The University of Chicago

The School of Education
May 2, 1921

My dear President Judson:

Some days ago you asked me to look into the matter of registration in those courses which have had during the last year only a few students. In reply I beg leave to say that I have canvassed all of our courses in the College of Education and enclose a detailed report for the three quarters of this year.

I have marked with arabic numerals certain special cases:

(1) Course 13 is a practice-teaching course, not supervised by any one instructor and not regularly organized. It counts on no instructor's program.

(2) This is an advanced research course which I conduct always as a third major.

(3) Courses 70-97 in Home Economics are courses conducted in the Commons by Miss Colburn and her workers. They are not paid for except through a small payment on Miss Colburn's salary and the salary of Miss McAuley.

(4) Certain drawing courses in the High School take care of a few College students. The people who take these courses are usually students sent over by Dean Gale or Dean Marshall.

The foregoing notes explain all the extremely small classes, except those in mathematics and geography, about which you know.
President Judson

I have marked on page one the two courses Education 32 and History 10, with the letters (a) and (b). These are new courses and will in my judgment grow. They are given by men who otherwise carry a full load of registration.

We are left with several general problems which I take the opportunity to discuss briefly. These problems are located at the points marked (c), (d), and (e).

(c) The Home Economics situation is not flourishing and will not so long as Miss Talbot is in charge. I am hoping that when she goes there may be a genuine development of special courses for women.

(d) Natural Science courses should in my judgment be given by the science departments. Dean Gale is sympathetic with the idea of science courses of a general type for students who do not intend to specialize. Many students need such courses. Most of the science men flatly refuse to countenance such courses. We are left, therefore, without support from the science departments in an enterprise which is important, but difficult to develop because of existing conditions.

(e) Art will in my judgment never develop until it receives general University recognition. At present we are trying to carry a minimum of these courses in order to furnish a background, not otherwise furnished, for our courses in the teaching of art. The courses in teaching art are well attended. Please note also that the art courses are better this Spring than formerly. These courses appear to have recovered slowly after the war, but are doing better.
On the whole our courses have reflected the somewhat depleted condition of the teaching profession during the last three years. In particular certain departments have needed reorganization. Geography ought to improve next year. But, with these adjustments carried as far as they can be in the College of Education; there is, I believe, no final solution of matters until the University settles its policy on the work for women and on art and on general courses in science.

I urged a consideration of home economics and art in the special report which I submitted in the autumn. I renew the recommendation that all content courses in these lines and in natural science be organized outside of the College of Education, leaving for our division of the University only professional courses.

Very truly yours,

Charles H. Judd

President H. P. Judson,
The University of Chicago.
My dear President Judson,

In order to mail this at Cleveland School
have to send it without
any attempt at revision.
I have been at work on
it all the afternoon.

Hope you will overlook
mistakes due to lack
of revision.

Now on some facts
which I do not have, but

Very sincerely,

Charles H. Ford
My dear President Judson,

I do not know how far you may be interested in an analysis of the Teachers College report. A few items will, I am sure, interest you.

Out of a total registration of 3050 (p. 6), nearly half or 1454 (p. 12) are in the School of Practical Arts. This type of work is done with us on a very small scale.

The registration of graduate students is set down as 929 (p. 8). This figure includes not only one type of graduate student but graduate students in practical arts (190 see p. 14), special students in particular subjects (grad students in music, etc.) and graduate students
in Kindergarten for which no figures are presented in the report. The comparison with what is on page 34 is critically absurd. Any figure of 74 could be considerably increased if we attempted to follow their count. Or their figure of 731 would be materially reduced if they made a proper count.

More significant than the above statements, however, is the fact that Teachers College sets requirements phanerologically. Graduates of various institutions from which we will not accept degrees are rated as graduate students without hesitation. For example, graduates of the Normal schools of this state who have not yet received their degree or accepted as graduates by Paquet office frequently get evidence of all kinds of cut-rate schemes.
Beyond this also it is to be pointed out that Teachers College gives the degree on a very cheap scale. We have had several cases of men who have received their doctor's degree after one year beyond our Master's. The Master's degree is constantly given after four summer terms of 12 weeks each. We discredit the degree from Teachers College now giving for this 24 work degree 2/3 of a year credit.

