Reports of the President of the University includes 215 books. These include dictionaries, publications of texts, commentaries, histories, discussions of methods, and textbooks. In addition there were 846 articles, or a total of 1051 titles.

The Constructive Series of text-books for religious education edited by members of the Divinity Faculty, numbers 50 titles. The total number of
investigation.

If you have a question, please refer to the scientific works of the University of California and the Department of Chemistry.

The members of the faculty were among the first in America to organize a department of physical chemistry.

This work has led to the establishment of a new science, the Division of Physical Science.

The Department of Physical Science is one of the largest in the United States.

It is the only division faculty of a series of courses for advanced students in science and engineering.

A seminar in the physical sciences course at the University of California is now in progress.

This investigation has been carried on by only a few scientists in the United States.

The Department of Physical Science at the University of California is now in the forefront of scientific research.

Faculty and Conference: The faculty of the Division of Physical Science includes the following scientists:

- The Conference Series of this paper, for registration, examination, and publication.

The conference series are: the Division Faculty, number of titles. The total number of
volumes printed has been 489,463, for use in seminaries, colleges and Sunday schools of the United States.

The Divinity Faculty and Conference issue the Journal of Religion (continuing the Biblical World and the American Journal of Theology) and the American Journal of Semitic Languages and Literature.

The Divinity School as a Center of Study for Professors in Theological Seminaries:

The Divinity School has become the chief center of study for advanced students who are planning to teach in theological seminaries. A recent survey shows that at the present time in forty-eight seminaries of various denominations there are one hundred theological professors who have studied in the Divinity School, many of them receiving the Ph. D. degree. The total number of teachers in seminaries who have studied in the Divinity School during the thirty-two years since the founding of the University is, of course, much larger. Most Protestant seminaries in the United States and Canada have employed one or more teachers who have studied at the Divinity School. Some faculties regularly release their members for such study (Exhibit A).

Accurate data as to the number of former students of the Divinity School who are now teaching in colleges are not available, but those obtained would warrant an estimate of four hundred as conservative.

Training for the Ministry: The School has always insisted that the use of scientific methods in biblical and theological study should lead to religious earnestness and ministerial effectiveness. It has, however, not been content with academic training. It has constantly readjusted its curriculum and methods to new needs of the churches. Decreasing emphasis in the vocational curricula has been laid upon the study of biblical languages and increasing attention given to a vital historical understanding of religion.
American Standard of Political Science and Administration

The Divinity School as a Center of Study

In theology and the professions of the ministry, a center of study, research, and scholarship. The Divinity School is a center of study in theology, preparing students for the ministry, theological education, and related fields. It is a center for the development of new ideas and the advancement of knowledge in the field of religion.

For more information, please contact the Dean's Office at the Divinity School.
and church efficiency, and the supplementing of academic study with practical training under proper direction. At the present time the conditions for receiving the D.B. probably prescribe more hours of vocational training than is true of any other institution. Pastoral duties are taught by the case system and by practice. The purpose of such training is not simply to give information, but actual experience.

Four special curricula are organized for preparation for work of (1) pastors, (2) foreign missionaries, (3) directors of Religious Education and (4) religious social service. In the two latter curricula use is made of courses given by the School of Education and the Graduate School of Social Service.

Practical Training. The Divinity School was a pioneer in applying the project method to theological education. Candidates for the D.B. degree must have at least a year's supervised experience in actual religious work. Two members of the Faculty oversee the practical work of the students in churches and missions and coordinate such work with the curriculum. Opportunities for training in religious education are given under normal conditions of church work in the Hyde Park Baptist Sunday school, the University Congregational Sunday school, as well as in the daily Bible schools in the vicinity.

Efficiency of the Divinity School Training--In 1908 the Trustees of the Baptist Theological Union appointed a committee to report on the efficiency of the Divinity School. The statistics drawn from five states showed that the graduates of the Divinity School averaged 18.6 baptisms a year. The average of the graduates of five other Baptist seminaries in the same area was 14.45.

In 1921 questionnaires answered by ninety-two former students of the Divinity School now in the pastorate, gave the following data:
any action or decision may be expedient to accomplish and with particular

factors under proper instruction. If the parents give the cooperation for the

continue the D.S. process. Please do not place the decision until the

in it for any other instruction. Therefore, the parents will be expected to give

examine in any practice. The purpose of each activity is not strictly to give

instruction, but merely experience.

you select activities as you can for preparation for work at

istration, (d) Religous Sacraments, (c) Guidance or Religious Education

any (b) Religious Society services. In the two latter categories we have

of course all Gain on the School of Education and the Graduate School of

Geology.

Ecclesiastical Training - The Divinity School was a pioneer in applying

the practical method of educational administration. Catholics for the B.S. degree

must have at least a year's supervised experience in active religious work.

Two years of the Junior course of practical work of the students in

ministers and missionaries and coordinate each work with the curriculum.

Opportunities for training in religious education are given when courses summer

from all courses work in the large Park Preparatory School, the University

Conservative Grammar School, as well as in the many Public schools in the

activities.

Charter of the Divinity School - In 1896 the Trustees

of the Divinity School organized the University and appointed a committee to report on this.

location of the Divinity School. The location grew incorporation and the

amended the location of the Divinity School by the Declaration of the

year. The marriage of the Divinity of the other Religious Seminaries in the

some name was 14.50.

In 1891 there were two names in the Preparatory, have the following names:

of the Divinity School now in the Preparatory, have the following names:
Total Baptisms 1915-20 (5 years) 11570 (57 men)  
Annual Baptisms per Pastor 27.6  
Other Accessions 11738  
Other Accessions per Year 27.7  
General Denominational Benevolences $1,575,041.47  
Average per Pastor 2,219.50  

In order to check these returns, special examination was made in 1921 of the Baptist churches in Illinois with the following results:

<table>
<thead>
<tr>
<th></th>
<th>Average</th>
<th>Other</th>
<th>Total</th>
<th>Contributions New World Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Ministers:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>338 (If U. of C. included)</td>
<td>14</td>
<td>10.5</td>
<td>24.5</td>
<td>$1445</td>
</tr>
<tr>
<td>310 (If U. of C. not&quot;)</td>
<td>13.7</td>
<td>9.5</td>
<td>23.2</td>
<td>1268</td>
</tr>
<tr>
<td>28 (University of Chicago)</td>
<td>16.1</td>
<td>22.</td>
<td>40.1</td>
<td>3437</td>
</tr>
</tbody>
</table>

In more general terms the ability of the Divinity School to give practical preparation can be estimated in that its former students are presidents and professors of colleges and seminaries, secretaries of national societies of different denominations, state conventions, city mission societies; pastors of efficient churches in all denominations, missionaries on the foreign field. (Exhibit C)

**Missionary Preparation:** This work is under the direction of the subdepartment of Missions and in cooperation with the Chicago Theological Seminary and various departments of the Graduate Faculties of Arts, and is exceptionally extensive. The divinity School is one of the chief centers of study for missionaries of all denominations on furlough. For the past ten years the average number of these advanced students has been 25-35. An organization for supervised investigation in missions and comparative religion on the mission fields was formed three years ago. Approximately four hundred missionaries have studied in the Divinity School (Exhibit C).

**Education of Laymen:** In order to assist pastors in the development of effective religion, the American Institute of Sacred Literature,
In order to offer courses beyond, special communication was made to

1931 of the Senate Committee in Illinois with the following report:

<table>
<thead>
<tr>
<th>University</th>
<th>Total Accreditation Examiners</th>
<th>Assistant Directors</th>
<th>Associate Directors</th>
<th>Professors</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. St. U.</td>
<td>2,268</td>
<td>1</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>1894</td>
<td>1,838</td>
<td>2</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>1994</td>
<td>1,608</td>
<td>3</td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

In more recent years the efforts of the Division 800 of the

baccalaureate preparation can be extremely to that in giving education to the great

gait of students of college and university, to the associate of the

fellow of the American Association of American Universities, and a member of

certified by the Division of College in all communication, to

the Division 800 of the American Association of University Professors.

Amendment to the Charter of the University:

This work is under the direction of the

Professor of Practice, and in cooperation with the Chief

examination for the preparation and in cooperation of the Division 800, the

of the Division 800, and one of the other colleges

of study for the preparation of all communication to the

at least, or as many as may be necessary for the Division 800 (1931-32).

Committee on Reports: In order to extend benefits to the Division 800 (1931-32).
(the section of the University carrying on the popular instruction of the Divinity School) conducts correspondence courses and publishes The Institute and other material for study in classes. More than nine thousand people are using these lessons in 1934-35, and the total number of such students 1892-1934 is approximately 150,000. In addition, the American Institute issued three hundred thousand pamphlets for the purpose of popularizing a more intelligent interest in religion (Exhibit E).

The Divinity School Faculty gives courses in University College and also conducts annually three Institutes for Church Workers.

Needs of The School Arising From Its Expanding Work

Buildings: The acute need for classrooms, seminar rooms, offices, chapel and library now existing, will be met by the two buildings now made possible by the gifts aggregating six hundred thousand dollars.

The Divinity School seriously needs accommodations for married students. It now has allotted it by the University six unfurnished and twenty-one furnished apartments, the latter being intended for missionaries on furlough who are studying at the University. Six of these latter apartments were furnished by the Women's Foreign Mission Board of the Presbyterian Church. The need could be met satisfactorily by the erection of an apartment building to cost approximately one hundred to one hundred and fifty thousand dollars, which could be rented at such rates as to make a fair return on the investment and at the same time give married students accommodations at a reasonable rate.

For a complete study of the history of religion there is needed a museum which should be so arranged as to become a laboratory for such study. There is room in the new building for a considerable beginning of such a museum.
The purpose of the University Committee on the Education of the University Faculty is to promote correspondence courses and to foster the intellectual and scientific development of the faculty. It is hoped that these courses will contribute to the advancement of knowledge and to the improvement of teaching methods.

The Graduate School offers courses in several fields, including mathematics, physics, chemistry, biology, and the humanities. The courses are designed to provide opportunities for advanced study and to encourage research. The faculty is expected to participate actively in the activities of the Graduate School and to contribute to the academic vibrancy of the University.

The University has a strong commitment to the development of its faculty, and this includes providing opportunities for professional growth and development. The Graduate School plays a central role in this effort, and the faculty is encouraged to take advantage of the opportunities available.

In conclusion, the Graduate School is an important component of the University, and it is hoped that its activities will continue to contribute to the advancement of knowledge and to the intellectual growth of the faculty.
Endowment for the Increase of Salaries: This need has been somewhat relieved by the bequest of one hundred thousand dollars by Mrs. Ann H. Swift. There is still need, however, of additional funds to permit promotions and to raise salaries of members of the staff.

Increase in Teaching Force: In order to furnish the classes and seminars required by the large number of students who come to the Divinity School for advanced work in preparation for teaching in theological seminaries and colleges, the teaching force should be immediately enlarged by:

(a) A professor in Church History. At the present time the teaching force has been by virtue of lack of funds reduced to only one and one half professors. There should be at least three professors in the department.

(b) A professor in Religious Education. The rapid development of this department makes such an increase imperative. Three professors instead of two in the department would assure students more opportunity for the training and special study now imperative.

(c) A professor in Ethics and Philosophy of Religion. The number of students specializing in these fields requires an increase in the number and frequent offering of advanced courses.

(d) A professor of preaching, worship and evangelism. This work is now carried on in cooperation with the Chicago Theological Seminary by Dr. Scares. It needs marked expansion. To conduct the work in religious education, and the oversight of work on theses by men studying for a degree, for which the department of Practical Theology is responsible, make it imperative that he be given relief. The need of good preachers in churches can be met only by more opportunity for training in this field.

(e) The Divinity School needs an extension professor, who shall (1) oversee the work of recent graduates, as well as those yet studying in the Divinity School, and (2) organize Institutes for the education of laymen in religious matters. Very few of these will go to colleges and seminaries. The response to this sort of work which has been carried on by the Divinity School in Chicago for years, makes plain the need and demand for such training.
Enforcement for the Efficient of Services

Some services failing in the payment of one hundred percent of the total

are not fully paid. If not, however, or if it be otherwise, it may be

benevolent plantation may to raise sufficient of meekness of the name.

Increase in Teaching Rates: In order to increase the teacher

and secondary teachers of the large number of students who come to the

Divinity School for seminary work in preparation for teaching in protest

of any seminaries or colleges, the teaching force would be immediately

reduced.

1. A statement in Quaker History. As the present time

the teaching force was good in relation to the total

state number to only one and the full professors.

Those applying for local state professors in the

government.

2. A proposal in relation to the number of students.

The teachers are increasing in number to ten, and one hundred

students may be sufficient in the number and teaching other.

3. A proposal to provide any useful topic of education.

If the number of students is proportionate to those students

this work is well carried on in cooperation with the

school of theological continuing education in the state. If need

would provide for more students to be trained for

practical ministry in the seminary, what is good to know.

This need of good preparation in the course of

the Divinity School needs an examination process, and

what (1) adequate the work of research and training, as well.

as shows the student to the Divinity School, say (2)

be the result of my service to the role of

college and seminaries. The result of this service to

work with the seen center of the Divinity School in

dive, the entrance and member of the Divinity School to

make the entrance and member of the

work of the state.
Professor giving Instruction in Music, Liturgics, and the Relation of Art to Religion. The present opportunity for training in hymnology and church music is altogether inadequate. Cooperation with the Chicago Theological Seminary is here practicable.

The addition of these instructors will give a well-rounded faculty capable of carrying on not only the general instruction intended for students preparing to enter the pastorate, but also of meeting the increasing demand for specialized study on the part of students who plan to become teachers (Exhibit E.)

Provision for Research bearing on the Development of the Curriculum: The Divinity School in cooperation with the Chicago Theological Seminary plans to make a new and intensive study of the actual operations of the church in a community, in order to discover data for developing proper vocational training. That is to say, the instructors should be in a position to study the operations of churches in various sorts of parishes. On the basis of such observation the school can develop a better curriculum for the preparation of men for the pastoral office. Provision should be made for releasing one or more members of the faculty for a quarter in order for them to conduct such research.

The same need is to be seen in preparation for foreign missions. Thus far the curriculum for men and women who enter the foreign mission work has been largely based on general theory. There is needed a careful study of the results of the actual impact of Christianity upon the non-Christian world for the purpose of discovering how missionaries can best be trained both for educational and evangelistic efficiency. The large number of missionaries on furlough studying here can be organized into effective cooperation.

In addition, provision should be made for periodical visitation of foreign mission fields by the professor of missions.
The selection of these interpretations will give a well-rounded family experience of caring not only for the physical health of the child but also for the spiritual and emotional well-being. The aim is to provide an environment where the child can develop a sense of belonging and a strong foundation for the future.

To achieve this, the Department of Family Development has established the Division of Family Services. The Division focuses on children's services, with a special emphasis on the development of family resources. One of the primary goals of this Division is to enhance the quality of family life and promote the well-being of children. The Department also offers training and support to families, focusing on developing skills and strategies for effective parenting. The aim is to provide families with the tools they need to thrive and succeed in a challenging world.

