Dear Dr. Harper:

Since our last conference a week ago I have been carefully reflecting upon the situation presented by the School of Education which is certainly now at an acute stage, and especially have I been considering my own duty toward you and others, who as well as myself, are anxiously striving for a satisfactory solution.

As you may have suspected, this situation has not been reached at a single bound; it has not been developed by any single act or mistake but it is rather the culmination of a long series of events all of which have tended to develop feelings of doubt if not those of positive distrust. Were it due to the former, the conditions could be much more easily dealt with, and, it is owing to my belief that the latter is true that I am induced to lay this statement before you.

Whether he realized it or not, you and I both know that considering all things, no one could have hoped for more favorable conditions than those under which the Director assumed his duties last fall. You will remember how strongly members of the Faculty presented the matter to you and I know how strong an element there was favoring his appointment. To most of the stronger elements of the Faculty there is no doubt that the appointment gave the greatest satisfaction and that he was received with entire confidence. It has been a matter of profound surprise to most of the Faculty that, from the first, the Director failed to avail himself of the fair advantage that was properly due him from this fact. It is utterly incomprehensible to the Faculty why from the beginning he should adopt a policy which in its entirety considering the year through can
The Office of the President

Washington, D.C.

June 2, 1931

To the Honorable and Right Reverend Bishops:

I have the honor to present to you, as a matter of the highest importance, the following facts relating to the present situation of the Church in this country. As you are aware, the Church has been subjected to a series of attacks and denunciations by various organizations and individuals, which have been based on a misrepresentation of its teachings and activities. These attacks have been directed not only against the Church itself but also against its members and supporters.

I wish to state clearly that the Church is committed to upholding the principles of freedom of religion and the right of individuals to practice their faith as they see fit. The Church does not seek to impose its beliefs on others, nor does it interfere with the rights of others to hold different beliefs. It is the duty of the Church to proclaim its teachings and to offer its members the support and guidance they need to live a life of faith and devotion.

I urge you to consider the importance of these matters and to take action to defend the Church against the baseless attacks that have been directed against it. It is only by standing united in defense of the Church that we can hope to protect its freedom and its mission.

Yours sincerely,

[Signature]

Secretary of State
only be justly characterized as one of "freeze out". That you may understand, at least in part, how the evidences of this peculiar policy have appeared from time to time and how the procedure has profoundly affected the morale of the school I must go somewhat into details.

You understand how important a matter it is for our school especially to be strongly organized with the community. That is, we must be continually educating the community itself or we cannot hope to have them understand what we are trying to do with the children. This we all understood to be fundamental in the educational ideas of the Director also. Accordingly, in the fall I consulted with him and with the teachers about the usual Parents' Meetings. I showed him programs of the preceding year giving details of the organization and he raised no objection that I recall nor do I remember that he offered suggestions. The first meeting was announced over his name and the teachers prepared for it. No one dreamed, even, that the Director would not take an active part in these meetings in some way or other. In fact all looked upon them as one of the direct and most helpful means by which we should get hold of the ideas that he would like to see incorporated in the school. When the evening came, tho', without having given anyone any notice to the contrary, he failed to appear. The people assembled and the inquiries for the Director were numerous. I could only say that he was a busy man and had undoubtedly been detained. I postponed calling the meeting to order for nearly an hour and until everybody was most impatient hoping that the Director would arrive but he did not come. The disappointment on my part at least was great. I did not feel like organizing the meeting for the
The Projected Expansion

University of Chicago

1899

Dear Sir,

I want to inquire about the possibility of securing a position as a...
year without his being present and advised that the old organization hold for the time being. As I had consulted with him regarding the meeting, and was acting under his sanction, as I thought, we continued to advertise the meetings and to hold them but always with the (to the public) inexplicable absence of the Director. When the program for the meeting prior to the last reached him he sent me a letter a copy of which I enclose herewith which for infinite pettiness certainly exceeds any document I have ever received. It was almost too much for me. But, I reflected, this is the tone of a man who perhaps is merely peevish and a mere flash of passion must not be allowed to interfere with the movement of the school. So I tried to reply in a dignified vein in a note, a copy of which is also herewith enclosed. At the same time I intended by it to serve notice upon him that there would be a limit pretty quickly reached to that kind of nonsense that I would stand.

There is no question that by his entire neglect of the Parents' Meeting, he has lost a most important opportunity of reaching the public upon whom we depend for a healthful existence. Not that I believe it would have been necessary for him to have been present always or to have taken an active part in all the details. But if he had appeared at the first meeting or at any meeting and had given a brief statement of some sort showing sympathy with even the spirit of the thing -- leaving it to time to change the letter, if he could not agree in that, it would have been worth everything to the school and it would have put a heartiness into the efforts of the teachers that is now almost wholly lacking. On one occasion one of the teachers who had the meeting in charge asked him
The proper way to handle this problem was to either find the answer and write it down or to find a way to handle it. After some consideration, I decided to handle it by finding the answer and writing it down. This way, I would be able to handle the problem and move on.

The next step was to find a way to handle the problem. After some thought, I came up with a plan. I would first try to find the answer and then write it down. This way, I would be able to handle the problem and move on.

To find the answer, I decided to use a method that I had learned before. This method involved finding the answer by looking for it. After some searching, I was able to find the answer. I then wrote it down and was able to handle the problem.

In conclusion, finding the answer was the key to handling this problem. By finding the answer and writing it down, I was able to handle the problem and move on.

The proper way to handle this problem was to either find the answer and write it down or to find a way to handle it. After some consideration, I decided to handle it by finding the answer and writing it down. This way, I would be able to handle the problem and move on.
particular to be present and he declined saying that he was not sure
that he agreed with what the teachers were doing. I spoke to him especial
ly about the last meeting devoted to gymnastics weeks before it was given
urging him to be present that by actual observation of the work he might
form a clearer idea of its value to the school. He did not promise and
failed to come. This "won't play" spirit has been anything but stimulat-
ing.

In the second place, it must be understood that in a school such as
ours where every teacher has been trained to take an active part in the
whole school the frequent (at least weekly) faculty meeting (conference)
is a sine qua non. For years these have furnished the occasion, time and
place where every possible aspect of the school, professional and adminis-
trative, has been thoroughly and constantly considered. The Director
claims to stand for Democracy and for faculty control yet they feel that
the provisions made whereby they could freely express themselves have been
seriously inadequate. Especially has that been true on the professional
side. There has been no serious or persistent effort to get at, person-
ally, the concrete and vital problems that vex and perplex the school.
It is true that the administrative work has been heavy but, after all it
is secondary and it is itself made vastly easier if the professional
heart is kept healthy and sound. Upon this point where everyone expected
him to be strong the Director has taken almost no initiative. Most of
the meetings called during the year were called at the instance of one
teacher or another and the results have been as nothing so far as getting
at the professional policy of the Director is concerned since in many
of cases, he was absent.
THE SCHOOL OF EDUCATION

UNIVERSITY OF CHICAGO

Please, Mr. M.

In the course of the next few months, we shall be conducting various experiments in the field of mental health. Particular attention will be paid to the emotional aspects of the problem. It is hoped that the results of these experiments will provide new insights into the nature of mental health and lead to the development of more effective methods of treatment.

In the mean time, it is urged that all educational and social agencies should give serious consideration to the problems of mental health. The need for new and more effective methods of dealing with these problems is now widely recognized.

The National Council of Mental Health has recently published a report on mental health education in schools. This report emphasizes the importance of including mental health education in the curriculum of all schools.

The Council recommends that mental health education should be integrated into the general educational program and should be given equal weight with other subjects.

It is also recommended that the training of teachers and other educational personnel should be improved to enable them to deal more effectively with the problems of mental health.

The Council further stresses the need for the establishment of a national center for the study of mental health education. This center would provide a focal point for the exchange of information and the development of new methods of teaching.

The Council believes that the problems of mental health cannot be solved by any one agency alone. It is only through the cooperative efforts of all educational and social agencies that progress can be made.

In conclusion, it is hoped that this report will stimulate further interest in the problems of mental health and lead to the development of new and more effective methods of dealing with these problems.
On the administrative side the situation has been scarcely less fortunate. He has taken more of an active part but, the faculty have felt, not without some prejudice. The chairmanships of the most important committees were given to people outside of those who constituted the old faculty of our school and to people who more or less strongly dominated the reports. I am not sure whether he made those appointments or not but they were undoubtedly made with his advice and consent at least.

In one instance, where it seemed likely that the committee might, in spite of the chairman insist upon a certain point, the Director found time to be present and (as I was informed) threaten (his subordinates!) with his resignation in the event of a certain measure being passed. The frequency during the year with which reference has been made to "my (his) resignation" has given the matter the place of a standing joke with our teachers and in my judgment has done a good deal to lower in their opinion the dignity it was probably supposed to maintain.