What I have been recently has been going on for years and is a subject of vigorous adverse comment by the graduates of the institution. At the Cleveland meeting this year Dean Russell repeatedly and publicly referred to abandonment of academic
standards, saying that Teachers College intends to fit its market. If the market does not call for long specialized training, the school, Teachers College will bow to the public demand even if it means total abandonment of graduate requirements.

In view of these facts which are very generally known to the educational world I feel that the kind of endorsement given by someone connected with the General Education Board is very harmful to its work in Education.

I do not know how true it is to bring out some of the above facts. They supplement what I wrote many years ago. In the mean time I
shall not attempt to follow its lead. I think our report ought to be of an entirely different kind. Therefore:

1. Plans about buildings,
2. A series of questions on organization,
3. A sketch of a report.

Very sincerely,

Charles H. Judah
Building.

I High School.

following this is a plan showing Mormon's plan and retaining for such a building.

This plan assumes that the High School will continue to use the East End of Bethesda and also the shops.

The suggestion that church arrangements and social quarters go across Kenwood seems to me very good.
The Laboratory Schools

New High School Building.

Science - 3 suites of classrooms, lecture room and laboratory.

1 suite of classrooms and lecture room
Office.

English - 1 drama room } Probably remodel west
3 class rooms } end of Belfield
1 office }

History - 3 classrooms
1 office

Math. --- 3 classrooms
1 office

Modern language

3 classrooms
1 office

Latin --- 2 classrooms
1 office

Home economics

Kitchen and practice suite
Laboratory
Classroom
Office

Commerce

3 classrooms
1 office

Study room and library. Remodel East Belfield.
Gymnasium and physical education building to include quarters for clubs and lunchroom.
Assembly hall.

Studio. Remodel East Belfield.

Cubage.

16 classrooms 750' floor space x 16' = 192,000
8 offices 300 " " x 16' = 76,800
4 laboratories 750 " " x 16' = 48,000
4 lecture rooms 400 " " x 16' = 25,600

H. Economics suite 33,600

376,000

Add 1/3 for corridors 125,333

501,333

Allow cubage at 50% $250,666

Ground floor assembly 50,000
Physical education 75,000
Remodelling Belfield 10,000
Equipment 25,000

410,666
A. Ground floor, library with special rooms for (a) text-book exhibit library, (b) library of school reports and various types of unbound current materials.

This floor should also have a general assembly room which during the summer quarter can be used as a reading room in connection with the library. The assembly room should be large enough for the high school and other general meetings, i.e., should seat about 600 or 700.

B. Second floor should have five classrooms and
offices for instructors.

C. Laboratories, such as special laboratories for 
reading instruction, for 
clinical research students, 
and for statistical work 
appointed with our calculating 
machines. (See later suggestion 
about Psychology)

D. Fourth floor two social 
rooms for graduate student 
clubs and small rooms 
for fellowess similar to those 
now in Roosevelt Hall.
Gymnasium, lunch room and small practice school.

A one story building extending along Kenwood Ave and providing space enough for all lunch and social rooms for the pupils and college students, a gymnasium for the pupils and a fine band room to be used for practice training.

This building should open made on Jackson field so as to be in good weather, practically an outdoor building.

The one-story plan is coming into use as the plan of school construction.
and would be an excellent addition to our equipment as a model school.
IV and V

Home Economics and Junior College

An suggestion, which take into two ends of the garden. The home economics would be well related with new women's campus. Any development cut along with two lines indicated will require space which is not now at hand and would not be provided by the older buildings.
Orts building changes will be required in Blaine and Belfield. Especially:
(a) The expansion of administrative offices on the first floor of Blaine,
(b) Removal of the Book Store to the region of old city schools,
(c) Readjustment of some of the rooms now used as laboratories.
In this connection it will probably be desirable to change the small wings of Blaine which are now two stories higher with very high steep-roofed blind
garrulity. There is a great deal of waste space in
these garrulities. More could
be substituted for them, one
or two long rooms which
would have the advantage
of making more space
and of connecting the new
buildings with the old.
In connection with the changes in buildings the following questions are raised of possible extension of the functions of the school.