In conclusion, the Department of Family Development is committed to improving the quality of family life and ensuring the well-being of children. Through our programs and services, we work to create a healthy and supportive environment where families can thrive and succeed.
Scholarships and Fellowships: The Divinity School needs funds to set up research operations on the home and foreign field, to which reference has just been made. To this end, the school's funds available for Scholarships and Fellowships should be enlarged. The holders of these Fellowships should be so organized and given such oversight and direction that they would become, as it were, research assistants in the study of religion and the furtherance of religious life in selected communities.

Publication Fund: Scientific theological literature does not have a large sale, but it is important that occasional books and pamphlets dealing with important technical questions be published. The faculty is constantly producing such material for which there are no publication channels in America.

Summary of Financial Needs

<table>
<thead>
<tr>
<th></th>
<th>Needed</th>
<th>Gifts plus interest</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buildings (classrooms,</td>
<td>$700,000</td>
<td>$550,000</td>
<td>$150,000</td>
</tr>
<tr>
<td>chapel, furnishings,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dormitories)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase of salaries</td>
<td>250,000</td>
<td>100,000</td>
<td>150,000</td>
</tr>
<tr>
<td>Professorships</td>
<td>600,000</td>
<td></td>
<td>600,000</td>
</tr>
<tr>
<td>Research</td>
<td>75,000</td>
<td></td>
<td>75,000</td>
</tr>
<tr>
<td>Extension and</td>
<td>75,000</td>
<td></td>
<td>75,000</td>
</tr>
<tr>
<td>administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarships and</td>
<td>50,000</td>
<td></td>
<td>50,000</td>
</tr>
<tr>
<td>Fellowships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publication</td>
<td>50,000</td>
<td></td>
<td>50,000</td>
</tr>
</tbody>
</table>

$1,800,000 $650,000 $1,150,000
### Request for Information

The Division of Food Needs Funds

To set up a research operation on the bread and related items, the following is requested for the purpose of supporting field research and development:

- Funds for personnel and equipment
- Space for laboratories and offices

Specific information about the nature and extent of research desired is requested.

### Application Form

**Table of Financial Needs**

<table>
<thead>
<tr>
<th>Item</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>$20,000</td>
</tr>
<tr>
<td>Space</td>
<td>$10,000</td>
</tr>
<tr>
<td>Equipment</td>
<td>$20,000</td>
</tr>
<tr>
<td>Travel</td>
<td>$5,000</td>
</tr>
<tr>
<td>Total</td>
<td>$55,000</td>
</tr>
</tbody>
</table>

Application Closing Date: [Insert Date]
EXHIBIT A

The Divinity School of the University of Chicago

By every standard of measurement, the Divinity School of the University of Chicago is one of the few great theological seminaries in America.

It is one of a small group of university seminaries that has the courage to rely upon the Examiner of the University to determine the scholastic standards of the applicants for admission. This is characteristic of the standards of scholarship throughout. Such standards are enforced with a consistency and impartiality rarely found in our seminaries.

This becomes more significant in view of the high scholarship of the members of the faculty who are recognized as authorities in their respective fields. In addition to being scholars, most of them are teachers of high order, as is indicated not only by the classroom instruction but by the demands the public makes upon them for a more extended service. The Divinity Faculty of the University are making a remarkable contribution also in literary productivity in the field of religion. Their activities in these respects are not exceeded by any other seminary.

The Divinity School is alert to the demands of the present age. The Bible maintains a fundamental place in the program of study. Students are grounded in it. An earnest desire and a searching effort are manifest rightly to divide the Word of Truth.

In addition, much progress has been made in socializing and humanizing the program of study. The social significance of Christianity is consistently stressed. There is extended and increasing provision for practical training, for work in religious education, for the study of
EXHIBIT A

The Division School of the University of Chicago

In each section of management, the Division School of the University of Chicago in one of the few large educational ventures in America.

It is one of a small group of university ventures that are coming to the University to collaborate. The collaborations at the University are not only in the sciences, but in the arts. They are fostering a new kind of education, one in which ideas and concepts are not only taught, but also practiced. The collaboration between the University and the Division School is an example of this.

The Division School of the University of Chicago is making a contribution to the field of education. The Division School is not only teaching, but also learning. The students are not only receiving knowledge, but also creating it. The Division School is a model for the future of education.

In addition to the Division School, the Division Faculty of the University are making a significant contribution to the field of education. Their activities in research and teaching are not only expanding, but also accelerating.

The Division School is more than just a place for the teaching of the present. The Division School is a place for the teaching of the future. The Division School is a place for the teaching of the ideas that will shape the future of society.

In addition to the Division School, there are also the Division Faculty who are doing research and teaching in various fields. Their contributions are not only important, but also significant.

In conclusion, the Division School of the University of Chicago is a model for the future of education. It is a place where ideas are not only taught, but also practiced. The Division School is a place where the future is being shaped.
missions at home and abroad, for relating the knowledge and experience of religion with the progress of scientific truth. Holding religious truth as central, the School affords opportunities unexcelled for orientation in the modern world.

As one visits the other seminaries of the country he is amazed at the contribution the Divinity School of the University of Chicago is making to their work in the production of text and reference books and particularly in the number of seminary professors who have studied at Chicago. It is doubtful if any other seminary has an equal number of former students in the faculties of other seminaries. The Divinity School has contributed much to making the city of Chicago and environs the greatest centre for theological study on our continent.

ROBERT L. KELLY

New York City
November 11, 1924
In the modern world, the scope of educational opportunities expanded for administrators and educators. As one article suggests, the University of Chicago's Division of the Illinois Institute of Technology is working to expand its role in the production of text and reference books. The Division of Education at the University of Chicago is well known for its seminar on natural science and has contributed much to the city of Chicago and its environs.

Herman L. Klick

New York City
November 11, 1954
The missionary forces of the church need today that someone will do for them what the study of Religious Education is doing for Sunday School work; what the study of botany is doing for the florist; what the study of agriculture is doing for the farmer — namely to penetrate beneath the surface of things and to learn more concerning the hidden forces, laws, and operations of the processes of change and transformation which are going on continually in connection with missionary propaganda, in order that through a more adequate understanding we may the more effectively control these processes for the betterment of mankind.

Such an investigation will interpret the missionary enterprise as a part of the clash and mingling of cultures which during the last two hundred years has become a world-wide phenomenon. Mission work is seen as a part of this great world process of interaction. The investigator accepts the accredited findings of psychology, sociology, anthropology, comparative religion, religious psychology, and kindred sciences, as to the nature of man and of human society, as to the nature and function of religious beliefs and practices in the life of mankind, and as to the manner of God’s workings in the universe. The data required for an empirical investigation is to be found in the records of past missionary activity, but more especially in and through deliberate research into what is actually transpiring today in all those points of contact where religion is playing upon religion and custom upon custom.

With the purpose of uniting the various Departments of the University with missionaries abroad in such a cooperative investigation as this there has recently been organized THE RESEARCH EXTENSION IN COMPARATIVE
EXHIBIT C

Memorandum

The missionary focus of the campaign was to focus on the

education and training of the religious workers to enable them
to function more effectively as religious leaders. The goal was to

prepare them for service at the front, ready for the future.

The emphasis on training and to improve the educational and

technical skills of the religious leaders was to strengthen their

leadership role and prepare them for effective mission work.

Schools and training centers were established to provide the

necessary education and preparation for the fulfillment of their

missionary responsibilities.

The training programs included courses in theology,

education, language, and cultural studies. The objective was to

prepare them to serve effectively in their respective

missions.

The emphasis was on practical skills, such as

preaching, teaching, and pastoral care. The goal was to

prepare them to serve as religious leaders in their

missions.

The training programs were designed to

improve the skills of the religious leaders and prepare them

to serve effectively in their respective missions.

With the purpose of applying the principles of

missionary education, the Research Extension in

Comparative

University with missionaries around to form a cooperative investigation as

the focus and research group organizing the Research Extension in

Comparative
RELIGION AND MISSIONS.

As a first approach to the total subject we have already begun the study of the so-called hybrid groups, scattered through various parts of the world, where there has been a crossing not only of cultures and religions but also of races. Missionaries who are laboring among these people are already engaged in the study of their peculiar life problems and experiences.

The main subject of the investigation however is the complex process known as CHRISTIANIZATION. We wish to know more exactly what actually transpires in connection with Christian propaganda in other lands, and to discover the various factors which have contributed to these results, irrespective of whether those results according to our opinions are what they ought to be or not. This complicated process of Christianization may be approached from at least three different angles:

First, the study of the religious experience of individuals who come under the influence of Christian propaganda, and also the experience of missionaries and others who come into contact with non-Christian ideas and practices abroad. We are equally interested in those who respond favorably and those who respond unfavorably. Our special concern is to discover the factors which contribute to these various responses. This may be considered as a study of Religious Psychology carried out into the experiences of the foreign field, and should throw added light upon those great experiences of the human heart which have long lain in mystery under such theological terms as conversion, regeneration, hardness of heart, spiritual power, growth in grace, etc.

Second, the study of the interplay of cultural elements, both foreign and native, such as rites and ceremonies, norms and standards
In a clear explanation of the complex process of religion and the understanding of its influence, we must be aware of the various factors at work. The study of religion involves understanding its influence in the context of culture, society, and individual experiences. We often consider the influence of religion in the context of non-religious factors and other variables. Our society is complex, and the influence of religion on various aspects cannot be overlooked. The experiences of the followers of religion shape the understanding of these influences. These experiences can be categorized as experiences of transformation, regeneration, or merely significant border crossings in life events. Religion, as a mark of the interplay of cultural elements, plays an important role in shaping our lives and societies.
of conduct, doctrine and beliefs, ideals and aspirations, habits and customs. It is precisely this clash and fusion of cultural elements which determines what a civilization or a religion is to be. The historian or the anthropologist seeks to explain present culture or religion by tracing the interplay of influences and the developments of institutions, doctrines and life interests through the past. The study which we propose is an investigation, not so much of the more or less imperfect records of the past (although these are not to be neglected) but of the actual process which is going on at present right beneath our eyes - and in no spot more decidedly than in the mission station - with the object of determining in so far as possible the nature of this inter-cultural process itself. This should enable us to foresee, to some extent at least, what kind of Christianity is developing and must develop within any particular type of culture - Chinese, Indian, African, or Japanese - and also to determine the nature and extent of any world-wide Christianity which may be established in the world.

A third approach is the study of the development of different groups of people on the foreign field, and of how they grow up and take form about the religious and cultural interests of mankind. This involves a study of the village community, of the native guild or caste group, of the clan or patriarchal family, of the local native church, of the growing national churches, of new liberal or reactionary movements within the prevailing religions of the country. We are coming to see as never before the significance of group life. Through group associations the individual comes to be a real person with character and a place in society. Only in proportion as groups of people crystallize about human interests and values do these interests really become dynamic in the world.
concerns. It is necessary to give careful attention to the development of new techniques and materials. The selection of the best available materials and the design of the structures are crucial to the success of the project. The cooperation and coordination of all parties involved are essential to ensure the project's success.

5. The project will require a significant amount of funding. However, the benefits of the project will far outweigh the costs. The project will provide a long-term solution to the problem and will improve the quality of life for the residents of the area.

6. The project will have a positive impact on the environment. The use of eco-friendly materials and the implementation of sustainable practices will minimize the project's environmental impact.

7. The project will create job opportunities for the local community. The construction and maintenance of the project will provide employment for many people.

8. The project will improve the image of the city. The construction of the project will enhance the city's reputation and attract tourists and investors.

9. The project will have a positive impact on the economy. The project will stimulate economic growth and create new businesses.

10. The project will have a long-lasting impact on the community. The project will provide a lasting solution to the problem and will benefit the community for many years to come.
For this double reason then, the competition, cooperation, disintegration, and re-alignments of groupings of people must be a matter of supreme importance to any one who wishes to understand missionary operations.
The American Institute of Sacred Literature

To the President of the University:

Sir: The American Institute of Sacred Literature includes in its service (1) the distribution of study courses with informal direction of work leading to certificates, (2) the promotion of reading courses for ministers with traveling libraries and syllabi, (3) informal correspondence courses without University credit, (4) printing and distribution of "popular religion" leaflets and pamphlets, (5) an advisory correspondence concerning reading and study in the field of religion that reaches thousands of persons not regularly enrolled in its courses.

The year ending June 1924 marks the most extensive work in the history of the Institute. Its literature reached beyond the United States to Canada, Mexico, South America, Hawaii, the Philippines, Japan, Korea, China, and Turkey through regular enrollments.

(1) **Outline Bible Study Courses.** - A new course entitled "How to Enjoy the Bible" was published in the Institute, which was mailed monthly to 606 towns in the United States, and to many foreign countries. The list of subscribers numbered 1917. Similar courses covering 14 subjects in the Bible and religion were placed with readers to the number of 8003 making the total number using the courses 9919. This was a gain of approximately 2500 over any preceding year.

(2) **The Ministers Reading Courses.** - The ministers reading courses were held in abeyance while from 10 to 20 new courses were being prepared. This necessitated closing out the old libraries and preparing new lists, ready for the Autumn of 1924.

(3) **Circulation of Popular Religion Leaflets and Pamphlets.** - A new pamphlet was added to the Science and Religion series, and two pamphlets inaugurated a Good-will series. Much of this literature was sent upon request, and not infrequently paid for at cost. Thousands of pamphlets were sent free to a varied constituency of what were deemed to be key people. Every member of a state legislature, and every national legislator received the Science and Religion series. Ministers received 100,000 from different series. Scientists, leaders in education, business, churches, schools, and miscellaneous groups consumed the remainder of approximately 300,000 copies.

One hundred and ninety four persons contributed to the publication and circulation of this tract literature of whom 94 were scientists. A few gifts were received from churches. The total number of gifts showed forty more than in 1923. Arrangements were made in the spring for the publication of three new pamphlets and a new course of study.

It will be seen from the above report that the most substantial increase in the work of the Institute is in the number of people who are using its courses.

Respectfully submitted,

Georgia L. Chamberlin
Executive Secretary of the Institute
EXHIBIT C

The Progress of the Institute Up to Date

To the trustees of the Institute:

I. The American Institute of Geology and Mineralogy has

(1) The Institute’s annual meeting was held in New York City on June 25, 1928, and the report for the year ended December 31, 1927, was presented.

II. The Institute’s financial statements for the year ended December 31, 1927, have been audited by the firm of Johnson, Jordan & Co., and the report of the auditors is attached.

III. The Institute has a membership of 10,000, and the financial statements show a balance of $100,000 in the bank.

IV. The Institute’s publications include:

- "The Geology of the Rocky Mountains"
- "The Geology of the Andes"
- "The Geology of the Himalayas"

V. The Institute has received $25,000 in donations from various organizations and individuals.

VI. The Institute has purchased a new building located at 123 Main Street, for $500,000.

VII. The Institute has entered into a five-year agreement with the University of California for the exchange of research materials.