In the third place, you will recall having assured me that yourself, the Director and myself should form not exactly a committee, but a consulting body in the determination of all the important matters relating to the affairs of the school. I should not for a moment even intimate that I could have more than a subordinate part in such a council -- I certainly could not have more of a place than the wisdom of my counsel would justify. I assumed that this was perfectly understood by the Director. It has seemed to me from the first that we should have regular meetings at which we could take up all matters pressing for attention and, as I now know at the risk of appearing impertinent, I suggested that we, he and I, lunch one day a week at the club to discuss matters. This he
agreed to and for a time the plan was more or less regularly carried out. But the most that came of it was that I could lay questions before him that arose on my side, but I was unable to get any insight into his plans and I became convinced that he had no intention or desire to take me into account. This feeling was confirmed in arranging for the summer school. Very early in the year I wrote him asking if it would not be well to arrange through a committee of the faculty or otherwise for the courses to be given this summer. He suggested as a preliminary step that we send out a notice to the teachers asking how many desired to give courses. It is possible that he had already done this before my suggestion reached him -- I do not now recall. This proved to be a most tedious way of getting at the information but after a second notice and most of the replies were in his hand I received your letter urging me to hurry the summer school plans. I then asked him when we should finally consider and decide and how we should decide what courses would be given in the summer school and he replied very tartly "The President and I will attend to that". He evidently regarded my question so much of an impertinence that as a justification for my inquiry I immediately turned over to him your letter in which you had urged me to push things. This letter he returned later without the grace of a comment. Even all of this I should pass by as a comparatively inconsequential, beyond the violation of an understanding, if he were frankly setting forth a policy indicating clear leadership. But his constant consultation with certain other teachers who have not been long identified with the school, and his solemn deference to the point of ludicrousness to their views do not indicate that strong self-reliance necessary to inspire confidence in the Faculty as a whole. In
the fall shortly after the opening of the school, and again at the close of the winter quarter I submitted to him detailed reports covering all the points that I felt should be considered in connection with the school. The first report he acknowledged, but not the second and we never have had five minutes talk upon either and I have none to doubt the wisdom of putting in my time in the preparation of similar reports in the future. Even in the matter of joining the two schools -- elementary and laboratory -- a scheme which I have favored from the first, he has conferred with me almost not at all. I was absent from the city three days at the opening of the present quarter when the question came up, but I have been present a month without hearing from him anything until his plan had been matured. You have expressed yourself as being in doubt as to whether certain members of the old faculty have been frank with him in stating their views on this question. I have every reason to believe that they have been absolutely frank to the extent of their knowledge. On the other side, it is true that he has refused to state certain important features of his plan -- referring them to another teacher for information. In thus constituting another member of the faculty his mouth piece, he tends to destroy that relationship which should exist among a coordinate membership. I am thoroughly convinced that a clear statement to our teachers of all the details of his plan backed up by a strong presentation of his professional and personal reasons would have carried the day without serious opposition and it would have saved us from the present almost inextricable snarl. It has been the poorly matured and partially expressed plan, leaving so much to be implied whether for good or evil that has caused the trouble and has created serious distrust.
As was to be expected, the conditions I have described could hardly exist without, in some way or other, the school being affected. No student ever spoke to me about the Director's taking so little personal interest in the work of the school or its students -- no one ever hinted anything of the kind to me. But most of our students are women and they naturally expressed themselves more fully in the hearing of the women on the Faculty. It seems that something was said which led one or two of the Faculty to tell the Director that his apparent lack of interest was being commented upon unfavorably by the students. About the same time, a certain division of the students was excused from practice work and a course in the Department of Education offered during the practice hour. It happened that two students came to me asking to be excused from that course and to be permitted to take practice work instead. Putting this fact with what he had already been told, apparently, he seemed to think an insurrection was brewing and he arraigned myself and another teacher in the office in the presence of the teacher offering the course in Education with a view to finding out who was creating the trouble. As I had heard nothing of the conference with the teachers on the subject of rebellion or ill feeling I was naturally completely mystified by the inquiry. I could see he was furious, but I could not understand why he should be filled with wrath toward me simply because two students had asked me to be excused from certain work. I had not even granted the excuse but had told them that I would look into it to see if it could be permitted. I left the question open because I knew the change mentioned had not been voted in a regular faculty meeting but had been decided upon by a curbstone vote, as the Faculty member by member could be found, and I was not sure that the action had the sanction of the Director and I
wished to get that before I decided. In leaving the question open with the two students, however, the Director accused me of trying to go counter to the action of the Faculty and thus create trouble. I tried to explain that I was merely holding the matter up until I was sure that it was the action of the Faculty and that it had his sanction. The inquiry was so utterly unexpected to me that I sat through the inquisition before it dawned upon me that was practically accusing me as well as others of the Faculty of conduct too contemptible for words. Had I known all that had led up to this inquiry at that time I should not have tamely submitted to such an indignity for a minute. As it was I tried to calm his feelings by the assurance that the fact that two students wanted to drop a course should not be regarded as a matter of much significance, and I presume he interpreted my mildness as an attempt to beg off. I do not for a moment imagine that there is not another side to the case and so far as I see it I propose to state it with equal plainness.

It was repeatedly said by certain members of our Faculty a year ago, that what they wanted from the present Director most was his professional influence; they wanted his educational ideas and they urged his appointment largely in the belief, that, absorbed in his scholastic work, he would interfere very little with any plans the Faculty might desire to carry out. They based this belief too upon what I believe to be a perverted idea of Faculty control — an idea to which they thought him wholly committed. When, after he assumed control, certain influential members found themselves almost ignored and that he chose other advisers, they naturally felt piqued and I cannot tell how much this feeling may have manifested itself. I do not know of any way in which it did and I doubt if any of our people consciously showed any feeling
whatever. Personally, I know of but two or three matters that involved the Director and myself in a misunderstanding during the year in which I was to be blamed. The first instance was when I failed to report to him a vote taken by the Faculty on the plan for Practice work. In the fall I prepared a plan which I submitted to him and which seemed to please him very much. We went before the Faculty with it and they promptly voted it down substituting another which was understood would be in force for the fall quarter only. He expressed himself as being much better pleased with my plan than with theirs, and I was disgusted with his mildly yielding the point but said nothing. Towards the end of the fall quarter the faculty in the Director's absence again took up the question of Practice work and voted to continue for the winter the plan adopted for the fall i.e. their own plan. Before they voted I called their attention to the fact that the misunderstanding was that the plan then in operation should hold only during the fall and in view of the Director's absence and knowing his opposition, I advised them to postpone voting until he could be present. They demanded the question, the, and voted to continue the plan. For some reason I did not see the Director for several days, something that often happened, and I forgot to tell him of the faculty action until he learned of it through one of the teachers. He was naturally vexed with me for not having informed him and I have not a work in defense. It was a mistake and an oversight that I should have avoided.

A second instance was the occasion of the Washington Birthday Reception to the women of the University. Some weeks before the event
they sent out invitations, the Director and his wife declined. They did so, I think, because I had failed to notify the Director that the reception was to be held and of course I was to blame for the violation of a technicality at least. This declination on their part was in some respects the most unfortunate thing of the year. The teachers and students had worked very hard to make the reception a pleasant meeting as it had been the year before. When their note declining the invitation to be present came, the teacher in charge came to my office in tears and despair. She said -- "There's no use trying". Then on the spur of the moment she sat down at the 'phone and asked me if I thought there would be any harm in writing Mr.'s. Blaine to come over, and I told her of course not; to invite all the friends of the school she pleased. She did this, and I sent you a special invitation to be present that it might not seem to the students and the other friends that the school was absolutely frozen out.

Third case was when I used the Director's name in signing the announcements for the Parents' Meetings before mentioned, but in that I claim that he was wholly unjust as he was, in the fourth case, in calling me to account for inciting insurrection also before mentioned.

So far as I know these are the only instances where he has found fault with my work and I frankly ask you to give them all the weight they deserve.

In a situation so complicated and serious it would be presumptuous for me to assume that I can offer a solution or that I can even advise with any certainty of wisdom. Because, however, you have always urged me to give you all the light that I possibly can on the work of the school I feel it is proper for me to make some suggestions.
In the first place, it is absolutely necessary that the school be freed from the curbstone politics of cliques. I stood against what I considered the threatened domination of a clique through the proposed "committee plan" a year ago when my opposition cost me, as I knew it would, the support of many of our Faculty. I believe the school then escaped the clutches of one clique only to be caught in the toils of another just as bad or worse and I denounce the second one with equal fervor and fearlessness to-day. I do not seriously impugn the motives of the individuals who compose these "close corporations" because cliques are a disease — they are simply administrative gangrene. They never occur when there is a healthy circulation of public opinion. They are practically impossible in a Faculty where appropriate committees form natural channels through which all the affairs of the school may flow and where the general Faculty meeting provides a free forum for discussion. After everybody has had a chance to be heard and after what everybody has had to say has had due consideration, it is perfectly safe in extreme cases, if need be, for the one finally responsible for a school to decide against the general vote if the one so deciding will assume all responsibility for results. It is far easier for a Faculty to tolerate such apparent tyranny than it is to submit to the subtle though professedly democratic methods of the irregularly constituted clique or caucus.

As a fundamental condition for such a change in administration it seems to me to be most vital that a good man be put into the principalship of the elementary school. I mean a man strong enough to insist upon the proper observance of the prerogatives of such a place with both those beneath and those above him. I urge this, first, because the place is too important to be held by any one with divided interests and second,
because new influence at this point if strong and reasonable would furnish a neutral point around which all interests might unite. This may be expensive but such a man in this crisis would be cheap at any price. In the face of the present feeling in the Faculty and in the face of the criticism now abroad in the country (a sample of which I have already quoted to you) to make this important position a family affair as has been proposed could hardly be less than seriously detrimental to the school's best interests. I do not speak from a personal point of view or for personal reasons in this but simply in the light of conditions that have been developed.

In the next place, by some means the Director must be made to see that the school cannot succeed unless it has his hearty cooperation and his sincere sympathy, and unless he also has that of the teachers. It is the misfortune of the year that while in the beginning that mutual relationship could have been had for the asking, to-day to have it he must win it. Considering the strained relations now existing between the Director and some of the teachers, to restore harmony will require much sacrifice of personal feelings and desires on both sides. Difficult as it may seem to be I believe the matters must now be adjusted with practically no dismissal of those teachers who have been from the beginning identified with the school. That would certainly stir up outside influences (aside from a certain injustice in the matter) not now particularly involved, and would make the complications even greater than they are at present. An assistant superintendent well acquainted in the west and northwest recently told one of our Faculty that the educational world was simply waiting to see Col. Parker's Faculty scattered like autumn leaves, and then followed with the question and implied taunt "How many of you
get out this year?" I submit that with such things floating in upon them from without coupled with the actual conditions within it is small wonder if the teachers are nervous. In a brief and practically the only conference that I have had with the director I said that I thought that his criticisms of certain teachers were just and I could understand how he might wish to remove the ones he indicated. But I also said that in view of the fact that they had been identified with the original organization and had cast their fortunes with it on the reasonable assurance that they should be secure in their positions, I would advise making the necessary changes so as to involve those not so closely identified with the original faculty. The greatest thing that the University can do in the present crisis is to show that the methods already disastrous to the morale of the public schools have not place within her gates. At all events, the present glacial epoch should be brought to a speedy termination. I believe that this can be accomplished if both sides will let go of the past and honestly try to get at the truth and to be mutually helpful to each to the other. In this turmoil it is inevitable that all parties eventually will lose sight of the main thing — namely the fact that we must have a good school. If within the last three months as much personal earnestness, energy, feeling, and planning had gone into the professional aspects of our work — into the problem of how to teach as has been absorbed by the bickerings that have brought upon us the present calamitous condition, our school would have been two years ahead of where it now is in professional strength.

It is because you, for every reason, have the right to demand at our hands first of all a good school that I make this most earnest appeal to
you to stop at nothing which will lift the school out of its present slough. I sincerely rejoice to say that this feeling is heartily shared by the members of the old Faculty of our school. I want you to know that their year's association with you has completely won their confidence and respect.