I. Transfer of the Board of Recommendation to quarters near the Administrative Offices of the School.

II. Transfer of Psychology to the proposed Graduate Building so as to combine with work in general psychology and educational psychology.
Within the graduate Department of Education, as reported at the June Estimates for the Budget of 1920-21, work submitted, a clear well outlined plan for the enlargement of advanced courses is in hand. These plans are to go into operation with the beginning of 1920 as far as resources permit. They can be summarized as follows:

1. A number of sharply differentiated courses or periods of school organization have been worked out resulting in a professional curriculum comparable to that of the best medical schools.
II A series of research courses peculiar to our school and campus scientific work in educational futher than it has been carried before.

III A series of courses in related fundamental sciences applying with principles of how to education, as educational psychology and statistics.

The expansion of the Department to cover completely all these lines of work will require resources for a number of major appointments.

In connection with this expansion of instructional and research activity other might be developed certain survey activities. The Common
wealth fund, the Russell Sage Foundation, and the Carnegie Foundation are now taking or are about to undertake some national-wide investigation into such matters as school finance, the reorganization of the junior-senior high school and college, the constitutional foundation of school charts and like problems. It is possible to set up a station for these researches within our department. I trust Farnand and Angell would be interested in helping this kind of a movement. It would contribute to the solution of the problem of the foundations and the universities.
It would give one man of fortune to see something of
the school systems of the
country and would allow him
at the same time to come
back to teaching with this
added experience.

It would be undesirable
in setting up a research
station of this type to make
ourselves dependent in detail
on small particular grants
for single morbidizations. I
believe we ought to get the
funds for research through
the Department subject
in its plans to the University's
authority only.
Plans for the development of work outside the Department of Education have not been matured to the point where specific recommendations can be made. It seems very desirable that final plans should include reference to the following:

(a) Home Economics
(b) Junior College
(c) Art
(d) Special methods courses in Academic Departments.
The School of Education was organized in 1901. The Chicago Institute for
Training of Teachers was transferred from its north side of the
city to the University Campus and
its faculty and equipment were
adopted into the University's
with Chicago Manual Training
School, the South Side Academy,
the Laboratory school founded by
Professor John Dewey and the
Morgan Park Academy were ab-
sorbed into the organization.

The School as first organized
was called a summer undergraduate
college and devoting its efforts to the
training of teachers for the elementary
schools. Such graduate work
as was undertaken was carried
out in the Department of Philosophy
and afterwards in the Departments
of Philosophy and Psychology.

In 1909 the School was reorganized
and a Department of Education
was created. The instructional staff
was at this time increased and the administration of all divisions of the School was consolidated.

The School has from its outset been in action and in administration an integral part of the University, with the new organization of 1909 this close relation of the School with other branches of the University has been emphasized. The result has been that the energies of the School so far as they are devoted to the training of teachers have been turned increasing in the direction of cooperation with the academic departments. The teachers who are trained in the School of Education at the present time can very largely secondary teachers who carry on their major work in other divisions of the University. Such students are not registered in the School of Education but elect courses in the undergraduate
The graduate division of the School of Education has been
with chief concern of the University since 1909. It should be understood
that when reference is here made
to graduate work in Education
no courses outside those in
with science and history of Educa-
tion are included. No graduate
courses are provided in the
technical arts. There are certain
students in some of the branches
of Home Economics who are
provided for in situ laboratories
by the School of Education but
these are not included in the
statistics of Graduate Students
of Education. Statistics from
cohort with those in those for
in many cases allocated on
a different basis from whose
presented by the School of
Education in reporting new
graduate registration.
The graduate work of the School of Education is a part of the regular graduate work of the University. Absolutely every requirement of the graduate faculty is met in registering students and granting degrees. The School of Education has held consistently the view that education can be put on the same foundation as other branches of advanced scientific work only when academic standards are rigidly maintained. This ideal has been in the creation of a body of graduates who shall assume leadership in education by virtue of a thoroughgoing and scientific training.