VIII. The Institute has established an endowment fund of $500,000 to support future activities.

IX. The Institute has received a grant of $100,000 from the government for research on mineral resources.

X. The Institute has appointed a new director, Mr. John Smith, to oversee the institute’s operations.

John Smith

Chairman of the Trustees

Exhibit C: Secretary of the Institute

[Signature]
## Present and Needed Faculty

<table>
<thead>
<tr>
<th>Present Divinity School</th>
<th>Total needed in Divinity School</th>
<th>Chicago Theological Seminary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oriental Languages and Literature (including undergraduate instruction)</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>New Testament (including undergraduate instruction)</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Systematic Theology</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Church History</td>
<td>1-1/2</td>
<td>3</td>
</tr>
<tr>
<td>Homiletics</td>
<td>1/2</td>
<td>1</td>
</tr>
<tr>
<td>Religious Education</td>
<td>1-1/2</td>
<td>3</td>
</tr>
<tr>
<td>Missions</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Comparative Religion</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Sociology (Arts courses)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational Training and Extension</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>1/2</td>
<td>1/2</td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td>1/2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>20</td>
<td>25</td>
</tr>
</tbody>
</table>

Such a scheme involves the interchange of courses between Divinity School and the Chicago Theological Seminary in Old Testament and Sociology; and the joint employment of instructors in Public Speaking, Music and other expressional activities. Additional Fourth Quarter instruction, and members of the Divinity Conference whose work is not primarily with divinity students are not included.
Reminiscences of the Early Days.

Very highly do I appreciate the honor of being invited to participate in the Jubilee celebration of our Divinity School; and to speak on the subject assigned me — "Reminiscences of the Early Days".

My personal recollection of those early days goes back to 1866, when about twelve young men were accustomed to meet for theological instruction in an upper room in the old University — room No. 9, occupied by my dear friend and classmate, Robert Leslie. The instructors were Rev. Nathaniel Colver, D. D., and Prof. J. C. C. Clarke. These men were widely different in personality and training, and yet each was peculiarly fitted for his position. Dr. Colver was born in Orwell, Vt., May 10, 1794. His father and grandfather were Baptist ministers. He had few educational advantages in youth. I once heard him say, "I thank God that when a boy the only book I had to read was the family Bible and I read it till every page was as familiar to me as my mother's face." He was converted and baptized when 23 years old, and was soon led into active Christian service. After various parishes, he was called to Boston in 1839 and with Deacon Timothy Gilbert and others started the famous Tremont Temple, where for 13 years he filled a position of far-reaching influence. That Temple should be particularly dear to every Baptist heart, for within its walls the rare eloquence of our greatly beloved Drs. Lorimer and Hanson was heard, and their words, like those of the present pastor, Dr. Myers, have gone out to "the ends of the earth." Dr. Colver, humanly speaking, laid the foundations of Tremont Temple, and his varied experiences there qualified him as the early founder of our Seminary. He was large in body, mind, and heart, and the foundations he laid were neither plastic nor crumbling, but as solid as the granite of his native Vermont. In addition to his class in Biblical Theology, he met several of the University students and his own also every Friday afternoon in his home, 26 Douglas Place, and gave instruction in Homiletics and in the interpretation of the Epistle to the Romans. When he closed his work in Chicago to become President of the Freedmen's Institute in Richmond, Va., a letter dated September 27, 1867, was sent to him requesting the publication of his lectures. This was signed by the following students — DeForest Safford, Henry C. Mabie, Robert Leslie, Jr., L. T. Bush, E. P. Savage, E. O. Taylor, J. T. Sunderland, T. Geo. McLean, R. E. Neighbor, John Gordon. All these names will be recognized by old-time students and friends of the University. Of the ten, I think, eight at least are still living and actively engaged in service. Dr. Colver, although not educated according to the schools, was nevertheless "mighty in the Scriptures", and was a preacher of tremendous power. He was a Nathaniel — ("whom God gave") in whom was no guile; and never failed to encourage and befriended the lowliest of God's ministers, however limited in attainments. He was a sagacious man. During the great "May Meetings" (then so-called) in Chicago, 1867, announcements were made — one day, for example, "The Alumni of Brown, of Rochester, of Madison (Colgate), Shurtleff, Dennison, etc., will meet at a certain hour in such a room of the First Church", Dr. Colver, fearing that many of the delegates might feel depressed because they had no college or Seminary affiliations, arose and with trumpet tones called out, "The Alumni of the Brush Heap will meet at such an hour and in such a place." Shouts of laughter and
applause followed, the sunshine dispelled the gloom; and the meeting of the "Brush Heap Alumni" was by far the largest of all the gatherings! This noble man of God died in Chicago, Dec. 25, 1870, and was buried in Oakwood Cemetery, not far away.

Prof. John C. C. Clarke was born in Providence, R. I., 1833, educated in Rochester University and Theological Seminary; was pastor of the important church, Yonkers, N. Y., for four years; Professor of Greek, Chicago University, one year; and 1866, associated with Dr. Colver in "the early days". He taught N. T. Interpretation. He was "an exact scholar, inspiring teacher, a man of refined tastes and highly esteemed in all relations". For many years after leaving Chicago, he taught in Shurtleff, and died only a few years ago.

It ought to be stated here that the salary of these earliest teachers was paid by friends in Vermont, and New York, Br. Miles Davis, Lawrence Barnes, and W. W. Cook. All honor and gratitude to these early benefactors whose gifts were secured through the efforts of Dr. W. W. Everts and Dr. Colver.

In 1867 great changes took place. A new faculty commenced work under the presidency and leadership of one whose name will ever be as deservedly conspicuous in the history of the Divinity School as is that of the illustrious "Father of his Country" whose distinguished name he bore, George Washington Northrup. Dr. Northrup was born at Antwerp, Jeff. Co., New York, October 16, 1826; graduated with highest honors from Williams College, 1846, and from Rochester Theological Seminary, 1857, and after ten years professorship of Church History in Rochester, was elected President of our Seminary.

I have recently been permitted to read several important letters written by Dr. Northrup from Rochester to his long-time and intimate friend and theological class-mate, Rev. D. H. Cooley, D. D., now residing in Philadelphia, but formerly of Morgan Park, and officially connected with the old University under the heroic presidency of the Rev. Galusha Anderson, D. D. In one of these he says, "I have just returned from Chicago, where I was offered the presidency of the new Theological Seminary. No one will be appointed to a position on the faculty contrary to my wishes. The Board at my suggestion has elected Rev. J. B. Jackson, of Albion, to the chair of Church History. From now until next September, he will devote himself to raising an endowment. In reaching the decision to accept this position, I am convinced that I am obeying the will of God. This is all I care to know, and I leave all the future in the hands of Him who knows the end from the beginning." With such convictions and determination of purpose, this noble man of God gave himself to the arduous work thirty-three years.

To some of us, Dr. Northrup, at first, seemed cold, austere, very dignified and reserved, but he had a great and kind heart, and was ever ready to befriend his students. He could be severe in rebuke when necessary. Once he said to a young man who had exhibited marked symptoms of laziness, "This is a Theological Seminary and not a Hospital." Of that same edifice it may now be said, "This once was a Theological Seminary; now it is a Hospital!" As a teacher, Dr. N. was most stimulating and precise. He was a hard worker himself and demanded diligence and progress in his students. He seemed to have had as his motto the maxim of Dr. E. L. Magoon of Philadelphia, "Hard work the only recreation, and no leisure for mere social life."
Amidst unnumbered discouragements and difficulties he pursued his way, and gave his learning, devotion, unflinching zeal and best energies of his richest manhood for over thirty-three years to the development and stability of the school. Honored in life, lamented in death, his memory will ever abide as a benediction and inspiration. "He being dead yet speaketh."

The splendid tributes to his life and worth delivered at the funeral services by Doctors Harper, Rulbert and T. W. Goodspeed should be read and treasured by every friend of the Seminary. I wish time permitted me to reproduce these eloquent eulogies in this address. Doctor Northrup's honored mantle and heavy burdens fell upon a truly worthy successor, Dean Shailer Mathews, whose achievements as an educator and leader have already commanded almost world-wide recognition; and for whose ever increasing usefulness in the great work of educating the rising ministry, every true friend of the Divinity School will fervently pray.

Professor Jackson soon gained the respect and affection of his students in Church History and in many ways greatly helped them. He was a gentle and affectionate christian gentleman. After many years of separation it was my great privilege and pleasure to meet him in Philadelphia not long before his departure from this life.

Professor Warren was versed in Greek and Hebrew, and came to us with the fresh laurels of Harvard, but his term of service was brief. He was succeeded by Reverend A. N. Arnold, D. D., a highly educated and truly excellent man. A graduate of Brown and Newton, a missionary in Greece for ten years and professor in Newton and Madison (now Colgate) he came to us thoroughly furnished for his duties as our teacher in N. T. Greek and Hebrew. He was a man of sincere reverence for the word of God. Of him as a teacher in Colgate a pupil who became prominent as a scholar - Reverend T. E. Hanna writes "In the class-room I learned from him a love for the Greek N. T. which I trust has become a permanent possession. Dr. Arnold has wonderful skill in rightly dividing the word of truth."

Another of our honored teachers was Reverend William Hague D.D., a graduate of Hamilton College and Newton Seminary, and honored with degrees from Harvard and Brown. While pastor of the University Place Church, he was our Professor of Homiletics. His presence in the class-room was cheering like sunshine; his instruction was stimulating; his criticism faithful; his counsel wise and highly esteemed. He ever exalted the dignity and power of the pulpit and impressed upon his students the importance and solemnity of the messages they should proclaim. He was considered one of the ablest and most scholarly ministers of his denomination and long served important churches, such as the First Baptist of Providence and Boston. Vigorous in life he was suddenly called home - he fell dead in front of the Tremont Temple Boston. Two other names must be added to the list of the early teachers - Reverend Robert E. Pattison, D.D. and Reverend E. C. Mitchell, D.D. both coming to us from Shurtleff College in 1870, after years of distinguished service there. Dr. Pattison was educated at Amherst, taught in Columbian
College, Washington, and in Waterville College, Ma. Was president of Waterville and also of Western Baptist Theological Institute, Lexington, Kentucky and Professor in Newton Seminary and Shurtleff College. "His powers of persuasion were remarkable and his life was one of great usefulness and of devoted piety". Doctor Mitchell was a graduate of Waterville College and Newton Seminary, Professor of Biblical Interpretation in Shurtleff for seven years and for eight years taught Hebrew and O. T. Literature in our Seminary. Was also for a time professor in Regent's Park College, London and President of Theological Seminary, Paris. It was a great change from Room No. 9 with two Professors to the lecture rooms of the University with enlarged Faculty. It was a greater change from the lecture rooms of the University to the new and commodious edifice of our own - erected on Rhodes Avenue directly west of the Old University. The cornerstone was laid August 18, 1866, and completed and dedicated July 1, 1869. The building and furnishing cost $68,000, apart from the price paid for the land.

Closing his address Doctor Northrup said, "Now brethren I commend this Theological Seminary to you - to your prayers and to your liberality. I believe that it may become, and that under wise management it will become, a mighty power under God in the furtherance of truth in this land and throughout this world. When we look at other similar institutions, those which have a history as yet of not more than fifty years, when we see all that these institutions have done we get some conception of the almost unbounded power there is in furthering the prominent interest of the Christian Church. Take this seminary to your hearts and pray and labor for its prosperity and for its highest efficiency and power."

I well remember the dedication exercises. Seats were arranged directly in front of the building and the speakers stood on the steps of the main entrance. Very many visiting friends were there from far and near. Mr. C. R. Goodyear of the Second Church was chairman - Prayer was offered by Rev. J. V. Schofield D.D., Dr. C. Bailey for six years the faithful secretary read the dedication hymn written for the occasion by Mr. Jess Clement. "Time permits us to repeat only two verses.

"Our Father, tho' trifling the offering we make
Since each as a pledge of our zeal it stands
In the name of the Crucified, slain for our sake
This temple of learning accept from our hands."

"To Science most sacred these halls we devote
And plead for Thy presence, 0 spirit Divine;
From the hearts of the Teachers be never remote
Like a star in the soul of each Neophyte shine".
Appropriate addresses were made by Pres. Northrup, Doctors Eaton of Iowa, Hewitt of Illinois, Patterson of Minnesota, Fish of Wisconsin, Tucker of Indiana and Morehouse of Michigan. Closing prayer was by Dr. Wm. Hague of Boston. Some good subscriptions were made amounting to several thousand dollars and among these Dr. Morehouse, the venerable Secretary of the Home Mission Society gave $100.00 and Dr. C. R. Blackall, formerly of this city and for long years the untiring and successful Editor of the S. S. publications of our A.B.F.S. in Philadelphia also gave a like amount. Over the main entrance of the new building there was placed a stone cross. A rich Baptist when asked for money toward paying the debt refused to give because of this (to him) objectionable figure. "How much will you give to have the cross removed?" he was asked. It remained for long years! That cross was symbolic of the doctrines taught in the Seminary. The magnificent Cathedral of Cologne is one of the finest and purest monuments of Gothic architecture and required fifty years labor and a cost of $10,000,000. It rests upon solid blocks of stone laid in the shape of a cross. This seminary whose fiftieth anniversary we now celebrate was founded upon the great doctrines of the Cross of Jesus Christ and these true and tried and sure foundations can never be destroyed. Large and commodious as were the buildings on Rhodes Avenue and in Morgan Park they were very small compared with the magnificent and colossal structure soon to be erected close by for the coming years. May the glory of this latest edifice be far greater than that of the former building and may it enlarge and perpetuate the work so nobly done in by-gone years. The students found the new building on Rhodes Avenue very comfortable and greatly prized their heritage. I believe it was my good fortune to make first selection of a room and chose No. 23! Its accommodations were shared by Brother Zook and directly back of us Dr. Howard B. Gross had his sanctum. The early students were not all born with silver spoons in their mouths, nor had they at first a finely or- ganized boarding club with a gentle "Bush" at its steward; but little groups cooked for themselves and although some of us were reported to have an elaborate menu of "bread and gravy for breakfast" and "gravy and bread for dinner" we did not become vain but were ever ready to share our rich pro- visions with associates or visitors. The students were industrious and zealous young men. Many regularly supplied Churches and missions every Sunday. I remember one of our number going to a distant country church where he was entertained in the home of farmer who had a large dairy business. After paying expense of travel the young theologian found himself the possessor of ten cents and about three pounds of cheese. "Verily, the laborer is worthy of his hire". These reminiscences ought not overlook the harmonious and profitable relationship between our early Theological Students and the old University. Almost all were students in both schools, and never could be forgotten such able friends and teachers as President Burroughs and Professors Matthews, Boise, Sawyer, Howe, Safford, Wheeler, Stern. I quote from memory and possibly may have forgotten some other equally honored names. The helpful influence and instruction of these teachers of the long ago were indelibly written upon every student's heart and prized as a rich possession.
"Reminiscences of the early days" cannot fail to recall the graduating exercises of the class of 1870. This was the first regular class graduating after the full course of study. In 1869 three were graduated Theodore Hyatt, Thomas George McLean, and Henry Brazzill Waterman - they had studied elsewhere, and finished their course in our school. They were highly esteemed by professors and students alike. The graduating exercises of the class of 1870 were held in the historic Second Baptist Church, Monroe and Morgan Streets - a Church of sacred memories to many of us. Prayer was offered by Pres. Gregory of the State University. Six members of the class spoke, as follows - Geo. M. Adams, "Doctrines of Life", Edmund W. Hicks, "Apprehension of God through the Affections", Robert E. Leslie, "Immortality, our Destiny and Heritage", James H. Wilderman, "Moses as a Law-giver", Jabez T. Sunderland, "Our Medusa", John Gordon "The Moral Influence Theory of the Atonement".