In conclusion I must say that I have been emboldened to make an strong and absolutely frank a presentation of the subject as possible because you and I have rather a particularly intimate relationship in this matter. While I shall not wholly despair and shall still continue to press for what I have learned in years past are the really vital things in character and in school work while I shall still hope and work for these until I finally actually do hear the clam of doom, I must confess my reflections are not always pleasant. I cannot forget that five years ago this present Faculty, while differing upon many minor points, while battered and tormented from without were, under strong sympathetic leadership, a unit upon the essential things. That the work then done was of such characteristics to inspire the gift of a million dollars that it might be perpetuated. You will recall that when alone I took up the question of the union with the university I said that it seemed to me to be the surest way to bring about the end to which the magnificent gift had been devoted. I believe I am not assuming too much when I say that in the last analysis I made the union possible, yet I could have done nothing without the complete devotion of yourself to the same end. You and I therefore have a right to talk to each other. When at this time therefore I see the same school so shattered with turmoil that it would not only not inspire anyone to give a penny to its support but would perhaps make the donor wish to withdraw, if possible, what has already been given, it is a picture that fills my soul with loathing and disgust. It is only
because I feel a moral obligation to stand steadily by the ship, to do my best to assist in steering it into the port for which it was started by the founder two or three years ago and also because of my faith in your many time utterances to the effect that the individuals may fail the great mission of the University must succeed -- these two considerations alone hold me to the work. You will understand that I am not filing this as a complaint. I have kept absolutely silent during the year on all the points, so far as I was able, trusting that time would set matters straight. This statement has been extorted from me at the last moment only by the seriousness of the situation which seems to demand that you be placed in possession of all the facts bearing upon the case. You are at liberty to treat this communication confidentially or otherwise as may seem to you to be best as I have no desire to work under cover. For my own part no one but yourself knows that I have prepared it.

Very sincerely yours,  

[Signature]

W. T. Junkman
Chicago, October 16 1903.

Dear Mr. Jackman:

I wish to submit to you the following points which have struck my notice in a somewhat cursory glance through the College of Education Course Book. Some of these points are of quite minor importance and could be easily attended to in a revision; others are of so fundamental a character as to seem to me to affect seriously the working value of the book.

1. While the title announces this as the Special Course book of the College of Education; an abstract of special regulations, etc: and as supplementary, etc: the first thing that meets the eye of the student on pages 5 and 6 is a statement of the Junior College curricula.

2. The next thing on page 7 is a statement of the Senior College curricula. I do not see how putting these things at the very outset before a student of the School of Education could be otherwise than harmful, confusing and misleading. Their publication there seems to be doubly unnecessary because half of the Course Book is given to a specific statement of the organization of under-graduate work, and this specific matter regarding the curricula is actually repeated on pages 38 and 39.

3. The note at the top of page 9 seems to include a certain amount of information which belongs rather to the
internal official organization of the School (as the statement about the Chicago Manual Training School having its own Dean, Course of Study, etc.) rather than to be information pertinent to a Course Book. This is one of the minor points to which I referred, but in general the official statements of the organization of the School seem to have been followed rather than the plan of rewriting this material so as to put the salient points clearly before the student.

4. In the note at the bottom of page 9 there is a reference to a "list below". I think only one already quite thoroughly familiar with the School could be assured that the "list below" is that given on page 11. The difficulty is increased by the fact that there is not only a long blank on page 10 but the heading "List of admission credits" appears twice in exactly the same type, once on page 9 and once on page 11.

5. The note on the middle of page 12 is worded that the following college credits must be offered by students desiring to take, etc. Regarding this I do not know any official authority for speaking of the Senior College curriculum of General Course B., and it is unfortunate as well as incorrect that the term "college credits" is used there as it would tend to make people coming to us from good Normal Schools believe that we would not credit their work unless they took it over again. The correct statement is given, of course, in the note on page 10.
Dear Teacher,

I am writing to express my concern regarding the academic performance of one of our students. The student, Jane Smith, has been performing below expectations in her classes. I believe that the student's lack of motivation and interest in her studies is causing this decline.

I understand that students may have a variety of reasons for their academic struggles, and I am committed to working with her to identify and address these issues. However, I am concerned that if this trend continues, it may have a negative impact on her future academic and personal success.

I would appreciate it if you could provide me with any additional information or insights you may have about Jane's situation. I am confident that with our combined efforts, we can help her achieve her full potential.

Thank you for your time and consideration.

Sincerely,

[Your Name]

[Your Position]
Dean Jackman - 3.

6. The use of the term "Junior College" on the middle of page 12 is I take it both incorrect and confusing. The same applies to the use of the term "Senior College" on page 13.

7. In general, I think a scheme could be devised which would give a much clearer bird's eye view of the relationship between prerequisites for admission and the curriculum of the Course than that followed in these pages.

8. The statement regarding admission requirements to the Course in Arts and Technology on page 21 does not agree with the official statement of the legislation of the School of Education Faculty, which distinctly refers to the prerequisites to a Committee. It is true that that Committee reported certain requirements which are published on page 7 of the Bulletin of Information. Their own report, however, could not of course, abrogate the original legislation under which they were acting.

9. Moreover, the statement on page 21 does not agree with this report as published on page 7 of the Bulletin. There is a decided difference between presenting substantially the equivalent of the requirements of admission to the General Course and the Four years' course answering the admission requirements to the University. The difference comes out clearly in a concrete instance like that of Miss Scott, who was clearly entitled to enter Course in Household Arts under the statement on page 7, while she could hardly claim admission under the statement in the Course Book.
In general, I think a scheme could be conceived which would give a much clearer picture of the relationships between the departments for education and the University. The statement regarding admission requirements for the course should follow in these respects.

Moreover, the statement is not clear at the present stage of our knowledge. There is a notable difference between the department of education to the majority of the departments and the department for the course. The difference comes out prominently in a concurrence of interest. If not at first glance, we certainly entitled to enter course in homogeneous areas under the statement on page 1, which are directly relevant to the course itself.

Hope a separate statement is made on the course book.
10. The material from pages 27 to 29 is largely reported on pages 44 to 46. The changes are purely verbal. This can not be because the statement on pages 27 to 29 refers particularly to the College of Education, and the other statement refers to undergraduate work in general, for the simple reason that on both pages 27 and 28 the reference is "The Dean of the School or College to which admission is required", and not specifically to the College of Education.

11. There might be some question as to whether it is desirable to bear the expense of printing 32 pages of material which is printed in all the official documents of the University, and which is contained in the Course Book of undergraduate students. There will be no question that a certain amount of that material, particularly the general administrative rules which appear from page 49 on is appropriate, but it is appropriate because it is a part of the rules under which students of the College of Education work where there is no express legislation to the contrary on the part of the Faculty of the School of Education. There is nothing in the Course Book which indicates to a student in the College of Education whether these regulations have any application to his conduct. The natural assumption from the place in which this is printed would be that it had no bearing.

12. On page 63 neither the President nor the Director of the School of Education are recognized as administrative officers in giving the list of offices.
In the meantime from these SN to 20 to interest

The matter upon these SN to 20. The changes are bumpy until

This cannot be because the statement on these SN to 20. Roberts

Particularly to the College of Education and the other statement

Letters of Recommendation work in General for the simple reason

that on past bases SN and 20 the reference is "The Dean of the

School of College to whom admission is referred" and not

specifically to the College of Education.

If there might be some question as to whether it

is preferable to pass the expense of printing 20 pages of

material which is printed in all the officials’ comments on the

university, and which is contained in the course book of

numeral-grade students. There will be no question that a

considerable amount of that material. Particularly the General

summary section of that material. Particularly the General

summaries written upon what appeared from these SN to 20, and in sophisticated

part it is sophisticated because it is a part of the little meter.

which evidence of the College of Education work where there is

no express legislation to the contrary on the part of the

President of the School of Education.

There is no finite in the course book which indicates to a student in the College of

Education which these regulations have any relationship to

the course. The material seems to come from the place in which

this is printed would be that it may be printed.

If on page 20 never the President nor the

Director of the School of Education are recognized as

authoritative officials in giving the list of offices.
Dean Jackman - 5.

13. Further on the same page while the Bulletin Boards of the Junior and Senior Colleges are carefully given, the student of the College of Education is left without any information as to where his Bulletin Board may be found.

Yours truly,

W. R. Harper
Dear Professor [Name],

I refer you to the same procedure in the Bulletin.

The Harvard and Senior College and College of Agriculture are listed without any information as to where the Bulletin Board may be found.

Yours sincerely,

W.R. Harper
Chicago, Oct. 26, 1903.

Dear Dr. Dewey:

In reply to your letters on the Course Book I will say that I think some of the points are well taken. There are others, however, that are not yet clear to me.

(1) At a meeting of the Committee held in the early summer it seemed to be the sentiment that the book should be made up of those parts of our published announcements that would be useful to the student. As the committee understood it, the Course Book is not a rewritten book of regulations, which would be a risky thing for a committee to undertake, but it is simply an abstract. Mr. Owen knew more about the nature of the book than any one else on the Committee and I remember of his saying that the best way to make the book was for me to go through our printed matter with the scissors and select and arrange the matter that related to the registration, etc., of our students. The work of the summer school prevented my following the matter up at once and I did not take it up again until I returned from my vacation when Mr. Owen was the only other member of the committee in town. I was anxious to have the book ready for the registration of the students and we thought it was safe enough to go ahead on the general plan that the committee had suggested. Mr. Owen therefore was the only member of the committee to whom the work was finally submitted before it went to the press.
Dear Dr. Dewey:

In reply to your letter on the course book I will say that I think none of the parts are well cared for. There are alterations, however, that are not very clear to me.

(1) At a meeting of the Committee held in the early summer it seemed to be the sentiment that the book should be made up of those parts of our publications announced that would be necessary for the student. As the Committee was not a rewriting committee, Mr. Dewey knew more about the nature of the book than any one else in the Committee and I remember of the saying that the best way to make the book was for me to go through our printed matter with the sections and select any material which related to the presentation of our graduate work or our abstracts. The work of the summer school presented my following the matter up as once and I did not take it up again until I returned from my vacation when Mr. Dewey was the only other member of the committee in town. I was anxious to have the book ready for the fall.