The Department of Education has granted thirty-two doctor of education degrees since its organization. Mention of these doctors would not contribute educational work at the present time. One is head
of the training school connected with the Department of Education at Bryn Mawr, one is working in the Child Study Department of the City of Chicago, one is principal of one of the largest high schools in Illinois and the rest are college professors of education in the following institutions: University of Washington, University of Texas, University of Minnesota, University of Illinois, University of Mississippi, University of Nevada, University of Chicago, Northwestern, and Oberlin, Pomona College, and Wраshington. The Department did not begin to grant Doctor's degrees for several years after its reorganization and it was interrupted by the war so that it may be said that this record of successful doctor's is not record of a very
limited period. Furthermore the character of the work produced since their degrees were taken gives assurance that the policy of the School of Education in emphasizing the highest type of scientific work is sound. Twelve of the Doctors of the Department have published scientific contributions to educational literature since the completion of their thesis.

The Department has under way at the present time a body of research material which promises to carry forward this record of student contributions to the science of education in steadily increasing measure. A number of graduate students are at work on laboratory investigations. The are especially

...
educational organization, but have proved in the past to be more productive in guiding school practice than any other form of scientific work.

Since its organization in 1909, the Department of Education has trained 223 Masters of Arts. Three Masters have completed in absolutely every case the full residence and course required of the graduate school. They have also prepared theses. It is the uniform practice of the Department of Education to require a minor piece of constructive scientific work of all who take the Masters degree. Eighty-four of the Masters theses have been published as contributions of sufficient importance to merit attention. Eighty-seven opinions who have taken the Masters degree have published...
Scientific articles since completions their theses.

It is the Chief purpose of the advanced work of the Department of Education to develop student research in scientific production in students. Such an end cannot be maintained only by requiring the highest academic and professional qualifications.

The distribution of those who have the Master's degree in professional positions shows that such scientific equipment is of practical value. Twenty-nine of these Masters are teaching in colleges and universities. Thirty-six are in state normal schools, four in urban at the heads of some institutions. Forty-two are school superintendents. Eighteen are high school principals. Nine hold state and county supervision positions. Eight are...
school principals.

More than sixty percent of all who have taken the Master's degree or according to productive educational work of major importance.

The cultivation of a scientific attitude among students depends on something more than in the classroom work of the faculty. There must be productive work on the part of the faculty. This productive work may be of three types: first original scientific work, second in the production of books and third in the conduct of practical work in school systems outside of the University.

The faculty of the Department of Education has been very productive. The aggregate production of members of the Department
amounts to — article and books besides a great deal of editorial work. The Department has conducted two surveys, one in St. Louis and Grand Rapids. Members of the Department conducted surveys in Great Bend, San Antonio and Denver and participated in surveys in Cleveland and Virginia.

In this conduct of courses in education this Department of Education has been the pioneer in a number of lines. When the Department began its work in 1907 an academic course in the history of education was the commonly accepted basis of all undergraduate and graduate work. In administra-


tion a general omnibus course covering all kinds of topics...
was the conventional method of dealing with this phase of
its work. General psychology
was taught rather than psych-
elogy of school subjects. Today
the whole program of teacher
training courses is in process
of reorganization and it is fair
to say that this program of the
School of Education which
abandoned at once its formal
and academic program of
1884 common in 1909 is one
of the most influential
examples in bringing about this
reorganization. The most
widely used text in high
school methods and psychology
of high school subjects is an
book prepared by the members
of the faculty of the School
of Education. The history of
Education is being reformed along lines laid down by the writings of the members of this department. In the new course, emphasis is placed on the science of education with influence of this department is second to none.

The scientific productivity, which has been its chief aim of this Department of Education has permitted also its Laboratory Schools. From the quiet outer schools have been centers of investigation and of constructive experimentation. One cannot which has often

hundred scientific work in connection with schools connected with Departments of Education was removed by the adoption of a general

policy by the University.
Administration that it would never aim to extract from the Laboratory School funds for the conduct of the School of Education. The Laboratory Schools have been accordingly throughout their history free to carry on educational investigations.

Three achievements of the Laboratory Schools may be referred to as indicating their purpose and their achievement thus far.