Dr. Northrup delivered an able and most helpful address to the class. The attendance was large and deep interest was manifested by all present. The other members of the class were Edison Sewell Bastin, John H. Howard, Alfred Roberts, James H. Waterman. Of the entire class six who spoke, four are still alive and continue at work. Brother Adams, Bastin and Wilderman were long since called away. It was my sad privilege to visit dear Bastin a day or two before he died and to pay my tribute to his memory at the funeral services near Philadelphia. The exercises closed by the class singing their "Parting Hymn" written by J. T. Sunderland, and the music by Doctor E. L. Taylor of blessed memory. The students of "the early days" were earnest, devoted and noble young men and exhibited a daily life the spirit of their blessed Lord. Far and wide have they labored and their record brings honor to the School from which they went forth. Examining the records of "the early days" we are pleased to notice that many members of the earliest classes have attained distinction as ministers, College and Seminary presidents and professors, secretaries, lecturers, authors and foreign missionaries. Gladly would I mention their honored names but I refrain fearing lest inadvertently I might not mention all. The Divinity School may be justly proud of its Alumni and I am equally sure every alumnus thanks God for the rich blessings received in the school so dear to every heart and in whose future prosperity all will greatly rejoice and earnestly pray.
Thus, briefly, and I fear imperfectly, have I tried to speak on "Reminiscences of the early days". Many changes - wonderful changes - have taken place during the past fifty years. All have gone who laid the foundations of this beloved school - almost all of the earliest students have likewise finished their career, and those of us who remain cannot long expect to continue our work. The saintly McChayne wrote on the dial of his watch the words, "The night cometh", thus constantly urging him to zealous labor for God. Our graduates have been laboring in widely separated fields, many in perhaps obscure and discouraging places, but if we have so lived and labored to publish the glad tidings of salvation through Jesus Christ and Him alone, our toil cannot be in vain.

In one of the ancient Cathedrals of Europe, visitors at certain times are shown a sculptured face of exquisite beauty. When the Cathedral was being built, an old man with face plowed by tears and form bent with age, besought the architect to allow him to do some work, anywhere in the edifice. Out of pity and yet fearing that bedimmed eyes and trembling hands might do imperfect work, he, nevertheless, allowed the old man to go up, and amidst the deep shadows of the vaulted roof, carry out his purpose. Days, weeks, and months passed by and the sculptor, almost forgotten by others, continued his work. At last, one day, the aged man was found dead - there he lay, with tools around him and his face upturned as if in his dying moments he gazed upon his last work. When the architect beheld the scene he exclaimed, "This is the grandest work of all. Love wrought this." It was the face of a loved one who had passed long since away. For many years that face was unseen and unknown to visitors, till, one day a slanted window reflected the sunlight and revealed the object of rarest and exquisite beauty. Since then, multitudes have gazed upon it and listened with interest to the pathetic and strange story. Oh, beloved friends, if by our unworned and perhaps unrecognized toil we can so live and labor that the name and image of Jesus Christ shall be so revealed and reflected that now, and long after we have passed away, others will be lead to accept, follow, love and serve Him "who loved us and gave Himself for us", our efforts cannot be in vain.

May I be permitted to close this address by repeating the "Parting Hymn" of the class X9-1870, and may these words, sung forty-six years ago, be the expression of every heart and the purpose of every life as we turn from these fiftieth anniversary exercises to the privileges and responsibilities of every-day life.

Go we to fertile valleys,
Where waving harvests stand,
Rich with their freight of golden grain,
Waiting the reaper's hand;
Or, unto dreary mountains
Whose rocks and scanty soil
Offer but meag'rest recompense
To sternest years of toil -
Go we to crowded cities,
To lift our voice on high,
And warn of death and coming doom,
The throngs that hurry by;
Or, into lonely hamlets,
To preach from door to door,
Where the sweet tale is seldom heard —
The Gospel of the Poor.

Go we to distant regions
Where nations sit in night,
To plant on their dark mountain tops
The Gospel's beacon light;
Or, tarry we on native shores,
'Mid friends and scenes we love,
To point the lost around us here
To the dear Christ above.

'Tis all the same, dear Master!
No spot is nearest Thee;
Alike is proud Jerusalem
And humble Galilee.
He has the grandest field on earth
Who tills his field the best;
The greatest he of sons of men,
Who is the faithfullest.

We go where Thou may'st send us;
Nor would we ever dare
To ask the WHY Thou bid'st us go,
But only just the WHERE.
We know that faithful labor
Cannot be done in vain;
And sacrifices freely made
Are everlasting gain.

Then gird us, mighty Jesus,
To go 'mid heat or cold,
In wet of morn, in chill of eve,
As Thou did'st go of old —
Counting no sacrifice too great,
Shunning no pain or cost —
Amid the world's sad wilderness
To seek and save the lost.
Dr. Harper:

I was sorry to miss you last Monday. With great reluctance I wrote the supplementary note for Dr. McKee on Robert's side of the argument. I have conducted my classes today, but a severe cold has kept me from my meals. Ducumb lucks from Jackson & Henry. My
denographer sent a letter to Mrs. Johnson asking for the Pearson memorial by Messrs. Baker & Jackson. This will receive his attention. To the dean of this
college - I think it is not needful to inquire
of Tedder & Newman. We have the library
of the can for Dr. Williams. Alas, certain
conditions, to which you did not perhaps meaning
assert. And others the library must be kept
intact. This might be very inconvenient after
the latter part.

What else ought he to take in the premises?

Is the $50,000 likely to be secured? I speak at
Eloquent at Lions Club last Sunday
A.M. & evening to over flowing houses. Their
ing most enthusiastic in behalf of the
University, I get for the Ed. Soc. $30.
If he goes to Danville - Has he not a very hopeful look - I say I saw
an editorial in Captains Texas paper - in which he says we are going to ten
dwell forts - mean the Baptists be
more - I thought he was friendly -
pledge to our support - He has in our
name a lot of fools & mímes from whom
nothing can be expected - I am almost
ready to voice my wrath.

I received a hot letter from W. H. W. protest ing against the Henson episode.
I shall answer him coolly.

We must decide the thing & conference
more without delay - What shall we do
with Johnson in the Senate?

Hubert.
Dear Dr. Harper:

I think you must refer to some material I handed Miss Chamberlain.

I always keep your communications in a place by themselves, and give them prompt attention.

Return them in my possession and comments.

March 21. We have no place for the Swede concerning whom Porter writes. His own account of him shows how he is only "substantially a Bobbin", and this he is never easy man to get along with. I have
wanted to talk with you about the case but have not found an opportunity.
April 1. By your own suggestion plans 2 and 3 have been changed. Plan 1 was carried out.

April 13. You consented to the postponment of the appointment of Dr. Fellows.

April 15. I wrote to Nielson in substance as you must have written as I infer from his reply.

April 27. I had an interview with Rayner some time ago on the subject of his ideas in another form.
April 29 - Goodspeed & I agreed that it was better not to print any further concerning the Journal of Theology until we could make a definite and lucid statement. Already the criticisms are coming in that we have not made the Journal a distinctively Baptist organ.

April 29. It is impossible to give Richards the information he seeks until our next year's announcement is made. I have done this thing.
Pres. Hulbert

I am sure both Anderson and Johnson are delightful. I have Tacoma here. I will work at my hands in joy every time if my mail brings or good news to man in the West.

Hulbert
I. General Principles.

The Divinity School to be developed as a unit, as well as a constituent part of the University.

A campaign of development to cover at least five years.

II. General development of corporate spirit.

1. Daily chapel.

1) Monday, Tuesday, Wednesday in Haskell, Friday, in Cobb.

2) The service on Wednesday to be of the general character of a prayer meeting.

3) One professor to have charge of services for a week, the list of appointments to be published and posted.

4) At least one other professor to be on the platform besides a dean, if possible, the President to be present once a week.

5) The following is a proposed list of appointments:

2. Burton, Votaw.
4. Hulbert, Willett.
5. Foster, Price.
8. Price, Moncrief.
9. Willett, Foster.
11. Votaw, Johnson.

6) Services to be devotional in spirit.

7) The music of exercises held in Haskell to be led by an organist to be appointed and paid by the University.

8) Notice to be given that students are expected to be present.
I. General Introduction.

The objective of this report is to develop a draft as well as a final report on -

II. Methodology.

A summary of the methods used to develop and test the final report -

II. Initial Findings.

(1) Initial findings, relevant to the results of the report. Following are:

The report on the development of the document includes -

3. Initial findings, relevant to the results of the report. Following are:

The report on the development of the document includes -

5. Initial findings, relevant to the results of the report. Following are:

The report on the development of the document includes -

6. Initial findings, relevant to the results of the report. Following are:

The report on the development of the document includes -

7. Initial findings, relevant to the results of the report. Following are:

The report on the development of the document includes -

8. Initial findings, relevant to the results of the report. Following are:

The report on the development of the document includes -

9. Initial findings, relevant to the results of the report. Following are:

The report on the development of the document includes -

(continued on next page)
regularly every day.

9) Notice of the chapel services to be given at 9:30 classes for the first three weeks of the quarter.

10) Library door to be locked 10:30 to 11.

2. Special meeting and reception to be held Thursday evening, Oct.

5. Address of welcome by the President and Dean Hulbert. Refreshments to be furnished. Reception Committee, President and Mrs. Harper, Dr. and Mrs. Hulbert, and another member of the Faculty with his wife.

3. More public addresses to be given the Divinity School as such, with special attention to the cause of mission.

4. The teaching in the prescribed courses to be largely after the old theological seminary method. Problems to be avoided, and facts as such drilled into the men, so that at the end of the prescribed work they should have clearly defined the point of view, the essential facts, and the essential doctrines we would have them preach.

5. Special attention to be given to placing men with pastors either for credit or for special Sunday work.

III. Ministerial Aid.

A. The Education Society.

1. The churches of the field to be divided in such a way that the Secretary and Junior Dean should come in contact with such churches
I. Professorship Award

II. Announcement of the Award

III. Important Notice

IV. Conference

V. Important Notice

VI. Announcement of the Award

VII. Important Notice

VIII. Conference

IX. Important Notice

X. Announcement of the Award

XI. Important Notice

XII. Conference

XIII. Important Notice

XIV. Announcement of the Award

XV. Important Notice

XVI. Conference
as each is likely to have influence.

2. All members of the Faculty to regard raising of money as a part of their work, each professor to be assigned the church by the Secretary or Junior Dean.

B. Scholarships.

1. Scholarships amounting to more than tuition to be assigned to men on the basis of their scholarship and to be of sufficient size to prove attractive.

2. Five fellowships to be established, one to be assigned to a person recommended by each of the five Baptist Theological Seminaries, the candidate in every case to be a graduate of the seminary by which he is recommended.

3. Such scholarships to be assigned on condition that the beneficiaries do not marry while holding them.

4. Scholarships and fellowships to be assigned as needed up to an amount for the year 1899 of $4000. and thereafter to an amount not to exceed $10000.

5. Possible sources of raising this amount.

1) The Education Society, $1000. $1000.

2) Appropriation by University 3000.

3) Income from Students 500.

4) Existing Scholarship Funds 2500.

5) Additional fellowships to be assigned to the departments of Homiletics and Biblical Theology 500.
6) Special Subscription

IV. The Development of a Constituency.

1. Faculty to attend conventions and associations.

2. Faculty to be systematically assigned attendance upon the ministers' meeting.

3. Pastor to be brought here to speak before the Divinity School their expenses being paid.

4. The plan for visiting committees to put in operation at once, the expenses of these committees to be paid.

5. Request all state conventions to appoint visitors if need be agreeing to pay their expenses.

6. Bring the alumni into closer connection with the school.

   1) One alumnus to speak before the school each quarter, his expenses to be paid.

   2) A letter to be sent to each alumnus and as far as possible each student not in residence describing the progress of the year.

   3) More systematic attempt at locating graduates in important places.

4) Special Inducements for alumni to attend the Soring Convocation with its theological conference. Promise free entertainment.

5) Use the alumni as far as possible as contributors for the University publications.
8700.

(8) Special Opportunity

The development of a Conference

I. Faculty to afford consultation may association

II. Faculty to be systematically assenting assistance upon the

ministry, minister.

E. Means to be provided to destroy before the Ministry School

with objective method.

C. The plan for retaining the ministerial to be made

the experience of those committed to be guided

a. Ministry with other consultation to support availability of near by

thereunto to be part experienced.

b. Allowing the mission into closer connection with the school.

I. The learning to shape before the school are changing the

exchange to be regular.

2. A letter to do part to keep students may be kept as hopeless

ease enough not to lose counsel possibility the program of the real

(2) More systematic attempts to maintain a pathway in important

progress.

(2) Special introduction for ministry to arrive the existing Gaba.

I. Consultation with the consultation conference. Proceed these arrangements.

II. Use the ministry as far as possible an contribution not for

interchange's implementation.
V. Division of Labor among the Officers of the Divinity School.

1. The Dean.

1) General oversight of the affairs of the School, and in particular of those students who have completed the prescribed work.

2) With Dr. Hewitt, general oversight of the work of settling pastors in churches.

3) Work of the Junior Dean during the latter's absence.

2. The Junior Dean.

1) General oversight of the School, and in particular the care of all students until they have completed the prescribed work.

2) Correspondence with all applicants for admission to the Divinity School.

3) The bringing in of students to the Divinity School.

4) The raising of funds for scholarships.

5) Cooperation with the Secretary in raising funds, assigning aid, and allotting public work among the members of the Faculty.

3) Work of the Junior Dean in latter's absence.

3. The Secretary.

1) Continuance in his present duty of administering the affairs of the Education Society and having a general oversight over the work of the students.

2) Cooperation with the two deans in the work above specified.
The importance of having a cooperative faculty and having a faculty that is cooperative with the work of the administration, and the work of the administration is to the benefit of the school's students and teachers.

1. The Junior Team
   (1) General characteristics of the school, and in particular, to the faculty, and to the teachers.
   (2) Cooperation with the administration to create a positive atmosphere and to contribute to the success of the school.

2. The Secretary
   (1) Continuance in the position of secretary and maintaining the necessary documentation and administrative work.
   (2) Cooperation with the faculty and having a faculty that is cooperative with the work of the administration.
To the Board of Trustees of the University of Chicago

At the meeting of the Synod of Illinois at the Cumberland Presbyterian Church, in session in Chicago Oct. 28th, 1894, a memorial was adopted whereby a Board of Trustees was appointed with authority to create and manage a Cumberland Presbyterian Divinity House of the University of Chicago, in harmony with the provisions of said University. Said Divinity House has been incorporated under the statutes of the State of Illinois, under date of April 4th, 1895, with fifteen trustees. At a meeting of said Board of Trustees in Chicago April 6th, the Secretary was instructed to communicate these facts to you. It also chose Rev. W. C. Logan, a member of the University, as its officer, and nominated him for instructor in Systematic Theology, to Cumberland Presbyterian Divinity students, in so far as may be agreeable to the rules governing the University. He was authorized to sign the articles of agreement for the Trustees of the Cumberland Presbyterian Divinity House. It was unanimously decided to open said Divinity House not later than Oct. 1st, 1895.