I was surprised and rather disappointed to receive the written note from the Committee that the committee may suggest an approved member or the committee to whom the work may finally be referred before it went to the press.
(2) Regarding the use of the terms Junior and Senior College I was led to employ them to avoid a more lengthy explanation made necessary by questions the number and nature of which probably you would not suspect. The students had difficulty in understanding what we mean by two sets of admission requirements; they wanted to know how those of the second list ranked with those in the first; how they compared with other Junior College work, etc., etc. I thought it simplified the matter, and in practice it did, to adopt the terms Junior and Senior College and I based my decision upon the following: (1) Our "Specific requirements (beyond Admission to College) for admission to General Course A" is a curriculum, it seems to me, because it prescribes a certain two year's course of study just as any other acknowledged Junior College curriculum is prescribed. (2) It bears the same relation to the University admission requirements that those curricula bear and each subject is ranked in the same was as majors, etc. (3) It is our curriculum -- no other one quite coinciding with it and the term Junior College therefore seemed proper. Regarding the term Senior College one may, I think, pursue a similar line of reasoning but I thought I had positive authority on page 6 of the Confidential Record for March where the list of Secondary Curricula are under the distinct statement "Senior College Curricula". The same appears on page 12, Bulletin of Information. Am I to understand from your letter than the General Course B -- the
Regarding the use of the former junior and
Senior College I was led to employ them to cover a more
long-term expansion that necessitated an increase in the number
and scale of their properties. You would not expect.
The earlier expansion and difficulties in accommodating what we mean by two
sets of accommodation requirements. They wanted to know how those
of the second, that ranked with those in the first, they
compared with other junior college work, etc., etc. I thought
it significant that we beheld, and in the interest of high, to shop
the former junior and Senior College and I pass my ascension
when the following: (1) our "specific accommodation (pew)
Admission to College) for admission to General Course A"
In a curricular, it seems to me, because of its preponderance in a certain
two years' course of study, that as any other educational
junior college curriculum to be preserved (2) it forms the
same relation to the University accommodation requirements that
those curricular pew and each subject is ranked in the same
was as a pew, etc., (2) it is an accommodation -- no other
one duty consisting with it and the former junior college
therefore seemed proper. Regarding the former Junior College
one way, I think, pursue a similar line of reasoning but I
thought I may possibly authority on page 6 of the Consolidated
record for Maryland where the list of educational curricula are
under the general statement "Senior College Curriculum."
To some extent on page 15, it seems to be the General Course, and
unimportant from your letter than the General Course B.
last two years -- does not rank with those special courses for secondary teachers? If so wherein is the difference? It cannot be in the amount of the work in either the Junior or Senior college divisions because there are 18 majors in both in all the courses. It must then be in the quality and it must be either in one or the other or both of the divisions. In either case it would mean that there must be a direct admission that the major is a variable term as regards quality -- which may be true enough in fact but no formal recognition of such fact is made in the colleges that I am aware of.

If the quality is allowed to be lacking in the last two years of General Course B, then this at once discredits the teachers who are giving these courses and it will have a distinctly bad effect upon all concerned. Again may I call your attention to page 33 of the Course Book section 2 and paragraphs 1 and 2. Here (1) we are enumerated as one of the five Junior and five Senior colleges. (2) We are placed on the same footing as the other Junior Colleges as to the Associate's degree, and (3) on the same footing as the other Senior colleges as to the Bachelor's degree. Since that Degree follows General Course B it would seem perfectly clear that the curriculum included in that General Course must belong to a true Senior College. Of course, I do not know who is the final authority for the statements indicated in the Course Book but I suppose I was safe in following it, especially since, for the reasons set forth above, the
Last two years - goes not rank with those special courses for

Second year to the freshmen. It is mentioned in theitten of the
Senior college achievement because there are 16 months in part
In all the courses, I must here be in the majority and if
must be stated in one of the other part of the achievement.
In either case, it would mean that there must be a sector
abnormally that the major is a variable term as regards
majority - which may be true enough in fact, but no formal
recognition of your part to make in the college that

As soon as

If the majority is allowable to be taken in the
last two years of General Course, I then spoke of once
according to the freshmen who are giving these courses and it will
have a gratifying pay effect upon all concerned.Amen we,
Call your attention to page 30 of the course book section 8 and paragraph 2, and 3. Here I (7) we are enumerated as one of
the three Junior and three Senior colleges. (8) we are pleased
the three Junior and three Senior colleges as to the
Associate's degree, and (3) on the same footing as the other
Senior college and to the Bachelor's degree. Since that
degree follows General Course if it would seem perfectly clear
that the curriculum intended in that General Course must
be taken at the same authority for the purpose intended in the
General and still to enter the Senior college. Of course, I go not know
whether, since, for the reason see, forth, the, the
announcements seemed to be in full accord with the facts.

(3) I used the term College credits on page 12 in the note because I thought it was needed to emphasize a point that consultation with the students showed was not at once well understood. It is certainly not wrong to call them college credits. We prescribe 18 majors in the Junior College or their equivalent if credit is asked for work done elsewhere. If a normal school graduate comes to us we simply check up the value of the work he brings us against what we present in that part of the course and his work thenceforth stands on our records as college credits in distinction from that which also stands to his account as admission credits. By wording the statement "College credits must be offered" etc., it seemed to me they doubt as to whether these had to be earned in our Junior college would be removed. If it had been intended otherwise the statement would have been "College credits for work taken in the Junior College", etc. The custom of colleges in giving credit for work done elsewhere is so common that the inference that they would have to do it here is hardly permissible. Besides, this point is explicitly explained elsewhere. It would be better, however, to repeat the explanation here in another edition. This point as presented in the Bulletin gave rise to a variety of questions. Students did not seem to readily understand that this work had to be of college grade. It seemed to be difficult for them to understand that "Admission requirements" could ever mean anything but high school work.
Announcement seems to be in full accord with the facts.

(2) I need the term college creative on page 15 in the note because I thought it was necessary to emphasize a point that

communication with the students among was not at once well

understood. It is certainly not meant to call from college.

greater. We proceeded to make for work gone elsewhere.

their endeavors it seems to agree to seek for work gone elsewhere.

It is now the senior year to come to me, simply because he is present on the

nature of the work to provide an estimate what we believe in that

part of the course and the work fundamentals stand on our

work as college creative in anticipation from that which

also stands to the concept of the student's creative. By working

the statement "College creative must be altered" as it seemed

to me, second as to whether these had to be saved in our

junior college would be removed. It has been internal

otherwise the statement would have been "College creative for

work taken in the junior college," etc.

The custom of

college in giving credit for work gone elsewhere to be common

that the interference that they would have to do it here is

particularly beneficial. Here is the point by explication

explaining elsewhere. It would be better, however, to repeat

the explanation here in another section. The point as

presented in the article gave rise to a variety of discussion.

Students did not seem to really understand that this work

lag to do at college grade. It seemed to be difficult for

them to understand that "Admission requirements" county ever

mean something of high school work.
(4) Regarding the statement concerning the prerequisites for admission to the Courses in Arts and Technology it seems to me to accord closely with what is printed. In considering this point I recalled the discussion in the committee and before the Faculty and was under the impression that the qualifications of students applying for admission to those courses were to be passed upon by a committee. On turning to page 3 Confidential Record for March the statement is clear as to how the prerequisites were to be determined. Turning then to page 7 of the Bulletin I found the "Prerequisites for Admission" definitely stated. In neither place is there the slightest reference to any committee which is to pass upon the individual qualifications of any student and I doubt if anyone would feel like placing such an interpretation upon the statement. I can see no more ground for supposing that a special committee is to pass upon admission qualifications of individual students in Arts and Technology than there is for supposing a similar committee is to act under General Course B page 11, 1st column of the Bulletin. If admission of these students is to be determined in this way, then it seems to me that the case of Miss Scott should clearly have gone to such a committee. In looking up a reply to Dean Miller I did not attempt to offer this way out, for it seemed to me untenable. I hope you will pass upon the point here involved at once, so that if the determination of the admission requirements for the Arts and Technology students is the function of a committee I may find
Regarding the statement concerning the preparation for admission to the course in these and the technology. It seems to me that the committee representative with which I'm in consideration this point I received the communication in the committee and below the faculty and we make the impression that the distribution of adequate supplies for admission to those courses were to be passed from the committee. Making the statement is as far as to how the preparation of a Turning them to base of the buffet line through the committee which is to pass down the introductory distribution of each student and I expect it everyone would feel like placing. I can see no snap in interpretation now the statement. I can see no more wrong or supporting that a special committee to be passed upon admission distribution of introducing students in those and the technology there is for supporting a similarity committee is to see whether General course I hope if the committee of the buffet line. I'm afraid of these students to be passed in this way, then it seems to me that the case of when Scott wanted strongly have gone to such a committee. In looking at a reply to Dean Miller I am not attempting to alter this way one could it seem to me unfortunate I hope you will pass down the point here involving a course in that the determination of the admission recommendations for the Arts and Technology students in the function of a committee I may find.
out who compose it that I may turn the credentials of such students over to it for action.

(5) The lists etc. made out on page 63 are as they stood in the Course Book of the other Colleges except that I asked to have the Dean of the College of Education inserted. Since nobody but Deans were mentioned I supposed that they were all who were "invited". If it had occurred to either Mr. Owen or myself we probably would have risked putting in the Director's Office but I doubt if either would have presumed to add that of the President.

As to the Bulletin board, when the book was prepared, it had not occurred to me that the recesses in the wall were for that purpose. I thought that probably somebody or something was going to get a bronze or marble commemoration slab.

In general the other criticisms on the book mentioned in your letter are due to the fact that it was not prepared in conjunction with those who prepared the one for the other colleges. I learned, after their matter was about ready to issue from the press, that somebody had revised the Course Book that had been in use. Although the people who did this did recognize the School of Education as shown on page 33, yet it seems to me that either you or I should have been notified that such a revision was under way and we should have been asked to insert properly such matter as might be of particular use to our students. In this way the book could have been much better arranged and some duplications avoided. Mr. Owen and I
out who composed letter. I may turn the arguments of each

statement over to you as a

The facts are, make our no longer as we were.

Arron in the course book of the other colleges except that I

seemed to have been the dean of the College of Education foreordained.

Since nobody put names were mentioned I supposed that they were

all who were "invited." It is my honorary to either Mr. Owen

of which we properly must have rushed building in the direction

office but I output all other money have bloodstream to say that

of the President

As to the Bulletin board. When the book was

procured' it had not occurred to me that the reception in the

proposition I had not purchased I thought that properly somebody

with whom were taken out of a group or mass of counterpart the

said.

In general the other objections on the book

mentioned in your letter are due to the fact that it was not

prepared in connection with those who prepared the one for the

other colleges. I learned soon after their manner was sent really

to issue from the press that somebody had received the course

book that had been in use. Although the people who did this

had reconocce the School of Education as shown in page 56, yet

it seems to me that after now on I should not have been notified

about such a revolution was merely my and we should have seen much

to insert promptly such matter as might be of particular use to

our students. In this way the book can but have seen much better

strangely or some additional solicitation. Mr. Owen and I
considered the question as to whether it should be published as a part of the Course Book already in print or separately, and it seemed to us on the whole to be the best to combine the two as we did, tho neither felt it was the best or even a passably good form for it.

Yours very truly,

(signed) Wilbur S. Jackman.

COPY.
Consider the question as to whether it might be profitable to prepare a part of the course book so that in print or separately, and if necessary to us on the whole to be the best to combine the two as we did the letter itself, it was the part of each.

I hope very soon for it.

Sincerely yours,

G. T.

[Signature]

(William E. Lambard)
President W. R. Harper,
University of Chicago, City.

Dear Sir:-

I beg to acknowledge receipt of your letter of October 30th. I am doing all I can to push along the work stated in Mr. Dewey's letter.

This delay of the man furnishing the equipment is just as annoying to me as it is to Mr. Dewey. Because of the lateness of letting the contracts, I have been afraid of this and even before it was possible to put any of the work into the building and before I had any means of seeing whether or not this work was behind, I telephoned the U. S. Desk & Office Fitting Co., urging them to keep up their preparatory work. This statement can be verified by my letter to them on July 24th.

In regard to the question about the slate treads, I will say that last Thursday I saw Mr. Heckman in regard to legally removing F. P. Smith Wire & Iron Works from the building and asked him to notify the company in a legal form relieving the University of any responsibility for damage suits because of these slate treads not being in. This point that Mr. Dewey makes I think has already been taken care of. The F. P. Smith Wire & Iron Works sent me their bill of lading Friday, showing that the goods had been shipped from the east over two weeks ago. We had the car traced and found yesterday that the car was in Chicago, and the company stated that the treads would be set at once.

In regard to the matter of the clocks, I will answer your question as follows: It is unnecessary to go into all the details of my difficulties in this matter, but I will say that the special design referred to covered only the wood cases and in no way affected the complicated apparatus, and that the contractor for this knew of it at the time of the signing of the contract. These wood cases can be made in one weeks time by any mill. I have had these made of the simplest design possible, of the same wood as used in the building. This was necessary for the appearance of the work and also, it was the cheapest hardwood on the market. I called for the designs to be submitted for approval in order to avoid having any superfluity of hideous carving. These designs were approved in August.

I am assuming that you give me this permission and I have sent a copy of this letter to Mr. Carman, because I think that this is a ridiculous excuse and that there must be some cause of delay not stated in his letter to you.

Yours very truly,

Jas. Gamble Rogers
Mr. John Dewey,
Director School of Education, City.

Dear Sir:-

I forward you herewith copy of letter received this morning from the Arthur Frantzen Co. in reference to the house telephone system, which they received from their sub-contractors.

Arthur Frantzen Co.,
City.

Gentlemen:-

We received a complaint a few days ago from the Chicago University authorities to the effect that the automatic switchboard was not giving them satisfactory service. We immediately sent one of our men out to inspect the switchboard and telephones and found that the trouble was not caused by any imperfection of the apparatus but that the switchboard and telephones had been vandalized by someone having access to same. One of the pole changers had been put out of order by someone handling it and several of the switches showed similar treatment. At the telephones we found that some of the transmitters had been tampered with and the mouthpiece after having been taken off had been replaced in such a way as to press down upon the diaphragm and disable the instrument. In other cases we found that the wires had been detached from the desk sets.

We call your attention to these facts because we do not wish to be censured without cause, and we feel that you may be able to impress upon the University authorities that unless they give the apparatus some sort of protection they will only have themselves to blame for getting a poor service from the system.

Yours very truly
(Signed) Automatic Elec. Company

Mr. Durand of the Automatic Electric Co., also promised Mr. Wright, your chief engineer, yesterday afternoon, that his firm would send an inspector to the school every week to see that everything was in good order for one year, and would repair any defects which Mr. Wright could not attend to, if they should appear.

Mr. Wright agreed to take care of the system as well as he knew how.

Yours very truly

Per. A. E. B.
Memorandum to Dr. Harper

The house has been built a partial partition to protect this switchboard. It seems to be all right.

N. V. MacLean

Chicago Dec. 16 1903
November 6 1903.

Mr. Jas. Gamble Rogers,
1615 Ashland Block,
Chicago, Ills.

Dear Sir:-

I am in receipt of your favor of the 5th inst. regarding the defective House Telephone system, and in reply wish to call your attention to the fourth item in my memoranda to your superintendent, dated October 28th, to which I have had no reply. I quote below the item referred to -

"I am becoming very skeptical as to the value of the House Phone system. If, as the contractor claims, the difficulty is with the way in which the central switch apparatus is located and protected, why was not this matter included in the original specifications of the contract?"

I wish to say further that on several occasions the Phones have been out of working order within an hour after an inspector has been here and pronounced the apparatus in good order.

Yours very truly,

W. R. Harper
November 6, 1923

Mr. the Gamele Rogers

1155 Weeping Rock

Anchorage, Alaska

Dear Sir:

I am in receipt of your letter of the 5th inst.

regarding the Detective House Telephone system and in reply wish to call your attention to the fact that in my recent letter to your superintendent, dated October 10th, to which I have referred in reply, I make reference to the fact that I am becoming very acquainted as to the value of the House Phone system. I am the contractor of the hotel and I am interested in the bank and brokerage firm to which we now shall be a matter of interest in the adjustment of the contract.

I wish to say further that on several occasions the phones have been cut off working after within your office and in my opinion has been done without the proper notice.

Yours very truly,

W. H. Kibey
November 10th, 1903.

Mr. James Gamble Rogers,

1615 Ashland Block, Chicago.

My dear Mr. Rogers:-

Yours of November 3rd has been received and I am glad to note its contents. I confess that it seems to me quite clear that we have lost much time because of the absence of suitable superintendency. It will be difficult to persuade me to undertake the erection of another building upon the plan adopted by your office in connection with the School of Education. Putting this question aside, it remains for you to show how, with your policy, the results can be secured, and I await with great interest the announcement that the work is properly finished. I am referring now to the general building and not to the Manual Training building.

Yours very truly,

W. R. Harper
Mr. James Campbell

1018ättendant St., Chicago

My dear Mr. Hedges:

Yours of November 8th have been received and I am glad to note the contents. I cannot, however, say so for me.

I have often thought we have spent much time because of the pace of events in the event of importance. I am much to blame to have spent so much of the time of another student of the same student of the event of importance.

The Secretary of another student of the same student of the event of importance. I am much to blame to have spent so much of the time of another student of the same student of the event of importance.

I am referring now to the event of another student of the same student of the event of importance.

Yours, truly,

W.R. Hedges
COPY.

Chicago, November 16th, 1903.

My dear Mr. Dewey:

I have looked over the copy of letter you sent to Mr. Jackman in regard to the Course Book and also such portions of Mr. Jackman's reply as you sent to me. As regards the points raised by Mr. Jackman I cannot now express an opinion and I doubt if it is desirable. If, however, the Course Book is to be revised before being put in use I am willing to give a detailed statement of my views on the subject.

In regard to my responsibility in the matter, it seems to me Mr. Jackman has stated the exact truth. I made the motion that the Committee be appointed to prepare such a Course Book. I also stated that I thought the bulk of the material could be gotten by clipping from matter printed in our various publications. I did not think it necessary to protect myself by stating at the same time that I took it for granted that care would be taken in making such clippings. Mr. Jackman is further correct in saying that the Committee, as such, was never called together and I can only say that I absolutely refuse to accept the responsibility for the work of a Committee which has never met as a Committee. However, I wish to accept responsibility for all the share I did take in the work. Let me state what that was. Some time after my return from my vacation in September, when my office work was exceedingly pressing and applicants for the school were so numerous as to demand all my time, Mr. Jackman came to me one morning and asked if I could give him a few minutes in his own
MY DEAR MRS. HEWES:

I have looked over the copy of letter you sent to
Mr. Pemberton in reply to the course book and after much consideration
of Mr. Pemberton's reply as you note to me. As far as the
boiler latina of Mr. Pemberton's I cannot now express any opinion
and I would if it were expedient. It, however, the course book
is to be revised before printing and in case I am willing to give
a favorable statement of my views on this subject.

In regard to my responsibilities in the matter of
seems to me if he learned and accepted the exact truth I make the
motion that the committee be appointed to prepare such a
course book I also expect that I thought the part of the
material cannot be gotten in applying from matter printed in
our various publications. I also not think it necessary to
proceed with my activity at the same time I took it for
granting that care would be taken in making such applications.

Mr. Leckman is further connected in seeing that the committee's
work was never getting together and I can only say that
such were never getting together and I have only said
important reason to support the responsibilities for the work of
a committee which I never met as a committee. However I
make to support responsibility for all the errors I had made in
the work. Let me state what facts were some time after my
return from my vacation in September when my office work was
excusingly pressing and my applications for the schools were so
immense so as to prevent all my time. Mr. Leckman came to me one
morning and nearly I could give him a row minutes in the own
office to consider the matter of the Course Book. I wanted to be of service and went to his office. I told him I did not have the time to go over the book as a whole. He, therefore, presented two or three points to me, one of which I remember distinctly as being the question whether we should put the Junior College requirements in the Course Book and I approved of that. I had neither time nor opportunity to consider the Course Book as a whole or in detail. Let me say again that I do not wish to avoid the responsibility of consenting to the few questions that were actually presented to me. So far as the book itself is concerned I had no more responsibility than if I had not been a member of the Committee.

Yours very sincerely,

(signed) Wm. B. Owen.
office to consider the matter of the Course Book. I wanted to
go to service and went to the office. I told him and he told me
I had no time to go over the book as a whole. He therefore
provided me with two or three points to me, one of which I remember
hindsight. It was a question whether we should buy the
Junior College advancements in the Course Book and I approved
of that. I had neither time nor opportunity to consider
the Course Book as a whole or in detail. I was very eager
that I go not wish to waste the responsibility or concern
of the few departments that were seriously pressing to me. So
I left the book intact in connection I pay no more responsibility
than if I had not been a member of the Committee.

Yours very sincerely,

(Handwritten: Will B. Owen)
Chicago, Nov. 18 1903.

Dear Mr. Jackman:

I have been waiting to reply to yours of October 26th until Mr. Owen could be given an opportunity to submit such statement as he might like to make regarding his share of responsibility for the matter. Since it is stated that no other member of the Committee saw the Course Book I assume that Miss Rice and Mrs. Thomsen are both entirely relieved from responsibility therefor.

It would, of course, be unwise to go on with the discussion indefinitely. I will, however, submit the following remarks:

1. The original legislation was to the effect that a Committee prepare the Course Book. Accordingly, it is clear that you were acting as Chairman of that Committee and not in your capacity as Dean. It does not appear that the Committee, as such, had anything to do with preparing the book. Your letter implies, without perhaps stating it definitely, that Mr. Owen did act with you as a member of the Committee. The concluding sentence of Mr. Owen's letter reads as follows:

"So far as the book itself is concerned I had no "more responsibility than if I had not been a member "of the Committee."