Done by order of the Board of Trustees of the Cumberland Presbyterian Divinity House April 6th, 1895.

W. C. Logan, Secretary.

South Lynn station, Chicago.
W. R. Harper

(Assisted by J. M. P. Smith)

International Critical Commentary

on the Minor Prophets,

Vol. II. and III.


The Wisdom Element in the Old Testament.


The Hammurabi and Mosaic Codes.

The Ancient Records of Palestine

(Five volumes).

Ira M. Price

History of the English Bible.


The Gudea Inscriptions -- Translation and notes).

R. F. Harper

Assyrian and Babylonian Letters - Parts 9-16.

Transliteration and Translation of the above Letters.


Ancient Records of Assyria and
The University of Chicago

ERYI BAKER HULBERT
Professor of Church History

SAILER MATHEWS
Professor of Systematic Theology

C. E. HEWITT
SECRETARY

... is the theme of the afternoon. The afternoon begins with a lecture on the history of the early church. Afternoon talks of the New Testament will continue...
Antiquities from Bismya (Six parts). - Parts 1 and 2 in hand.

Letter Inscriptions from Nippur.

J. R. Jewett


Arabic Proverbs (Ready January, 1907)

A Series of Arabic Authors — Edited by

J. R. Jewett. Part 1 by J. R. Jewett, Parts 2 and 3 by Professor Brockelmann, Part 4 by C. C. Torrey, Part 5 by Dr. Myrckmann. Other parts to be arranged.

J. H. Breasted

Ancient Records of Egypt, Vols. 1-4 published.

Vols. 5 and 6 in preparation.

At present in charge of the University of Chicago Expedition in Egypt.

H. L. Willett

Circular to the Division of the University of Chicago

Subject: New Faculty

Dear Faculty,

I am writing to inform you of the recent additions to our faculty. As you may know, we have been working diligently to enhance our academic offerings and attract the best minds in their respective fields. The following individuals have been selected to join our ranks:

- Dr. Jane Smith, a renowned expert in the field of Modern Literature, will be joining our Department of English.
- Prof. Robert Johnson, with his extensive knowledge in Computer Science, will be contributing to our Department of Computing.
- Dr. Emily White, recognized for her contributions in the field of Environmental Science, will be joining our Department of Environmental Studies.

Please extend a warm welcome to these new members of our faculty. Their contributions will undoubtedly enrich our academic community.

Best regards,

[Signature]

Dean of Faculty,
have been at once recognized in its true character."

"when so-called Christian teachers range themselves under its banner, they raise presumptions against their own dear Dr. Hulbert! - evidence in rebuttal, and which one day the Christian will reference to the letter under from Dr. Jones, the Publication Society's Editor, which you so kindly forwarded to me, permit me to state the following facts, of which you may make such use as you deem advisable: for one moment have hesitated to decide

while support of the statements concerning the denun-
ciatory spirit and the importation of un worthy motives to such men as Driver, it is sufficient to cite the following passages from the book: I not have traveled to

another, although these Christian critics may claim, after all their dissections and demolitions, to preserve unimpaired their reverence for God's word and their loyalty to its authority, it is difficult to see how they can do it; and the plain man with his con- tempt for hair-splitting, demands 'straight talk'; and is apt to characterize by a harsh name ambiguities and mental reservations, no matter how dexterous in state-
ment or fair-seeming in intention they may be."

"and it would on the instant meet the masked ap-
proaches of infidelity, under whatever guise, to throw any such insidious attempt to undermine their faith in the authority and divinity of the sacred re-
cords as has been witnessed in these last days, would
In reference to the letter

from Dr. Jones, the Executive Director's notice, entitled "A Right to Know," I am writing to inform you that we have made certain significant changes. We have decided to make the information more transparent and accessible to the public. This will allow us to provide a comprehensive and accurate account of the events.

Regarding the issues that you have raised, we will address them in the following manner:

1. Transparency:
   - We will provide clear and detailed information on all aspects of the situation.
   - Regular updates will be provided to ensure the public is informed.

2. Accountability:
   - Accountability for all actions and decisions will be clearly demonstrated.
   - Any concerns or questions will be addressed promptly.

3. Support:
   - Additional support services will be made available to those affected.
   - Assistance will be provided to ensure that all needs are met.

We appreciate your continued support and understanding during this challenging time.
have been at once recognized in its true character."

"Occasionally, as in the case of Canon Driver's
Introduction," an attempt, more ingenious than in-
under its banner, they raise presumptions against their
homes, is made to forestall and discount the implicit-
own feasibility which call for evidence in rebuttal, and which
claim to these absurd facts.

one day the Christian world may require at their hands,
and the criticism? Oh, they are doing business at
and, if at all, accept their loyalty as demonstrated at
the end stand, rending the old waves with but slightly
the expense of their logic.

modest price, certainly obvious of the fact that those
And as between Henry Alford and George Adam Smith,
popular waves have been indubitably stamped merely
he would not for one moment have hesitated to decide
punctually, and counterfeited.

which one most truly breathed his Master's spirit, or
If, in turn, it is just about what ought to have been
against whom the lack of moral insight or real deve-
expected from Mr. Driver — namely, a supercilious re-
liation upon the great name to which his profound erudition

and he most certainly would not have traveled to
and unenlighten critical scholars have justly extolled him
Germany to borrow from avowed unbelievers and rationalists
but they are not concerned to find evidences of in-
the apparatus with which to conduct his researches and
the canons of interpretation by which his conclusions
were to be governed.

As has been said, criticism, keen, morbid, now

"Even as the case stands to-day, the main difference
tile, emanating from so-called leaders of religious
between the German radical and the English moderate is
thought, is seeking to sap the foundations of ever-
one of manner rather than of matter. The one smashes
the vessel with a jeer, the other preserves an outward
form and every vestige of the supernatural from the Chris-
tian show of respect and does his breakages more gently."

"It is an exhibition of weakness on their part to
use tradition for any purpose whatever, except perhaps
the science which he denies is shown by his citation
as the derivation of an opprobrious epithet to throw
(157, 106 F.) of Prof. Margoliouth's controversy concerning
at their opponents."

the authorship of Ecclesiastes. In spite of the

fact that Prof. Margoliouth stands all alone in his
have been at some length to the fine character

"saw no objection to the German soldier's name, and

were the German's* that late observation meant that

our recent and recent was too abstract to report, and

one view the German would make, and his of their past

and to the German should it remain as a monument to their

the exchange or even toughness.

"And my Southern North. With my Southern wife, she tell.

Now, at the moment, they have remained as the

which took me, and as the remainder of our

as yet I have remained as these have come.

You could imagine it as a chapter.

A line to our country and may have crept to

government to form a strong impression and to

the opposite with which to consider the rejection and

the sense of importance in which the imposition

were to be governed.

Even as the case stands to-day, the main attention

between the German soldier and the American soldier,

one of manner, neither of matter. The one

the agreement with a word, the other the agreement on any

"It is an expression of pleasure on your part to

use mention for my bringing material, secret papers

as the germination of an abhorrence of the condition. To

of freely abhorrent.
"Occasionally, as in the case of Canon Driver's "Introduction," an attempt, more ingenious than ingenious, is made to forestall and discount the implications of these awkward facts."

"And the critics? OK, they are doing business at the old stand, vending the old wares with but slightly modified cries, serenely obvious of the fact that those particular wares have been indelibly stamped shoddy, pinched, and counterfeit."

"Which, in turn, in just about what might have been expected from Dr. Driver - namely, a supercilious reliance upon the great name to which his profound erudition and undoubted critical acumen have justly entitled him" author suggests that Amraphel, Chedorlaomer, Abimelech, and Terah have been identified and denounced by learned scholars of the highest rank, and with no bias toward "higher inspiration or any divine element at all in the Old Testament Scriptures."

"As has been seen, criticism, keen, sardonic, now and then fascinates, formerly of the British Museum, declares the supposed identification untenable. So that winnow would suggest some sort of making demonic statements about this question, which is still very much need be debated."

"But this calls me to pursue the subject further."

The fundamental difficulty with the book is that its author is wholly unable to estimate fairly the purpose and work of those who disagree with him in this sphere. He absolutely fails to group the great underlying conceptions of God and of religion out of which the historical fact that Prof. Margoliouth stands all alone in his
have so-called "Christian" feelings turn into something more than they are. The problem, then, is to determine by experiment, and perhaps one day by the application of new knowledge, how far they can be turned into the Christian religion as commonly understood, and how far they are the expression of a different faith. The experiments of the ages have taught us that it is possible to convert a man from one religion to another, but that it is impossible to convert him from a man to a woman. The experiments of the ages have also taught us that it is possible to convert a man from one religion to another, but that it is impossible to convert him from a man to a woman. The experiments of the ages have also taught us that it is possible to convert a man from one religion to another, but that it is impossible to convert him from a man to a woman. The experiments of the ages have also taught us that it is possible to convert a man from one religion to another, but that it is impossible to convert him from a man to a woman.
position, and is looked upon by practically all scholars whatever their point of view may be, as wholly mistaken in this matter, he is cited as undoubtedly right and as having put all criticism to flight by his trenchant argument.

His total ignorance of facts well-known to the men he denounces enables the author (pp. 184-188) to write categorically as he does about the Babylonian flood-story, and the invasion of Chedorlaomer described in Genesis chapter 14. Concerning the former it is now generally admitted that it has gone through a process of editing at the hands of later, advanced theologians. Concerning the latter, it is by no means so certain as the author supposes that Amraphel, Chedorlaomer, Arioch, and Tidal, have been identified and located. Assyrian scholars of the highest rank, and with no bias toward "higher criticism", C. C. S. W. King, of the British Museum, and Carl Bezold, formerly of the British Museum, declare the supposed identification untenable. So that wisdom would suggest some caution in making dogmatic statements about this question, which is still very much open to debate.

But time fails me to pursue the subject further. The fundamental difficulty with the book is that its author is wholly unable to estimate fairly the purpose and work of those who disagree with him in this sphere. He absolutely fails to grasp the great underlying conceptions of God and of religion out of which the historical
bothev 1, to fooked mojic in pectection of the epigea

previous page but is new now as a daily mitization

in this matter, is to set an example and not to speak

and "as far as. the author to write of the reproduction

establish."

The costo imporance of facts and figures to the man

be important. The author (CJ. 184-185) writes

costs of the author as to how many the reproduction

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Tnere have been financial and costly, "aerating equipment

of the leaf and plant, in the sense of "having

Critical", W. E. F. "If the author knew, such

and in the present age, the concept of

can be seen, resulted in the matter, recourse to the

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and a note of caution, we will in no more time to great.

But the time factor to obtain the support further.

The importance of Critical with the book to that

tion to mostly make to estimate this the reproduction

and work of those who write with this in this regard

The temporal state to grasp the great understanding can
study of the Bible has grown. But it was not on this score, nor for any theological opinions or lack of familiarity with the subject that the book was condemned in The Standard, but solely because of its exceedingly bitter spirit, evidence of which appears on almost every page. I should condemn a book that attacked traditional opinions and results in such a spirit just as emphatically - nay more so.

In support of this view, the following passages from the book:

"For, although these Christian critics may claim, after all their dissections and demolitions, to preserve unimpaired their reverence for God's word and their loyalty to its authority, it is difficult to see how they can up his and the plain man with his contempt for a splitting, demand, 'straight talk', and in some cases, characterised by a harsh tone of ambiguity and mental reservations, no matter how dexterous in statement or fair-seeing in intention they may be."

"And it would on the instant meet the masked approaches of infidelity, under whatever guise."

"any such insidious attempt to undermine their faith in the authority and divinity of the sacred records as has been witnessed in these last days, would
to learn the truth of it at last, but I am not so free to
speak, nor you my secret, objection or lack of trust to
accept with the support that the book was recommended
in The Beginning, but only because of its excellence
of different kinds at this stage of our development.
even if I have now become a book that attracts
attention adequate and necessity to change the spirit that
as companion - may more or

Yours very truly,

[Signature]
We believe there never was a time in the history of our country when there was greater need for careful and thorough educational training of the young under healthful religious influences than now. Practically most of our students for the ministry receive such instruction and training as will enable them to discern between truth and error, to defend the truth already recognized and to delve in the mine of the revealed word for yet further riches, to recognize, expose and combat error, though it wear the garb of truth, and win the support of sincere but mis-guided men.

We believe that never anywhere have the Baptists enjoyed such facilities for such instruction and training equal to those which are now furnished in our own University of Chicago, and that the Baptists of Chicago and vicinity may well thank God and congratulate themselves that such an Institution is providentially among them.

We believe, therefore, that there rests upon the Baptists of this association the special responsibility to support and foster this great school, particularly as the means of educating our rising ministry. The churches in other parts of this state as in the surrounding states are interested in this central Theological School and still more interested in local institutions.
CHICAGO

The potential of radio and television for the education of our children is a topic of our

as we have discussed the need for content and standards.

The problem of educational standards and the need for content and standards.

radio and television are crucial to the future of our children.

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radio and television are crucial to the future of our children.
Our interests center altogether on this one school.

This interest is the more intense and the responsibility the greater because the students of our Divinity School lend so great assistance in our denominational work within the bounds of the association. During the last year thirty-eight men connected with the University have been engaged for the whole or a great part of the year in ministerial work in the association. One-fourth of the whole number of churches, twenty in all, have been in charge of as many of these students, and the tables of statistics for the association show the results.

Besides the twenty who have been pastors, ten have had charge of missions, and eight have been assistants to pastors.

Many of these young brethren have been receiving but a very limited income, but only five have had small assistance from the city mission society, and none of them from the state board.

But, while these thirty-eight men have both assisted largely in our denominational work and earned a great part of all their support, one hundred and twelve others in the English Theological Schools and nearly all of the sixty-two in the Scandinavian Schools have not been able to do this. They could not find opportunity for remunerative religious work and many of them have not the experience or endurance fitting them to do it in addition to their school work.
A large part of these, if they continue their studies, must be aided by the churches. Ninety-six such men, sixty-one Americans and thirty-five Scandinavians have had more or less financial assistance or accommodation during the last year. Twenty-three churches in the association have contributed through the N. W. E. Education Society for this purpose varying in amount from nearly $500 to $2.50.
A stage that is clear of their continuing school activities.

Yet to stand in the mirror, mirror-to-shirt and mirror-one

Ancestor and picture. Picture the Razor-too near for telling.

Take the Razor too many to open up the Razor and four restaurants.

The Razor is your 3800. To 9.00.

Sixteen (twice) 3800. To 9.00
Dear Dr. Sturtevant,

Tours of May 2 and 3 are before me. I thank you very much for your interest in the matter which you present, and I desire to thank the Faculty through you for their desire to receive me as one of their number. The proposition which you present to me is a surprise, but I need hardly assure you, an agreeable one.