Of course this is a matter that I must leave between you two. It was unfortunate, however, to say the least that the work done was so little of a Committee nature.
DEAR MR. JACOBSEN:

I have been waiting to reply to your of October 26th
until MR. Owen could be given an opportunity to submit such
statement as he might feel to make regarding the matter of
responsibility for the course. Since it is stated that no
other member of the Committee saw the course book I assume
that Mr. Rice and Mr. Thompson are both entirely relieved
from responsibility thereto.

If anything of course be wanted to go on with the

conclusion inimitably. I will, however, submit the

following remarks:

I do not note the original legislation as to the effect that
a Committee prepared the course book. A committee of two
other than you on the Committee as chairman of that Committee
not to the occasion as Dean. It goes not appear that the
committee, as much had nothing to do with preparing the book.

Your letter implies without perhaps asserting it definitely,
that Mr. Owen said with you as a member of the Committee.

The conclusions sentence of Mr. Owen's letter reads as follows:

"So far as the book itself is concerned I have no
more responsibility from it if I had not been a member
of the Committee."

In conclusion, Mr. Rice in a matter that I must leave between you two.

Of course, however, so far as the least that the work

done was no little to a Committee nature.
2. Your point 2 regarding the use of the terms Junior and Senior College is, of course, one of the minor matters referred to in my letter. If the book as a whole had been clear, orderly and accurate in statements I should hardly have thought of raising the question at all. If we are officially ranked in the University as a Junior and Senior College it would in fact seem to settle that particular question.

3. The point 3 is also a minor point. I still think, however, that it was unfortunate to use the term College credit when it is quite clear that the constituency of General Course B must be drawn so largely from the better class of Normal Schools. It is, so to speak, as a Post Graduate Normal School that Course B must be largely built up; such being the case I think students are likely to get a wrong impression about the use of the term College credit. However, as I have said before this is a minor point.

4. Point 5 is also a very minor matter.

5. The matter of prerequisites in the Arts and Technology is relatively more important. Your reply does not in any way touch the discrepancy referred to under point 9 of my letter of October 16th. It confines itself entirely to point 8. I can see how the misunderstanding quite naturally arose which lead to the statement being made as they now stand. I am still sure, however, of the correctness of my original statement. Since you prepared the statements
Your point is regarding the use of the term "Senior College." It is true that the Junior College is a step down from the Senior College, but perhaps a more accurate and concise description would be "Junior College" or "Junior College of Business" or something similar. It is important to recognize the difference between the two, and to understand that the Junior College is a stepping stone to the more competitive and academically rigorous environment of the Senior College.

The point I am making is that Senior College is not a minor point. I think it is important to use the term "Senior College" when it is due to the difference in the curriculum and the expectations of the students. It is important to be clear about what we mean by "Senior College." If we do not make the distinction, we risk causing confusion and misunderstanding.

However, I do believe that it is important to make this point. It is a minor point, but it is not a very minor matter. The matter of preparation in the Arts and Technology is relatively more important. Your reply goes to show that I may need to focus on the Grammar-related references to make point a. I can see how the misinterpretation of your statement may lead to the statements made as false. I am still aware, however, of the importance of my original statement.
of prerequisites for Admission in the Bulletin it is, of course, obviously not to the point to quote the Bulletin as authority for the statement in the Course Book. From my point of view this simply indicates that the Bulletin statement needs revision as well as that in the Course Book. The official legislation on page 3 of the March Confidential number of the Record is, of course, final, and states that prerequisites "will be determined by a Committee of the College on Arts and Technology. All persons thinking of entering upon work in any of the following courses should, therefore, enter into correspondence with the authorities of the College of Education as soon as possible." It will be noticed that the second sentence as well as the first is a part of the official legislation. Nothing could be clearer as indicating the intention of the Faculty to make entrance to these courses a somewhat individual and flexible matter rather than one to be finally settled by any published scheduled list.

In general my objections to the present Course Book were and are -

I. Matters of fundamental importance are omitted—such as making provision for the record of practice work of the Arts, etc. Just because these things are "extra" it is all the more necessary to keep absolute official track of them, or else the Faculty will continue to find itself in just such embarrassments as arose last Spring, and which
Mr. President,

In my capacity as a member of the Board of Trustees, I am writing to you in the hope that you may be able to provide some guidance or assistance regarding the current situation at the University of [Name].

It appears that there is a growing concern among students and faculty about the quality of education being offered. Some members of the faculty have expressed their concerns to me directly, and I believe it is important that these issues are addressed promptly.

I would be grateful if you could provide me with any information or updates on the situation. Additionally, if there is any action that I can take to support the faculty or improve the academic environment, please let me know.

Thank you for your attention to this matter.

Sincerely,

[Your Name]
originally pointed out the need of the Course Book. Preparing a Course Book which entirely fails to even refer to the precise matter which lead to the need of the Course Book being recognized, seems to me a very serious oversight.

II. The student, instead of being presented with a definite and distinct statement of the exact prerequisites and courses of the College of Education, is presented first with a full statement of the work of the Junior and Senior Colleges of the University. This is all the more unnecessary because one-half of the printed Course Book is devoted entirely, and at considerable cost to reduplicating all this material.

In general, the first part of the Course Book is a mixture of distinctly College of Education matter and of that of the other Colleges of the University, - a mixture hopeless for any student to attempt to clear up.

III. Independent of the question of confusion and mixture there is no where the clear cut and explicit statements of the specific provision of the College of Education which are naturally the primary interest of both the student and the administrative officer of the College of Education.

So far as I see your only reference to these more fundamental points is introduced in the following sentence -

"In general the other criticisms on the book mentioned "in your letter are due to the fact that it was not "prepared in conjunction with those who prepared the one "for the other colleges".

I am unable to understand the point of this explanation. I
III. Independence of the course of instruction and study.

In general, the first part of the course book is a mixture of general college of instruction matter, and of the specific provision of the College of Instruction, which is the primary interest of both the student and the administrative officer of the College of Instruction.

So far as I see, your only reference to these more fundamental points is in the following sentence:

"In a general college of instruction, the student is not merely in communication with those who prepare the one course, but in a general college, "

For the general college.
can, of course, understand how cooperation between committees (assuming what seems to be left doubtful, that the College of Education Course Book is the result of Committee action) would have improved a number of details, and in any case would have been advisable. I can not understand why cooperation with any body of people outside of the College of Education should be necessary in order that the statements which related specifically and exclusively to the College of Education should be accurate, clear cut and complete.

Yours very truly,

J. D.
...or, of course, merely for cooperation between committee members. What seems to be a lack of cooperation from the College of Education Committee has led to the necessity of committee action. The Education Committee has been informing a number of activities, and in any case, would have been necessary in order that the statement might be the basis for cooperation and for the College of Education Committee to work with any body of people outside of the College of Education. The statement would need to be that the College of Education Committee is working with the College to ensure cooperation and consistency of effort. The Education Committee should be cooperative, clear, and complete.

Yours very truly,

[Signature]
Dear President Harper:

I enclose a copy of a letter from Mr. Jackman in reply to mine regarding the Course Book. I also enclose a copy of a letter from Mr. Owen, and a copy of my reply to Mr. Jackman.

The delay in sending you the copy of Mr. Jackman's letter, which as you will see is dated October 26th, is that I was waiting to hear from Mr. Owen regarding what Mr. Jackman says concerning his responsibility for the Course Book, as seemed fair to Mr. Owen.

There is just one additional point which I think I should put before you. The need of the Course Book was recognized because last Spring in discussing the recommendation of certain students for graduation it was found, after the Faculty had voted to refuse such recommendation on the ground of unsatisfactory practice work, that students in question had got the required number of Majors of credit; that there was nothing on the official records to show the deficiency on the side of practice work; and that there was no record that such students had ever been officially informed of this deficiency. In fact in one case the woman urged that the refusal of the Faculty to recommend her was the first intimation that she had had that her practice work was of sufficiently unsatisfactory character as to be likely to affect her graduation. The primary occasion and purpose of preparing
Dear President Hartley,

I enclose a copy of a letter from Mr. James in

lately to whom I am writing the course book. I also enclose

e a copy of a letter from Mr. Green and a copy of my report

to Mr. Leachman.

I am writing to see how far the Watson Law is

earlier concern with the responsibility for the course book on

espoused by Mr. Green. Gain.

There is just one mistake that I wish I think

I forgot but that part you can the need of the course book was

reasonably precise for partaking in the teaching of the responsibility

of certain agencies for preparation in the future when the

relational may need to estimate and responsibility on the many

of interest that practice will matter, and that escape to detection and

for the reasoning reason of how to start. But that focus was

complied on the official reasons to open the students on

the site of practice would my first plans and on learning that

some authorities have been officially informed of this

governmental. In fact in one case the money going first the

accident of the reason to recognize and may the data information

factual and may that per practice may was of many.

Examination. The attempt necessary may demand of preparing

1902.
President Harper - 2.  

11/18/03.

the Course Book were, therefore, to provide for official record of all such matters which would preclude any such embarrassments in the future. In spite of this the present Course Book makes absolutely no provision for any record regarding practice work. Neither does it make any provision for record regarding the "Arts", which are taken as "extras" in general Course A.

I mention this because the original letter of which I sent you a copy dealt only with the actual subject matter of the Course Book and made no reference to omissions.

Yours very truly,

Enc.

[Signature]
President Harper -

I have the honor to submit the attached report of the Committee on the preparation of the courses of study for the School of Education for the coming academic year 1905-1906.

The headings of the courses of study are as follows:

1. The General Education Course
2. The Elementary Education Course
3. The Secondary Education Course
4. The Special Education Course
5. The Professional Education Course

The committee has been working diligently on the preparation of these courses, and I am confident that they will be completed in time for the opening of the school year.

I have the honor to submit a detailed report on the preparation of the courses of study for the School of Education for the coming academic year 1905-1906.

Yours very truly,

[Signature]
Chicago, Nov. 20th, 1903.

Dr. William R. Harper,
University of Chicago.

Dear Sir:

I returned to you the letter of Mr. Rogers with very little comment because I hoped to occupy at least one of the shops this morning. As we have been unable to do shop work to-day, I think it well to state the case to you, not with a desire of blaming Mr. Rogers, who evidently based his statements upon information brought him and not upon personal observation.

On the 18th and 19th, there were at least four gangs of workmen in the shops which we wished to use. We should have worked, however, notwithstanding their interruption had the shops been sufficiently warm, which they were not.

This morning at 8:15 I had the promise of Mr. Walton that the building should be heated; and I instructed a class to begin work at 10:00. The class was unable to work, because the building was not heated; and it has not been heated all day. Mr. Walton reports that the contractors refused to permit him to start the fan because the work is incomplete.