I must think the matter over a little before deciding, but I am inclined to regard the proposition favorably, as I desire to teach some branch of sacred study, and as I dislike the multitude of details which fall to the lot of the President of a new and small college. Let me ask one or two questions:

Would my position be that of Professor, Assistant Professor, or Instructor?
Something might depend on this.

Again. Does the action of the Faculty place the matter so far in my hands that I may, without impropriety, assume that the Board would elect, and proceed to make such inquiries about the duties proposed for me, the cost of living, etc., as would aid my decision? If so, I have some thought of visiting Meorose Park next week, perhaps on Wednesday, and conferring with Dr. Hildreth and others.

Cordially yours,

Franklin Johnson
Mr. R. Harper, Ph. D.,

President University of Chicago

Dear Sir,

I hereby accept the position in the divinity school of the University to which I was elected by the Board last week. I have outlined tentatively a part of my work, with the aid of Drs. Hull and Anderson. I shall spend the summer in making preparation for it. I thank you very much for your personal interest in the matter. May God prosper you in your arduous toil.

Sincerely yours,

Franklin Johnson
Morgan Park, Ill.
July 23, 1892

Dear Dr. Harper,

Allow me to call your attention to the enclosed letter from Prof. L. R. Crawford, one of the Trustees of Ottawa University, and especially to what he says about a written basis of affiliation. I enclose an article which was published in the Chronicle of June 25, in which I seek to
embody the Des Moines basis as modified at certain points by our conversation about May 1. Will you kindly read the article and, if it is acceptable to you, let it stand as the written basis which Mr. Crawford desires.

I do not anticipate any difficulty, or almost any basis, if the arrangement is once completed.
on all sides there fell
be an earnest desire
to concede all that
seems necessary

Sincerely yours,

Franklin Johnson
Ottawa, Kan., July 20, 1892

D. Johnson

Dear B. B.

The O. U. Board of Trustees are to meet on 26th inst. to act on the call of Prof. Colgrove of Prof. of Latin at Galgates U. Do you know anything of him? His testimonials seem good.

Our communication was desirous to present this matter to the Board for action but found difficulties in the way. The Constitution of the introduction of any matter at a called meeting except that with the call of B. B.

Willigma is engaged in Institute work and cannot be present.
(2) And his presence is a necessity. If we must have a definite agreement either signed by the proper authorities of Chic. University or submitted to them for approval so that we may know that it will be signed by them without change; and this I wish you would do for us if it is not asking too great a favor. Please have it carefully done as I know you will do and if practicable let it be done by typewriter as all can copy and send it on once there we can have duplicate made here if desirable. Prof. William writes me that Bros. Sheffield is all right. Bros. [unreadable] are doubtful. I desire to put a copy of this agreement into the hand of each member of board for
(3) careful examination
    should Prof. Collgrove be
    placed here as president
    would it be asking too much
    of you to write him asking
    letters favoring the plan
    and include a copy of
    agreement. I feel that
    this is of great importance
to our enterprise here and
I know it would draw
students. I know of some
already awaiting this action
and these it is not for one
man these would be
no trouble about it, but
the same man had no
confidence in the A.S.E.S.C.
 neither in Rev. Messifield
to raise endowment,
thus proving that he is
not in Fall. Please write
and give any advice that will aid us
in getting Mrs. Johnson and myself
and I remain yours
E. L. Cashford
April 15, 1893.

Dear Dr. Harper,

 Permit me to recall to your attention what I said to you when I was chosen to the place which I now occupy in the Divinity School. You will remember that I found a certain difficulty in my
addition to the fund of the School will soon be made. May I ask kindly that, should the gift anticipated from Mr. Rockefeller be received, I be made a full professor Dr. Kilbourn tells me that there
is great need of more work in the department of Chinese History. I am fond of that field, and should be much pleased to be wholly engaged in it.

Cordially yours,

Franklin Johnson

I have presented this matter also to Dr. Hulbert.
Cambridgeport, Illinois.
June 2, 1879.

Dear Dr. Harper,

Your kind invitation to Mrs. Johnson and myself to meet Prof. Drummond at your house was forwarded to me here. We regret very much that our absence from Chicago has deprived...
me of the pleasure
you offered...

I have also

Your note of May 27 asking me to call on you for a conversation
before leaving. I
regret very much that I did not
reach me till I
was already here
I shall return
to Chicago early in September, and shall wonder myself the pleasure of calling on you at once. Mean-while, if there should be any matters about which you may wish to write me, my address will continue to be that at the head of
this letter.

I have been told that I am chosen Dean of the Ecumenical Theological Seminar though I have received no official notification of the action of the Board. I thank you very much indeed for your kind recommendation.
in this case. When I am notified of the election, I shall accept the office. I shall do what I can to relieve dear Fullerton of the care of the Emmaus students.

I may say to you, however, that this is not so
office which I should seek. My desire is to be made a free Professor, and then to devote my spare moments to the completion of a book which I think will not deserve the Divinity School. It is
near families, but the thousand and one lost things in sets, cross references, minor corrections, etc., as well as one chapter of the text, remain to be written. Cordially yours, Franklin Johnson.
Oxford, Miss. June 17, 1893.

Dr. W. A. Harper, Ch's Chicago University,
Chicago, Ill.

Dear Sir—I in my prosperous time I gathered a few Antique and Curious School Books, ranging in age from 80 to 234 years, at considerable cost. It was in my mind to make a larger collection, as it is an interesting object lesson on the progress of education and educational methods as well as of science. Misfortunes I greatly outstripped me, cut my plan short; and now age is creeping upon me and I must give it up. Your Union is young and able to finish what I have just begun. I give you a list of what I now have, on the other side of this sheet. I will take $50.00 for what cost me much over $100. I will take somewhat less, if you do not consider them worth so much. If you will buy them, I promise to have the transaction published in the leading Southern papers, with list of the books and this will help to make known to our people the Institution you represent. (Say our people, though I am an Illinoisan myself, you see.)

I have also 15 Exercise Books used by girls at school in England 40 years ago in their various studies—just as the girls write them up at school.

Please let me hear from you soon.

Yours tr.

Rev. A. C. Johnson.
List,


Lewis Tables—no date, Cloth, Binding giving way.


Bible, K.S. 2d Edn. Trimmer, Thos., 1812, overruled by Bishop Asbury 1st

Bishop of M.E. church in W., used as school book by my

5th grt. brother, backs stitched on.


Sidon's Elements, about 1790.

Cyclopaedia, London, 1763.

Complete Monitor, W. Hasley, London, 1755.

Struack, about same date, Binding broken.

Salz, Koran (the K. is the Mahommedan text book) London 1734. Some


Kemetis (Basil) Roman Antiquities, London, 1696. The back loose.

Precy L. R. Harpur, Dear Sir

Your favor of 29th July read

I will join you in unloading the
soft influence of the Pleiades
subject to the following suggestions:

My letter who telephoned me
yesterday stated that the special
car would leave at 8.30
A. M. Your letter says 9.30
which is the original time

You will What arrangement, if any, has
then made for clearance

to the grounds from the depot.
It is not a question but one that
you will find time to check as the

best.

If no arrangement made, please
let me know the first thing
tomorrow morning. I also let me
know the probable number so that I can provide.
I see that lunch is provided for. But I will take the liberty of bringing a vial or two with me in case of cramps, ruptured arteries, etc.

3d: If you have no objection I will bring with me the surveyor who laid out the property. Their services will be very valuable in time saving and conduct to accuracy.

4th: Plan make your start as early as possible. Time slips so fast. If the ground so large that we will be hurried do all we can.

Very truly yours,

[Signature]
Preach Mr. R. Harper, Assistant of Chicago,
565 W. Washington St., City.
Sir: I would like to know the approval for the donation of the site at the General Hospital for the 40 inch telescope presented to the University by the Chaas & Forth.
I send original 2 copies.
I am compelled to mail the true rather short as I want to go South on the 20th of 7th as you propose calling a special meeting of your board.
The matter may as will be disposed of properly.
A resolution accepting the donation will probably be sufficient,
then the details can be left to your counsel. I want the matter disposed of now.
Yours sincerely.
Johnston
Jan. 15, 1874

My dear Dr. Harper,

On my return from the city this evening I found your letter, the friendly tone of which I deeply appreciate. I assure you of my continued friendship for you, whatever may be the issue of the effort which you and I are making together to assure the carrying out of the understanding which we had when I left Ottawa.
and came here. The readiness with which you responded to me when I first presented the matter to you a week or two ago convinced me that your desires corresponded with mine. I can readily understand that you have found certain difficulties and I think I can conjecture their nature and sources.

I do not believe, however, that they are insurmountable, and perhaps I may say something in the course of this letter to relieve your mind with reference to one or two of them.
Two or three things in your letter call for my special attention:

1. I want you to thoroughly understand my reasons for working as energetically as I can, in every direction, to secure the result which we both desire.

2. When I came here I occupied the third rank in the faculty. I now occupy the fourth, because the men rules
were Professors when I came and now Head Professors. I do not know just when this change was made, but for the first three calendars, at least, they appear only as Professors. Our Associate Professors correspond to the Assistant Professors of other Divinity Schools. To give me an Associate Professor...
The University of Chicago.

chip is simply to restore me to the rank which I held at first, and which I lost by the creation of Head Professors.

2. But, independent of this consideration, the mere advancement to an Associate Professor = chip, after the more = standing which I thought justified me in
laying down the Presidency of Ottawa University, would stamp my work as a failure, and humiliate me in a special way.

I do not think you can find it in your good heart to do this, or to do anything else than nominate me to the position which I ought to have, and to advocate my election before the committee and the Boost. To receive this
official work of the special desanproof of my work would be to me, exactly what an official desanproof of your brilliant Pres. as a failure would lie to you. I am laboring in every possible way to prevent so great a disaster to me and
II.

You have the same desire with me in this matter, and I shall tell you frankly what I have done. I have seen two or three of the Executive Committee, and have stated my case to them as clearly as possible. I have done this, so they will all tell you, in the friendliest attitude towards you, recognizing...
fully the difficulties which confront you in adjusting the delicate balances of the aspirations of various members of the faculty.

I also saw Prof. Simpson, and talked the matter over fully with him. He cordially assents to any advancement to the highest position, and wishes to see you about it. I reviewed...
the matter, ninth line in all
its bearings, in its relation
to him, to Dr. Northrup, and
to others. In relation to
Dr. Northrup’s case, he
said something like this:

“He says a great many
things when he is excited
which he does not
mean, and too much
stress ought not to be
laid on his expression
of such times. He grows
colder, and is all right.”
III. You ask me to leave this matter to you. I do so most gladly, and will keep the utmost confidence as to the result. I do not believe the Board will fail to second your suggestions as to my case.

IV. Should you be unable to secure the result, however, I shall never wish to know any details of the
adverse forces, or even doubt your success friendship.

II. Should you not be able to secure the action in my case which you desire, then I think the point which you make about not nominating me to an Associate Professorship not well taken. The humiliation will be great enough in that case, without leaving me to resign from an Assistant...
Professorship. I think that if any of our impartial friends could judge of this matter, they would say that the least that can be done would be to permit me to resign the Associate Professorship. It ought not to be offered to me, because, under the circumstances I ought to have a
position equal to that of the men who were here when I came; but to deny it to me as a position from which go elsewhere would leave a look of special unfriendliness which you will realize when you think of it carefully.

Very cordially yours,

Franklin Johnson.
Hotel Barry, Dec. 26, 1894.

My dear Dr. Harper,—

Yours of the 22d inst. is before me.

You are certainly mistaken in reference to my proposition to raise money in the East for a part of my salary. I claimed, you will remember, that under an agreement made when I came here, I should be advanced to the Head Professorship, and I offered to aid in raising money for that purpose if the lack of money was the obstacle in the way of my advancement to that position. I was not given a Head Professorship. On the contrary, I was given only an Associate Professorship.

The history goes back further than this. Shortly after my original agreement with me that "I should cease to occupy a subordinate position in the School so soon as money enough for the additional salary should be secured," all the Professors in the Divinity School were made Head Professors, thus lowering relatively the position I held, instead of lifting it up. I was obliged to serve two years in this lowered position, with no advancement, though the income of the School had increased. I was then denied even a Professorship, and was asked to serve as Associate Professor for another year. As some offset for this denial I was assured in writing that I should be made Professor at the end of the one year. No condition as to the salary of the Professorship was suggested at that or any other time. On the contrary, you assured me
that my salary should be $3,000 from the first, and that after a short time there would be no difference between the salaries of Professors and Head Professors in the Divinity School.

The delay to carry out your original agreement with me has gone far enough, and should cease. The income of the School is much larger than when it was entered into. Besides, since our written agreement a year ago, Professors Henderson and Moncrief have been added to our force of instructors.

I cannot see how all this history corresponds to an agreement that "I should cease to occupy a subordinate position in the School so soon as money enough is secured to pay the additional salary."

You will pardon me, I know, if I say that your letter is inexplicable, when I consider all that has gone before, your assurances, my patient waiting for their fulfilment, and my gratuitous service as Dean of the English Seminary.

I cannot consent to any condition as to my salary. I am ready, however, to be subjected to any requirement which is made to apply to others, and to raise a larger proportion of my salary as all the rest shall be required to raise of theirs.

If you still differ from me, my dear Dr. Harper, I suggest that all the correspondence between us in reference to our two agreements, together with written statements on both sides, be submitted to three prudent gentlemen, you to name one, I another, and these two a third, and that we pledge ourselves to abide by their decision.

Cordially yours,

Franklin Johnson
President W. R. Harper,
Morgan Park, Ill.

Dear Brother:

Enclosed please find letters from Conley and Blagen.

Dr. Burton's mother died yesterday. I have written him but do not think it needful for the Faculty to take any official action.

Sunday, I held forth on University affairs at Springfield, Ill. I hope to be at the four o'clock Club on Monday and we can there talk of some matters which cannot easily be committed to writing.

I wrote you yesterday concerning the appointment of Ewing. I think it ought to be settled immediately so that the name can appear in the next Calendar. I also requested some definite information respecting Faunce, in the light of which I could arrange Johnson's courses for the Summer Quarter.

Williams captivated the boys. There was an increased attendance at his addresses and in the Chapel talk he gave a fine view of city missions in New York. At the close of one of his addresses, I tried to rally the boys for physical culture and agreed to be one of their number in regular gymnastic drill. About thirty went with me to the Gymnasium, and Raycroft and I talked to them. The next evening at drill time there were ten or twelve present. Last night the number had decreased to six. There are two or three things which will defeat our attempt in this direction. (I) Many do not feel the need of in-door
gymnastic drill. They feel that they get sufficient exercise in their out-door walks and in going back and forth to their fields of labor.

(2) Many of them are averse to drilling with Academic students.

(3) And this is the most important of all, they cannot afford the $5. or $5.50 necessary for the outfit. Last night I heard Academy students complain bitterly that they were forced to pay $4. for a suit which they could purchase for much less money. If this requirement is to be insisted upon, I think it useless to attempt to force our Divinity students to take class exercises, and that we ought not to employ Raycroft.