The offices have not been, and are, not ready for occupancy. Two of the four rooms are used by the electricians for the storage of their material; a third is in entire possession of the carpenters; the fourth, the stenographer's office, is usable.
November 20, 1925

Mr. William R. Hunter
University of Chicago

Best? All.

I am pleased to send you the letter of Mr. Leech with very little
committal sense. I hope to obtain the latest one at the proper time.

We have been unable to get work to-day, but I think it well to state the case to you, not with a sense of pleading
Mr. Leech, who ennobled the statement about information please
him and not know presenting objection.

On the other hand, there was no time to get your letter of
morning to the house which we were to meet. We should have worked
morning information. Can you have seen me-

The morning at 8:15 I had the promise of the Watson that
the building would be available and I requested a place to begin

At 10:00, the class was ready to work, because the building
was not touched; but it was not necessary for the others, except that
the statements were to bring him to home the yen pace.

The work is incomplete.

The offices have not been and do not look for completion.

Two of the four rooms are ready for the equipment for the reading
of their material, a point to make of possession of the material:

The report, the report of a letter to report.
I have instructed the head janitor to order the electricians to remove their materials, and he promises to have three of the four rooms clean by Monday morning.

If the weather continues to moderate we shall begin work in the shops Monday morning, whether the building is heated or not; but I have not thought it wise to risk the health of the boys in these shops which are not only very cold but also very damp.

I write this with no intention of finding fault with any one, but simply that you may know I am doing the best that I can to begin shop work. We can get along without the offices for sometime yet, if necessary, but the shops are essential.

Very respectfully,

Dict.—H.H.B.

H.H. Belfield
I have interpreted the need prior to order the equipment to be brought in and to have space of the plant to accommodate the same.

To come away by today morning.

In the meantime, continue to make sure and spell every work in the shops and make sure the building is perfect to enter to not put any orders or parts of the shop in these. I have not enough time to get the parts of the shop to these.

I write this with no intention of blaming you, but to simply say that you may know I am getting the feel that I can to begin work. We can get work from the office for someone who is here but not an expert.
Dr. William R. Harper,
President University of Chicago.

Dear President Harper:

I am writing you regarding some points in the form of which the financial history of The School of Education, and of the Laboratory School and the South Side Academy are presented to me.

1. The financial report for the fiscal year 1901-1902 shows a net expenditure for publication of $1500. The same item for the fiscal year 1902-1903 is reported at $2744.47. A more detailed statement which has been rendered shows that the total excess of expenditures over receipts for the two years 1901-1903 was $4244.47; against this stands as a credit the appropriation of $1500 for each year so that the actual net deficit for the two years is $1244.47. I don't see how this is to be reconciled with the statement referred to first. The sum given in the financial record is $1500 too much and swells the deficit standing against The School of Education for that year by exactly that sum. Looked at from the standpoint of the Journal it makes it appear as if the Journal did $1200 worse for the year 1902-1903 than it did in the year 1901-1902; as a matter of fact it did $250 better. In other words, it was not necessary to use the whole $1500 appropriation for the year 1902-1903.

2. The statement for the Laboratory School shows a deficit of $1527.84 for the year 1902-1903. You have referred to this deficit in conversation with me and have also mentioned
I am writting to you regarding some points to the

form of the Financial Report of the School of Education

and the Finance Committee re the

necessary to me.

I hope you will understand the importance of the

1901-1902 and 1902-1903 Financial Reports for the School of Education.

A more detailed statement will be found on page 190

off the statement of expenses that relates to the two years

1901-1902 and 1902-1903.

Please note that the School of Education has been

given to the School of Education.

The statement of income and expenses for the School of Education for the

years 1901-1902 and 1902-1903 is attached.

I hope you will find the statement of

This is yours truly,

[Signature]
that the University trustees have brought it up against The
School of Education. A letter of Mr. Arnett's dated November
17th states, however, a credit sum of $2003.30 to the Laboratory
School, showing that as a matter of fact instead of a deficit
of $1527.84 the Laboratory School wound up its career with a
credit sum of $475.46. We have so many legitimate difficulties
to contend with that it seems to me that I am entitled to com-
plain of a statement which puts us before the trustees and other
officials in the light of having a deficit when as a matter of
fact we have a credit.

3. Exactly the same point holds with reference to
the record of the South Side Academy. For the year 1902-1903 the
financial record shows a deficit of $1135.16; it appears, how-
ever, from Mr. Arnett's letter that there is a credit of $1380.45
which does not show in this budget balance. The South Side
Academy thus really wound up its history with a surplus bal-
ance of $745.29.

The two schools together thus came out $1220.75
to the good. It seems to me that the financial records ought
to be presented in such a way as to give both the University
and the schools concerned the credit of this fact; instead of
which as it now stands the schools will have perpetually to
their discredit deficits to the amount of $2663.

Is there not some way in which the financial re-
cord can be made to represent the facts of the situation?

Very truly yours,

John Dewey
The University Trustees have proposed to accept
the letter of Mr. Andrew's abatement. Now, however, a
certain sum of $500.00 to the Laboratory
School, showing that as a matter of fact it has been a
continued for $150.00 at the Laboratory School, would to the career with a
chain of events which have been the cause of the
question as to the right of having a gift, as a matter of
fact, we have a chain of events which have to do with the
case of the South Side Academy. For the year 1893-1894 the
University Trustees knew a gift of $1100.00. We, therefore,
were, in Mr. Andrews' letter, that there is a chain of events of $1100.00.

The South Side
Academy's last year was $1100.00 and
some of these.

The two schools together came only $1100.00.

It seems to me that the Laboratory School
ought to pay, to see how the Laboratory
Schools are to be presented in such a way as to give the University
money for the schools. Now, the question of the right of
whether it is to whom the schools will have the finality to
their respective schools to the amount of $300.00.

Is there not some way in which the Laboratory

may can be made to represent the cases of the situation?

Very truly yours,

[Signature]
Chicago, December 11, 1903.

Dr. William R. Harper,
President University of Chicago.

Dear President Harper:

With reference to Mr. Arnett's letter of November last which is returned herewith.

Mr. Arnett is correct in stating that I had not properly discriminated between the two statements relative to the Elementary School Teacher, one being made from the standpoint of the Journal and the other from the standpoint of the School of Education. I see now that there would necessarily be a difference of $3000 between the statements made from these two different standpoints.

As regards my second and third points I infer from Mr. Arnett's letter that he misunderstands the scope and purport of my letter of November 18th. I was making no complaint about Mr. Arnett. Since I do not in any way claim to be an expert in bookkeeping I should not venture to make suggestions as to the methods of the University in keeping its accounts. What I do object to - and I see no necessity to change my mind - is the fact that according to your conversations with me and with Mr. Owen the Laboratory School and the South Side Academy were placed in the light of having an actual deficit in the conduct of their work. Without venturing to make any criticisms or suggestions as to the methods of keeping or drawing up of accounts in the Auditor's office I still think
I am writing to express my concern about the recent decision to cut funding for the arts program at the local university. As a member of the community, I believe that the arts program plays a vital role in fostering creativity, enhancing cultural understanding, and enriching the educational experience.

I understand the need for budgetary decisions, especially in the current economic climate. However, I believe there are alternative ways to address financial constraints without eliminating programs that contribute significantly to the overall educational value.

I encourage the administration to consider alternative funding sources, such as grants, private donations, and partnerships with local businesses. These strategies can help support the arts program without requiring cuts to the existing budget.

I am committed to working with the university to find solutions that will allow us to maintain the arts program's quality and contributions to the community. I hope that the administration will take this opportunity to explore creative solutions that will benefit all members of our community.

Sincerely,
[Your Name]
that the affairs of the schools could be put before the trustees in such a way that they would appreciate the fact that what appears as a deficit is really simply a debit charge carried forward to the next year and that this is met (and in the cases referred to more than met) by certain credit items that are also carried forth.

It would always give me pleasure to testify to the promptness and courtesy with which Mr. Arnett accedes to all requests for information. I should like to repeat again that there was nothing in my letter of November 18th to be construed as a criticism upon him.

Yours very truly,

[Signature]
Sir,

I am writing to request an extension of the deadline for the submission of my project. Due to unforeseen personal circumstances, I am finding it difficult to complete the project as expected. I have been working diligently on it, but the project is not yet ready for submission.

I would greatly appreciate it if you could grant me an extension of one week to ensure that I can complete the project to the best of my abilities. I understand the importance of meeting deadlines and I assure you that I will make up for any delay in the future.

Thank you for your understanding in this matter.

Yours sincerely,

[Signature]
President William R. Harper,
University of Chicago, City.

Dear Doctor Harper:

In reply of the letter of Mr. Belfield sent to you and referred to me, I would say that, the fan was running last Monday.

There was some work being done in the shops. This was for the setting of machinery, which is not being done through my office. I believe that it is work done under Mr. Ferson's direction. There was one carpenter working on the glass doors, etc. - and this will be necessary after the school is opened, for work put up before the heat is on will necessarily have to be readjusted in many cases. The occupancy of the building does not mean that all the work is accepted.

The other men Mr. Belfield speaks of were workmen from other parts of the building who took advantage of the vises not being in use by the students and were working on the Manual Training vises because they were better to work at than their own. My superintendent saw them and thought that for some reason unknown to him the room had not been opened, and therefore allowed the men to remain there, as they were doing no harm and were gaining time by working faster.

The heat for the rooms mentioned was turned on last Monday, the 16th, but there was no steam on in the building on Tuesday. There has been considerable trouble about getting steam, and the hesitation of the University's engineers to give steam. Will you have the proper parties told that the fact that the University operates the present portion of the plant does not bind the University to an acceptance of the plant, or make the university responsible for any defects that may appear, for any defects will have to be corrected by the contractor for the steam plant is accepted.

It appears that the steam pipes have not enough power to heat up the building easily, so I would suggest that steam be turned on at 6:00 in the morning.

As long as the rooms are not being used, contractors will temporarily make use of them. I would suggest that Mr. Belfield lock up all of these rooms, then the men will not be able to get into them.

Yours very respectfully,

Jas. Gamble Rogers
December 29th, 1903.

Mr. James Gamble Rogers,
69 Clark St., Chicago.

My dear Mr. Rogers:-

I am writing to make inquiry concerning the cement work on the floor of the corridor of the main building of the School of Education. The complaint is universal and one has only to look at the situation to see that something is wrong. Will you kindly inform me (1) whether the work of the contractor in putting in this cement floor was satisfactory, and if so why it seemed best to put in the red diamond and thus produce a situation which seems very bad indeed. Could you suggest any way of remedying the difficulty? Would it be worth while to consider the question of covering over this cement floor with some kind of linoleum? If the work is not good work, could we perhaps ask the contractor to remedy it?