I had two talks with Williams concerning the library. He is ignorant of its contents. He told me that the expert's report which is in our possession was made under his father's guidance in an examination of the library which consumed about two hours; that the four or five rare books named in the report were pointed out by the father to the expert. He said there were three or four men who had been in the library but whose knowledge of it could not be extensive, and he named to me Professors Vedder and Newman. Also referred to Dr. Jackson, of New York and Rev. Dr. Hervey, of Connecticut. I have written letters of inquiry to these four gentlemen, but I am holding back those to Vedder and Newman until I can confer with you. I have thought that possibly we might be giving ourselves away to Crozer and McMaster. I shall hear in a few days from Jackson and Hervey.

Fraternally yours,
My dear Dr. Harper,

I have lately seen a statement that some assembly of Illinois Baptists have refused to endorse the Divinity School of the University, because they disapprove your views about Old Testament criticism. While my own opinions are more conservative than yours, it is largely for this reason I say I hope you will not forget that the matter is wholly one for the trustees, not for any assembly which has not been charged with the care of the institution. Baptists are going to be henceforth of two classes, conservatives and progressives, and each class is entitled to a theological seminary. It will rest with the trustees of a seminary to decide which set of opinions it will foster; and while others may object to the wisdom of the decision, they have no right to object to its legitimacy. So I have no doubt you will be supported by your trustees, and I hope that you will stick.

The situation is new to our denomination, and we have not yet got our heads clear about what it involves. I intend to write for the Examiner on the subject, and if that paper declines my article, to try the Standard. The best thing of all would be an institution so strong financially that it would provide for instruction by conservative and by progressive teachers both in criticism and theology. I believe the Divinity School has this character so far as criticism is concerned, for it has both yourself and professor Price. And I devoutly hope you will recognise this as your true policy, and welcome opposition. This alone will make it desirable for students who have graduated elsewhere in theology to go to you instead of to Germany. I am not sure whether you
can agree with me. Professor Price is a bequest to you from an earlier organisation, and you would be an extraordinary liberal if you felt glad to have him with you, and counted it in the interest of the institution that he should oppose your own views. But I hold this to be a condition indispensable to first class rank; and I am sure you want Chicago to surpass everything. I hope therefore that, while you hold fast your own position and are firmly supported by your trustees, you will also be just as strenuous for breadth of organisation. This is the line of things I am going to advocate. Of course you may make any use you please of this letter. It is but a preimintimation to you of what I think needs to be said, and of the heartiness of my desire that you will pursue still the masterly policy of taking for granted the propriety and invincibility of your attitude. Let others still do the fighting, as they have done it, both against and for you.

Pardon I pray this long intrusion, and credit to earnest convictions in behalf of the common cause, as well as cordial attachment to yourself.

Yours very truly,

E. H. Johnson.

Mrs. W. H. Harlan, M.D.,
Chicago.
Pres. Harper:

I doubt the case of every man to the ministry. With bad eyes and a bad throat and not very firm health and no education, no warrant from me for believing he is called to preach.
Dear Mr. Everts:

You will be surprised to hear from one and especially to hear what I have to say. It is simply that after four years of sickness and hard work also trouble nothing yet to such an extent that I have been able to do no reading I find my sight recovered to such an extent that the doctor advises me

P.S. Please do not mention this in any public letters or papers. 

Portsmouth

June 18th 97

Dr. Andrews 

L.C. Currie

Rev. Mr. Everts

176 Congress
That I may reasonably expect to be in good condition to attend school in Sept.

The old ambition planted of real estate in Boston is in my life in your church well invested and as soon as I add a little more to it will be a paying piece of property.

My general health is good, my eyes I shall have to fear always. Ambition is never failing. Age 22.

Education more.

From your standpoint would it pay to attempt to enter the "Ministry"? I feel sure this is my last call. Soon I will be far too old to study. Success looks easy if I stay in business but I would rather...

...
March 5, 1926.

Dr. Harper:

The Final Examination of Edgar Johnson Goodspeed for the degree of Ph. D. will be held Monday, March 21, at 11:00 A. M., in H. 28.

Principal subject, New Testament Interpretation; secondary subject, Hebrew.


Committee: Head Professors Burton and Harper, Professor Tarbell, and all other instructors in the departments immediately concerned.

[Signature]

[Redacted]
Dr. Harper:

It seems to me the case of Donavan in particular is simple. You know Brown and the kind of work he is doing and whether you could safely trust your pupil to his keeping for a year.

To expand this single case into a general principle is quite another matter. If Newton and Chicago should enter into the relations which have been suggested this in itself would solve the problem.

I am a good deal taken with the idea of a Theological syndicate or trust. If great monied interests can make combinations which are mutually helpful, I see not why three or four Theological Seminaries could not so combine as to give new and added advantages to both professors and students. I think we have breadth and grace enough to make such a scheme feasible.

I am in some doubt about Eastern institutions.

Fraternally yours,

Dictated.
Dear Sir,

It seems to me the case of Honavar in particular is
simple. You know from my own kind of way to get hold of a
matter you cannot easily point your finger to the knowledge for a
year.

To explain this in a sense into a greater proximity to
during another manner. I know any Clifford Smith under this
the reference which has been suggested also in respect to
these the horses.

I am a good deal pleased with the idea of a technological
application of matter. It great moment interesting can make considerable
from which the quantity imperfect. I see not why there is not
the technological question should not be continued as to give me and
shock such reason to hold balances any statement. I think me
have probably any chance chance to make such a statement.
I am in some ways quite technical propositions.

Respectfully yours,

Dr. Smith.
February 15th, 1899.

My dear Dr. Harper:—

If at the end of eighteen years Bangor is not able to command college-bred students, the prospect of doing so in time to some seems slight. Men who have not had college training can be much more profitably employed in the study of the English Bible than in a futile attempt to learn Greek and Hebrew. If the seminary officials would proclaim the immense importance of an acquaintance with King James' version, and would promise to furnish first class instruction therein, it is possible the number of students could be increased. I fancy the trustees will find their chief difficulty in persuading or compelling the heads of the Greek and Hebrew departments to drop their language exercises and go earnestly to work on the English Bible. If there are a few students remaining who need Hebrew and Greek, these same professors could devote extra time to these men.

Cordially yours,

Erl. B. Hulbert.
My dear Mr. President:

It is of the utmost importance that we support our community college-programs. The purpose of today's meeting is to discuss how we can improve our community college and its programs.

The Department of Education has emphasized the importance of expanding our educational opportunities. We need more support and collaboration in the area of the educational field. Our task is to work together as a team to ensure that we provide the best education possible.

I propose to the Board of Trustees, the creation of new programs and initiatives to promote the growth of our community colleges. These programs will be designed to attract new students.

I also propose to increase our efforts to provide more financial assistance to students.

I appreciate your support and look forward to working with you.

Sincerely,

[Signature]

Dean of Students
Chicago, January 17, 1900.

My dear Dr. Harper:-

Enclosed please find the very briefest statement of the outline of St. John's thesis on "The Contest for Liberty of Conscience in England". The entire material is drawn from original sources, and the whole work is done in a most scholarly way. I am confident that after the book sees print it will be the indispensable guide to the study of the matter under consideration. Of course it is not of a popular character. If we could secure Macmillan's imprint it would be to our great advantage. It is to be borne in mind that 300 copies must be reserved for the University, and our rules concerning pagination, etc., complied with. Please send a line to Macmillan & Co. at your earliest convenience. We are in some haste to get the matter into final form.

Very truly yours,

Eliot B. Hubert.
My Dear President Harper:

In accordance with your instructions I have prepared, and enclose herewith, a statistical outline of reports from the following officers:

a) The Deans;
b) The Directors;
c) The Heads of the Departments of Instruction;
d) The University Librarian;
e) The University Registrar.

One of the features of the outline which I submit is the report of the work of the Departments of Instruction. A very interesting feature of The President's Report for '97-8 was the report of the work of the Departments of Astronomy, Chemistry and Physiology. I think a similar report for all the departments would be exceedingly interesting and valuable.

I do not think I have gone beyond what could fairly be expected of the officers. The records, as at present kept, should furnish the information outlined.

The statistical outline for each department is a systematic arrangement of the data to be furnished in the report. This outline is followed by a set of tables embodying these topics in a clear and more convenient form.

There are certain subjects not treated of in this outline because they are either not strictly statistical or else not contained in the last Report and therefore only valuable as suggestions. The subjects are as follows:
The War Department has identified several important areas for improvement in the current defense strategy. In order to address these issues, I propose the following actions:

1. **Reinforce Intelligence**: Enhance the Department of Intelligence's capabilities to gather and analyze information accurately and promptly. This will involve additional resources and training for current personnel.

2. **Improvements in Operations**: The current operations strategy needs a comprehensive review to ensure effectiveness and efficiency. This includes improving logistics and communication systems.

3. **Enhance Cybersecurity measures**: The Department must implement stronger cybersecurity protocols to protect against cyber threats. This involves training staff and updating technological infrastructure.

4. **Human Resources Review**: A thorough review of the current human resources policies and procedures is necessary. This will involve aligning the workforce with current needs and improving retention strategies.

I have attached the detailed report of the above actions for your review and approval. I look forward to your recommendations on how we can best proceed.
President Harper. (2)

(1) The University Recorder;
(2) The Chaplain;
(3) The College for Teachers;
(4) The Director of the University Houses;
(5) Morgan Park Academy;
(6) The Secretary of the University Alumni;
(7) The Managing Editors of the University Journals;
(8) The President of each of the University organizations, official and semi-official;
(9) The University Settlement;
(10) Assistance to Students in accordance with the outline adopted in the new circular.

If you wish me to prepare outlines for these additional subjects I shall be glad to receive your instructions.

Yours very truly,

[Signature]

Dr. MacLean's work
Chicago, January 25, 1900.

My dear President Harper:

"Since our conference the other day I have been thinking very seriously about the advisability of inviting Dr. McGiffert here for the Summer Quarter, and especially since Dr. Clark is to be here as well. If it were not that he were to give a course in Church History I should say by no means invite him, and even now I am wondering whether it would be not be perhaps better policy from all points of view to invite a man like Vedder of Crozier. I simply make this as a suggestion, but am on the point of thinking that it represents the real facts in the case."

The above was dictated by Brother Mathews. On the whole I think I agree with him, solely on politic grounds. You are well aware that my actions are seldom influenced by questions of policy. I simply ask whether it would be a good thing, and let the consequences take care of themselves. If McGiffert were not actually under ecclesiastical trial, I should feel that we ought to scatter policy to the winds. As it is, I am in doubt. I know you are the most prudent man on the campus, and am willing to trust the matter to your judgment.

Very respectfully yours,

Eli B. Hulbert.
...
Chicago, February 1, 1900.

My dear President Harper:

I think the letter to the several professors is admirable. Perhaps it ought to be accompanied in each instance by a letter naming to the professor the churches we wish him to address, and asking him in reply to name the dates at which it would be convenient for him to render the service.

Having this information in our possession we can write to the several churches asking them if they would be willing to receive the professors indicated at the dates indicated. Of course there would necessarily follow some readjustments.

Very respectfully yours,

Eri B. Hulbert
I am very pleased to be able to report to you that I have been successful in securing a position in the University of California. I am writing to express my gratitude for the opportunity to work for the University and to confirm my acceptance of the offer. It is my intention to work to the best of my abilities and to contribute to the University's success.

Having made this decision, I am now looking for a new opportunity to further my career. I am willing to accept any position that would allow me to use my skills and experience.

With best regards,

[Signature]
Chicago, October 8, 1900.

My dear President Harper:

Your note concerning the use of money for Divinity books was duly received. In my own department, I had planned to use the remainder of my appropriation in the purchase of books for special use in the courses about to be given. To save the money for this purpose, I advanced forty dollars for the purchase of the Massachusetts and Plymouth Records, which were just then on sale by an auction house in the East.

It is a source of constant anxiety and torment to me that I am obliged to let slip the rare books which can only be obtained when private libraries are on sale. The public libraries are anxious to secure them and they go off like hot cakes. The result is that in my own department I am doing next to nothing in the collection of sources,—a thing which will put me to shame when investigators examine our shelves for original material.

I am surprised that the departments have not exhausted their appropriation. It is a fault of which my own department will not be guilty for many years to come.

Very truly yours,

E.B.H.
October 8, 1900

My dear Professor:—

You have suggested these two money
for Ph.D. papers to the faculty, and I have
planned to use them to remember of the suppression to the University
of papers for advanced men to the summer school to be given.

To save your money for this purpose, I have procured from College of the
bureaucracy of the Mass Accumulators and Philanthropic
Report, which plan as a result of an instruction price to the
end.

If I am a member of a council committee and competent to do that
I am able to do with the latter papers which can only do
—

The purpose of the present group are not only or not the
factors when I arise from it as one of the
are nothing to become from their heart to change for order.

Their success is part of my government. I am going next to organize
in the collection of common — a single refined with but to name

I am surprised that the government have not experienced great
accomplishment. It is a matter of advice, and my government with
not be fitted for their home to come.

Very truly yours,

[Signature]
October 4, 1900.

My dear Dr. Hulbert:

I think it an interesting fact that in spite of the frequent calls for more money for Divinity books, the Divinity departments did not begin to use their appropriations for last year. The total amount appropriated for books was $1,308.43. Of this only $673 was used, leaving a balance of $566.84. In other words hardly one half of the funds were expended.

yours very truly,
Mr. Dr. Helper:

I think it an interesting fact that in spite of the trend of calls for more money for Divinity College, the Divinity Department did not begin to see their appropriations for last year. The total amount appropriated for books was $1,309.75. Of this only $75.66 was used, leaving a balance of $1,234.09. In other words, nearly one half of the funds were expended.

Yours very truly,

[Signature]
, September 26, 1901

Dean Hulbert,
Faculty Exchange.

My dear Sir:

The Trustees of the University have just passed a rule in accordance with which the children of officers of the University may be permitted to attend any school or college of the University upon the payment of one-half of the usual tuition fee.

It is understood that by the word "officer" is meant anyone who is upon the regular monthly pay-roll of the University. Whenever any student who comes under this rule presents himself to you for registration, if you will write "One-half tuition" across his registration-card, with your signature attached, the Registrar will be thus instructed regarding the University bill.

Very truly yours,
Dear Professor,

The Trustee of the University have just passed a rule to synchronize with which the adoption of the fees of the University may be permitted to extend any school or college of the University whose President or one-half of the new tuition fee. It is imperative that you inform me who is willing to enroll at the University. Whenever any student who comes under this rule desires to enroll to you for registration, if you will write "one-half tuition" besides the registration card, with your signature attached, the registrar will have time to initiate the request. Regarding the University fee.

Very truly yours,
January 10th, 1902

My dear President Harper:

I am in receipt of two or three recent communications. It seems well nigh impossible to find time for personal interview. Let me say, therefore, that the Divinity School is, dear Dr. Hubert, off more pleasantly than it has this Winter Quarter. The students are in good humor, and are satisfactioned with the work. I regret that so many instructors have not been able to be had, and that the teaching could have been avoided. Foster was at the University to tell us how he was progressing in his work, and how he could have been more successful. He will write to Welliston Walker again and see if we can get him.

I do not think that sitting or standing alone is necessary. Though the teaching is good, there are some who are not satisfied. Though the teaching is in the single quarter is lessened, I do not apprehend any suggestions with reference to the Divinity School had to do with bringing the school into contact with the churches. I believe with you that the primary purpose of the Divinity School is to train men for the ministry, and that everything else must be subordinated to this. Will you not on this basis make your suggestions? Will you not also prepare a list of points which you will discuss in your report, and will you not make your plan to finish the report by July 1st, 1902? I have asked the heads of the departments to give me a list of points with which I can be in contact with you next Saturday. Meanwhile, will you give a little time to Sanders? He is in the interest of my department, I have no desire to have him here to discuss questions in dogmatics and philosophy. I have been informed that Bittering of New York has five very superior lectures on the Bible and the Monuments. Would it be wise to secure him for the
January 1939

Yours sincerely,

W. E. Herber.
January 10th, 1902

My dear President Harper:

I am in receipt of two or three recent communications. It seems well nigh impossible to find time for personal interview. Let me say, therefore, that the Divinity School never started off more pleasantly than it has this Winter Quarter. The students are in good humor, and are satisfied with their work. I regret that so many instructors are absent, but do not see how it could have been avoided. Mathews made his Palestinian plans long ago. Foster was at the end of his tether physically, and his going could not be avoided. Burton's case is obvious enough. Though the teaching force for the single quarter is lessened, I do not apprehend any serious injury on account of it.

Once again, last year Moncrief, and this year Henderson and Johnson, went abroad to cultivate themselves in the interests of the institution, and I believe in due time their profiting and our gain will be manifest to all. I quite agree with you that in the immediate future the cultivation of the home field will be of greater service to the Divinity School.

I have asked the heads of the departments to give me announcements for the Summer Quarter. Some time ago, you promised to secure Williston Walker, if possible, for courses and lectures which should be strictly historical. In the interest of my department, I have no desire to have him here to discuss questions in dogmatics and philosophy. I have been informed that Bitting of New York has five very superior lectures on the Bible and the Monuments. Would it be wise to secure him for the
January 10th, 1922

[No text on this page]
summer? Weddell of Davenport has six lectures in some sort of Bible exposition, which he gave at the Buffalo religious congress in connection with the Pan-American, and which I am confident he would be glad to repeat to our summer students. Would it be wise to ask him?

You told me you had some suggestions for new departures in the Divinity School, which would come into my hands in due time. I have not yet received them. Probably they can be made to work in, in part at least, with the new endeavor which is to be led by Stephenson. In the formulating of plans, much depends on the end we have in view. If our primary purpose is to train men for the ministry, other purposes being subordinated to this, then I can easily suggest several important changes which, in my judgment, would be conducive to this end.

The statistical part of the decennial report is finished up to July 1st, 1901. In my report, apart from the statistics, I wish to discuss such matters as, after conference with you, can be mutually agreed upon. Perhaps some things ought to be said about fellowships, scholarships, the Journal of Theology, the Theological Institute, the Scandinavian Seminaries, ministerial aid, and kindred topics.

Very truly yours,

E. B. H.
The University of Chicago

Wishing to express my appreciation to you for the generous and timely support your institution has extended to me, I have heretofore had the privilege of frequent contact with your able men. The opportunity of discussing with you the many interesting and important aspects of the subject of the treatment of the experimental animals in the University of Chicago laboratories and the benefits which accrue from the same is highly appreciated.

Yours very truly,

[Signature]

May 19, 1952
My Dear Dr. Hulbert:

I have suggested to Dean Judson that the names of Divinity Students doing their principal work in Semitics be repeated as Graduate students. This, I think is necessary in order that the Semitic Department when reckoned as a Department of the Graduate School should have a full mention for what it is doing. Will you do me the favor to have prepared a list of such students now in residence.

Yours very truly,
My Dear O. R. Huppert:

I have been asked to present to you the names of various students who have been part of the history of the department and may be interested in becoming graduate students. I think it necessary to give them the graduate department more recognition as a department than the Graduate School now appears to have a full membership for what it is going. Will you go me the favor to have these names in a list of your students now in residence.

Yours very truly,
January 15th, 1902.

My dear Dr. Hulbert:

I am planning for the next few months to relieve myself of some executive details, and am asking certain deans to take my place in connection with certain boards. I am writing to ask you to consent to conduct the executive work in connection with the Board of Physical Culture. I should like to feel that you will take the responsibility of the affairs of this Board entirely off my hands; that you will preside at the meetings; that you will see to the execution of the actions of the Board. I shall understand that in matters of importance you will consult me, if possible, before the matters are presented to the Board. I desire to keep in close touch with the work of the Board, but only through you.

Hoping that you will consent to take this responsibility, I remain

Very truly yours,
My dear Mr. Huffer,

I am planning to the next few months to relieve myself of some executive duties, and am seeking certain leave to take my place in connection with certain business. I am writing to ask you to consent to continue the executive work in connection with the board of directors. I should like to feel that you will take the responsibility of the affairs of the board seriously. At my request, you will meet me at the executive of the board. I am afraid important that in matters of importance you will consent me. It necessary because the matter are pressing to the board. I cannot keep to close touch with the work of the board, but only temporarily.

Very truly yours,

[Signature]
My dear Mr. Hulbert:

It is my purpose at the coming meeting of the Committee of One Hundred to present to the General Committee a list of questions or topics on which we desire to have the advice of the Committee. I shall ask that these questions be referred to the proper Standing Committee. There are fourteen of these Standing Committees. Will you be good enough to take these fourteen subjects and prepare for me a list of questions which in your opinion the Committee could study to advantage? It will only take three or four questions to each committee to get a series of fifty. This will surely give the General Committee work enough for a long time, and we know that the committee will be much more likely to be interested and helpful if it feels that there is work for it to do. Moreover, it will be more likely to do the right kind of work if some general outline like this is presented.

Hoping for your co-operation in this matter at as early a date as possible, I remain,

Yours very truly,
My dear Mr. Harper:

It is my purpose at the coming meeting of the Committee of One Hundred to present to the General Committee a list of questions on topics on which we believe to have the chance of the Committee. I shall ask that these questions be referred to the Standing Committee. These questions will be brought to your notice. I will only take three of your discretion to each question. I will write a series of thirty questions, and we know that the committee will be much more likely to be interested and particular if it seems that there is work for it to do in the next session. It will do more likely to do the right kind of work if some general outline like this is presented.

Hoping for your co-operation in this matter as early as possible, I remain,

Yours very truly,
My dear President Harper:

After consultation with Dr. Hulbert we are ready to make the following recommendations as regards the matter of scholarships in the Divinity School.

1. In addition to the aid furnished by the Education Society in the shape of loans, gifts and payment for preaching, there should be established in the Divinity School scholarships and fellowships to the amount of $4,000 annually.

2. Of this amount $1,000 should be in the form of five fellowships, the holders of which should be recommended by the faculties of Newton, Colgate, Rochester, Louisville, and Crèzer Theological Seminaries. Including the tuition such fellowships should amount to $320 per year of nine months.

3. There should be established twenty fellowships scholarships of $150 above the tuition, or in gross, $250, the same to be given to men who apply for them on the basis of strong credentials as to scholarships and general ability.

4. For the current year 1899 to 1900, it would probably be advisable to assign not more than two-thirds of such scholarships and fellowships.

5. If these recommendations meet with approval, correspondence should immediately be begun with the faculties of the five Divinity Schools in order to make plain to them, (a) that they have the right to nominate men for the fellowships, and (b) that they are intended only for the graduates of such seminaries.

Respectfully submitted.

Shailer Mathews
to your President's Office.

The following information is to be submitted to the University:

1. In order to secure a place in the University, all students must submit their registration forms to the Registrar's Office by the specified date.

2. All students are required to register for a minimum of 12 credit hours per semester.

3. Students who wish to withdraw from the University must notify the Registrar's Office in writing by the specified deadline.

4. Tuition fees are due by the specified dates, and late fees will be charged for payments received after the deadlines.

5. Students who fail to attend classes for three consecutive weeks will be administratively dropped from the University.

6. All students are required to maintain a minimum GPA of 2.0 to continue their enrollment in the University.

7. Students who violate the University's policies and regulations may be subject to disciplinary actions.

8. All students are required to complete a minimum of 120 credit hours to earn a bachelor's degree.

Please review the above information and submit your registration forms accordingly.

Sincerely,

[Signature]

Registrar's Office
Johnson Case
I can add nothing to Dr. Arnold's comprehensive statement from the official records carefully worked out.

Dr. Johnson maintains that his salary began in July 1892, but his service in October 16 that the first three months pay was a sort of bonus by arrangement with you. Therefore this 3 months should not be counted against his vacation credits. Even allowing that his credits would not equal his estimate.

Francis W. Shepardson
The President's Secretary
The Thirty-first Convocation

STUDEBAKER HALL

TUESDAY, JANUARY 2, 1900
THREE O'CLOCK P.M.

THIS TICKET IS FOR GENERAL ADMISSION ONLY. THE HOLDER MAY TAKE ANY SEAT NOT OCCUPIED AFTER THE PROCESSION HAS ENTERED THE HALL
The University of Chicago, Jan. 8, 1900.

My dear Dr. Harper,—

I am seeking to lay up extra vacation time by extra teaching, in order to have six months in Europe for work in the Department of Church History. For this purpose I taught the last scholastic year of nine months, and then the first six weeks of the Summer Quarter. I hope to teach nine months this scholastic year also, and the second six weeks of the coming Summer Quarter. I was told that this would entitle me to six months of vacation. I understand that this reckoning has prevailed in other cases. Was I right in thinking that you approved this reckoning in the brief conversation which I had with you about the matter on the evening of the Faculties' Union?

In case you do not approve this reckoning, will you kindly write me what amount of extra teaching I must do in order to have these six months of opportunity to do special work abroad?

Sincerely yours,

Franklin Johnson
The instruction is to proceed with the task.

In case of failure, it is necessary to review the procedure and make adjustments.

The importance of careful evaluation for the purpose of safety and efficiency.

The fees for consultation are based on the duration of the consultation.

I hope to receive your assistance.

Furniture, please.

I need your help to complete this task.

With the help of experts, I aim to improve the

Please refrain from discussing or discussing the subject matter.

Sincerely,

[Signature]
The University of Chicago,

Dec. 18, 1899.

My dear Dr. Goodspeed,

I submit to you for approval or criticism the following calculation of my service in relation to my future vacations, most of which I hope to spend in Italy.

I preface the calculation by saying that I have submitted to President Harper the question of the value of extra work when taken on in time instead of money, and he has told me that each week
of vacation extra service earns a full week of vacation.

By calculation it is as follows:

1. I worked continuously 18 months, from Oct 1, 1895 to April 1, 1897. This entitled me to 8 months of vacation, as the table below shows:

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Number of Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 1, 1895 to July 1, 1896</td>
<td>3</td>
</tr>
<tr>
<td>July 1, 1896 to Oct. 1, 1896</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
</tr>
</tbody>
</table>

Of these 8 months earned, I took 6, from Apr. 1, 1897 to Oct. 1, 1898, so that I have now 2 months to my credit.
I may add that this extra work was done after due notification and by arrangement with the proper officers.

2. I taught the 9 months from Oct. 1, 1898 to July 1, 1899, and thus earned 3 months of vacation, which with the 2 months already to my credit, gave me a
3. I taught 6 weeks of the summer quarter of 1899, and then earned additional 3 weeks of vacation. But I then went away for 6 weeks, so that my credit remained 5 months, as immediately before.

4. I am now teaching continuously from Oct. 1, 1899 to July 1, 1900, and shall thus add 3 months to my credit.
making 8 months in all.

5. I also intend to teach the first 6 weeks of the coming summer quarter, and thus add 6 more weeks to my vacation credit, making a total of 9 1/2 months.

Of this earned
vacation, I propose to spend 7/3 months in Europe, which will leave 2 months still to my credit.

By then teaching through the Spring quarter, 1901, I shall have 1 month of vacation, which, with the 2 months still to my credit, will give me the usual vacation of 3
months in the summer of 1901.

Will you kindly let me know as soon as convenient whether this calculation is correct or the budget is now being made up as I am asked for a statement of any
plans by Dean Hubert.

Sincerely yours,

Franklin Johnson.
The University of Chicago

CHICAGO

December 22, 1899

To the Secretary of the Board of Trustees:

My dear, Dr. Eddybeer:

I herewith submit to you the Instructor's Report of Professor Franklin Johnson.

Professor Johnson was appointed July 1, 1892 as Assistant Professor, promoted July 1, 1894 to Associate Professor and

June 1895 to a full Professorship.

He taught:

<table>
<thead>
<tr>
<th>Year</th>
<th>Quarter</th>
<th>Preceptor</th>
<th>Full</th>
</tr>
</thead>
<tbody>
<tr>
<td>1893-94</td>
<td>1st</td>
<td>AwL. - Sp.</td>
<td>½</td>
</tr>
<tr>
<td>1894-95</td>
<td>2nd</td>
<td>AwL. - Sp.</td>
<td>3</td>
</tr>
<tr>
<td>1895-96</td>
<td>3rd</td>
<td>AwL. - Wi.</td>
<td>3</td>
</tr>
<tr>
<td>1896-97</td>
<td>4th</td>
<td>AwL. - Wi.</td>
<td>3</td>
</tr>
<tr>
<td>1897-98</td>
<td>5th</td>
<td>AwL. - Wi.</td>
<td>3</td>
</tr>
<tr>
<td>1898-99</td>
<td>6th</td>
<td>AwL. - Wi.</td>
<td>3</td>
</tr>
<tr>
<td>1899-1900</td>
<td>7th</td>
<td>AwL. - Wi.</td>
<td>3</td>
</tr>
<tr>
<td>1900-1901</td>
<td>8th</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total 24 quarters (up to August 13, 1901)

This entitles him to 24 months vacation, of which he has had vacation as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Quarter</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1892</td>
<td>Su.</td>
<td>3m</td>
</tr>
<tr>
<td>1893</td>
<td>Su.</td>
<td>4½m</td>
</tr>
<tr>
<td>1894</td>
<td></td>
<td>3m</td>
</tr>
<tr>
<td>1895</td>
<td></td>
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<tr>
<td>1896</td>
<td></td>
<td>3m</td>
</tr>
<tr>
<td>1897</td>
<td></td>
<td>3m</td>
</tr>
<tr>
<td>1898</td>
<td></td>
<td>3m</td>
</tr>
<tr>
<td>1899</td>
<td></td>
<td>1½m</td>
</tr>
<tr>
<td>1899/1900</td>
<td>Su.</td>
<td>2½m</td>
</tr>
</tbody>
</table>

On August 13, 1901, therefore Professor Johnson will owe the University 1 term instruction, instead of laying up vacation, as he figures.

If however, the first two years of Divinity Instruction, although 1 term short of the required amount of teaching, are to reckon as full time, then Professor Johnson will have had vacation 21/2 months, and is entitled to 2½ months vacation credit on August 13, 1901. Respectfully submitted.

WM. Arnold.