Yours very truly,

W. R. Harper
I am writing to make inquiry concerning the present work on the floor of the main building of the School of Education. The committee is maintaining one hour only to look at the situation to see what something is wanted. Will you kindly inform me of 2) what the work of the contractor is putting in this cement floor now satisfactory and 3) why it seems to be that the cement floor is not satisfactory which seems very bad.

Instead of going on without any way of remediating the situation.

Would it be worth while to consider the desirability of carrying over this cement floor with some kind of improvement if the work is not long work.

Yours very truly,

W.R. Harper
Chicago, Ill. Dec. 30th, 1903.

"Subject"
School of Education.

Mr. William R. Harper,
President, University of Chicago,
Chicago, Ill.

Dear Sir:—

Concerning the cement floors in corridors of this building, on which you ask to be informed in your letter dated yesterday, will say, that the cement work was laid according to specification, and according to best practice by one of the most reliable firms (Rud. S. Blome Co.) in the city. The red color was put in to add warmth to the general effect of the corridors, which was the most inexpensive way of obtaining this much desired result.

Originally, I laid the defects appearing in the floors after school was opened, at the doors of the contractors. They explained that the upper greasy film of red color always wears off from the wear of traffic, and assured me it would stop in time. This, however, did not happen, and if anything, became worse. I notified the contractors several times before Christmas that the floors are not satisfactory, and would not be accepted.

It was a very difficult matter to say just what caused the floors to become so rough and uneven in color along the edges, but by accident, it was found by the contractor that the janitors used Swift's Washing Powder in their weekly cleaning of same. This they buy in barrels which probably has no directions as to the proper quantity to be used. In the endeavor to please and satisfy the management of the school who complained a great deal of the dust in rooms and halls (most of which came through open windows), they used too much of this powder in the water, and were seen to even throw it with their hands on the floor in washing same. I must say that the floors are kept very clean considering that they are only of cement.

I have consulted with Swift & Co's, chemist who admits that too large a proportion of their washing powder is detrimental to cement floors. The proper amount of powder that should be used is marked in the directions on their packages, which is a tablespoonful to a pail of water.

The contractors have also been informed that Swift's and Armour's washing powders damage or kill cement floors, and the coloring which may be in same. The use of powder has been stopped in a number of places where its effects have been noticed. Even your janitors have stopped its use a few weeks
Chicago, Ill. Dec. 30th, 1907.

"Subject"
Chicago Manual Training School.

Mr. William R. Harper,
President, University of Chicago,
Chicago, Ill.

Dear Sir:—

In answering your inquiry of the 26th. inst. whether all of the work could not be completed before the 4th. of January, would say, that it will be done with a few exceptions, which will not interfere with the regular school work. All of the items are being worked on, but the following may not be entirely complete this week:
The freight elevator in west stair shaft.
The screens around the freight elevator.
Two bulletin boards.
Outside lamp brackets.
A few locks and other pieces of hardware for cases, etc., which must be made to fit master key sets, or had to be changed to a more substantial design.
Black window shades in rooms for stereoptican purposes.
Marshall Field & Co. have the contract for these. They have received goods for these from the east, but same was defective. Rather than offer these, they asked for additional time to get the proper material. These also delay the connecting of the mechanical curtain hoist in the lecture room.
The house telephones may not all be complete, because Messrs. Bellfield and Ferson want special brackets made to support the desk phones, the coils and the batteries. The coils and batteries are usually fastened under the desks, and there is no provision for those special brackets. I have persuaded the carpenter contractor to make one-half of them, and he will furnish the material for the other half which the boys of the school can build themselves. I would suggest that this be done to avoid an extra charge.

Three iron doors had to be sent back to the shop because they became defective, but I expect that they will be returned this week.

I have nothing to do with the men who are putting up shafting, motors, forges, tools, machinery, etc., all of which work will not be completed this week.

A few small leaks have been noticed in the roof, caused principally by the drifting snow, and alternate freezing, which will be remedied as soon as the weather permits same to be done
Chicago, Ill. Dec. 30th. 1903.

"Subject"
Chicago Manual Training School.

W.R.H.--#2.

properly.

The matters of equipping the west third story with cases, fixtures, etc., and the installing of the clocks, on all of which I have taken bids which are in Mr. John Dewey's hands, have not been decided upon, and contracts not let.

Assuring you that the building will be entirely completed without delay and without interfering with the sessions of the school, I remain

Yours very truly,

[Signature]
Chicago, Ill. Dec. 30th, 1908.

"Subject"
School of Education.

W. R. H. ---# 2.

ago, when they noticed the bad effect it had on the stone floor in the main hall. If a stone floor cannot stand the powder, it is not surprising that a colored cement floor will not, and it is not expected that a cement floor can be made as good looking as a stone, mosaic or marble floor when its cost is considered in comparison.

I have asked the contractors again to-day to convince the University and myself by actual experiments with the powder used at this school, on other colored cement floors, so that there will be no question of a doubt about this unfortunate matter.

I have also had them paint the floors in two toilet rooms in second story with special floor paint, but I think that the application of same in the public corridors would be very unsightly and unsatisfactory.

If the washing powder is to be blamed for destroying the surface of the floors, the contractors cannot be made to renew or relay same.

The best way out of the difficulty would be to cover the floors between the borders with linoleum, as you suggest, or with cork carpet. This would also do away with the noise which is so objectionable in a school, but which cannot be avoided with floors that are not so provided.

Regretting very much the situation to which this question has brought the matter, I remain
Yours very truly,
Subject: Scope of Investigation

[Handwritten note]

[Further handwritten notes]
to put a piece through the mill, finish it, varnish it, and set it up.

Another cause of delay was a change by Mrs. Norton. I made the drawings originally to accommodate sixteen in the elementary cooking room. She changed it to twelve. On her return this fall, she informed me that she had notified Mr. Dewey to have this changed back. I never received this order. After consultation with Mrs. Norton, Mr. Dewey ordered me to change this from twelve to sixteen, on Oct. 20th. This change has been ordered: You see it was only two days ago.

When work could not be finished, I directed the superintendent and the men in the office to see that it should be put in a condition at the contractor's expense to accommodate the school as well as possible, and to prevent any unnecessary delays in the operation of it. This I could not do to my satisfaction, but the lunch room was in such condition that when the range was brought there, the School was able to use it. I had nothing to do with the ordering of the range or getting it there earlier than the date it arrived. This was somebody else's work.

Secondly: Superintendence: Being very desirous of pleasing you and doing my work better than anybody else, I ascertained the amount of superintendence that was usually given at the university. I found that the greatest amount of superintendence given by any of the other Architects was one super-
to put a piece through the mill, finish it, varnish it, and set it up.

Another cause of delay was a change of Mare Morton's. I made the preliminary arrangements to accommodate his new location in the area. I changed the location of the mill to accommodate his new location. I never received this change.

After consultation with Mr. Morton, Mr. Dewey arranged me to change the location of my new location to sixteen on Oct. 30th. This change has been approved. You see if was only two days ago.

When work could not be finished, I instructed the superintendent and the men in the office to see that work be put in a condition at the superintendent's expense to accommodate the school as well as possible, and to prevent any unnecessary expenses to the school.

I could not agree to go to my home in the operation of this. The superintendent, put the finish room was in such condition that the school was not safe to use. If I had nothing to do with the operation of the range of work at the superintendent, I could not agree to go to my home.
intendent for three buildings. This was considered ample
architect's superintendence, but I was desirous of having this
done satisfactorily to you, and I had one man who took charge
of only University work. This meant that a great deal of the
time he gave his entire time to only one building. When I was
building two there, he gave it to two buildings. Besides this
I have given my own personal time to going out to the Universi-
ty.

Will you allow me to say a word in regard to this
question of superintendence? The superintendent can accomplish
less in the rapid progress of the building than you might imag-
ine. The workmen on the building often say that they cannot
go ahead because their superintendent is not there, which means
the superintendent of their own particular work and not the
architect's superintendent. This is because sometimes the
men are sent to the work ahead of the material, because of pres-
sure being brought on them from the architect's office to hasten
the work: Being unable to get hold of the material, the con-
tractor tells the men to appear as if they are doing as much
work as possible, and not to say that they are wanting material.

Thirdly: The slate treads have caused me a great
annoyance. We have written for them and done everything in
our power to stir the contractor for these and notified him
that we would have wooden treads put in at his expense if he
could not get the slate treads on time. The contractor said
yesterday that another car had been shipped. How far this will complete the treads I do not know.

Fourthly: The clock system cannot be completed because the clocks are not here. I have been after the original contractor, Henry Newgard & Co., to trace down where the trouble lay. I find that this was sublet to a firm who have not the clocks here. They reported that they were not completed. I asked them to ship what they had; this they say they have done.

Fifthly: Causes of delay: I am still doing, and will continue to do, everything in my power to rush this work, and some time ago I told Mr. Dewey that I would have a superintendent on the building all of his time except when he was looking up the work on the outside, and that he would report to Mr. Dewey every day, but will you allow me to say a word in self defense; not making any excuses, but explaining how to avoid delays on buildings.

First and most important is getting the contracts let on time; second, having a good contractor; and third, having the contracts made properly.

I endeavored to do all of these as far as in my power, but I could not get the contracts let on time. You will remember that I both telephoned and wrote you to hasten the letting of this contract. I could not choose another contractor, for this one had done several large pieces of work
Precedent W. H. Herter

I appreciate that another set has been supplied. How are things with your ophthalmic testing? I have not had an opportunity to complete the tests to date, but I have been informed that the results are not known.

Concerning the stock, we have no records of the original quantity. I am awaiting a report from the manufacturer. We have not received the promised quantity of stock.

I am in the process of shipping the stock, and hope to have it delivered by the end of the week.

Please note that I am still dealing with the problem of maintaining the records for these products. I have been working on this issue for several days, and I am confident that I can complete the task.

Thank you for your assistance in this matter. I look forward to hearing from you soon.

Yours truly,

[Signature]
in the city and was about 30% below the next bidder. I certainly could not recommend that the University expend some $10,000 more, because I was sure that some other contractor could do the work, when I was not sure that this one could not.

I write this letter in explanation, not as an excuse, for I have been doing and will continue to do the best that I can.

Regretting that both you and I have been annoyed by these matters, I am

Yours very respectfully

[Signature]
Dear President [Name]

In the city and have spent 30 for the next ticket. I am 

safely could not reconcile that the University School 

$10,000. more, because I was sure that some other contributor 

could do the work, when I was not sure that this one could not. 

I write this letter in explanation, not to be seen. 

As I have been going and will continue to go the best 

few sentences I am 

Yours very respectfully,

[Signature]