The eighth grade was eliminated from the elementary school. The most careful scientific check has been kept on this experiment and it is shown beyond any possibility of question that
The experiment is a success. This experiment has contributed powerfully to the program of the movement for the reorganization of the upper grades of the elementary school and with better articulation of other grades with the high school. The general movement known as the junior high school movement has taken on many forms in different school systems. These options have been more definite and productive than that worked out in the laboratory schools.

Furthermore, what has been done is but the beginning of what is now in process of completion. The second grade is
now going through high school, junior college, work is being incorporated into the program of the high school. The final stage of this experiment will exhibit a complete organization of the elementary school, high school, and junior college.

The second large achievement of the laboratory schools is in the reorganization of the curriculum. One example of this type of work may be mentioned in detail. The course in high school mathematics was several years ago completely reworked. In 1916 a series of test books was started which is today the model for reorganized courses.
in Mathematics in a number of the most progressive schools and for new books issued by several book companies.

The work of the Mathematics Committee is finding very strongly in this direction marked out very clearly by the books prepared in the Lawrence High School.

Other examples could be cited of similar types of work. One which is now under way is the reorganization of the material of instruction in social studies. This will be ready for use shortly a large body of new material of this type.

A third achievement of the Laboratory schools is an amalgamation of the
Kindergarten with the primary grades. The Kindergarten has been traditionally a formal and artificial institution often handicapped by a serious burden of materialism. The movement toward a kindergarten-primary fusion is now well under way in the laboratory school and is receiving the gratifying recognition of utilization.

The description presented of the School of Education and this work should perhaps be supplemented by a statement of similar lines along which other institutions should develop. First into laboratory schools and more equipment in order
to continue effectively its activities in which they are engaged.

Second, the Graduate Department needs space and equipment to carry out its program.

Third, the School should be organized so as to become an active center for cooperative investigation on a large scale of problems of education which are national in scope. The Mississippi Valley will be the center for many of the national movements in education. This is the natural center from which investigation may be carried
The future of education will be served best if investigation of this broad type can be coupled with the training of future investigators and with the preparation of those who can use the results of such investigations in practical administration.
July 3, 1916

My dear President Judson:

The enlarged picture has been made from a Kodak film which one of my students "snapped" of you and Mr. Rockefeller. I have had two of the enlargement made and wish to present one to you and if you think he would care for it, I'll send the other to Mr. Rockefeller. If you'll with a note to accompany the picture be sent to Mr. Rockefeller I'll be glad to include it with the picture.

Very truly yours,

Otis W. Caldwell
Dear Mr. Caldwell:eller:

Thank you very much for the well, photograph. I am sure that Mr. Rockefeller would like a copy, and I am enclosing a note to him. Again thanking you, I am, recognize. It was taken as you will see, at the Senior Luncheon. Very truly yours, I hope that Mrs. Rockefeller will appreciate it. H. P. Judson

Very truly yours,

H. P. Judson

Sr. John D. Rockefeller, Jr.  
Dean Otis W. Caldwell, York City.  
The University of Chicago.
Chicago, July 5, 1916

My dear Mr. Rockefeller:-

Professor Otis W. Caldwell,
Dean of University College and Professor in the College of Education, has enlarged a snap-shot which I think you will recognize. It was taken, as you will see, at the Senior Luncheon. He wants to send you this copy with his compliments. I hope that Mrs. Rockefeller will appreciate it.

Very truly yours,

H. P. Judson

H. P. J. - L.

Mr. John D. Rockefeller, Jr.,
26 Broadway, New York City.
Dear Professor O. C. Galton,

I wish to express my appreciation for the opportunity to serve in the capacity of acting Dean of Undergraduate College and to express my appreciation for the support and guidance you have provided throughout my tenure. I am fortunate to have had the benefit of your mentorship and I am grateful for the experiences and guidance you have provided.

I look forward to meeting with you and discussing the future of the College. I hope that the transition will be smooth and that the College will continue to thrive.

Sincerely,

H. L. Johnson

Mr. John L. Rockefeller, Jr.
The Rockefeller Institute of Government
1707 New York Office
January 27, 1916.

Dear Dr. Caldwell:

My dear President Judson:

You probably have seen the marked article in the pamphlet enclosed. It relates to the work of the Urban Universities whose meeting was held at Cincinnati last Autumn.

Very truly yours,

Otie W. Caldwell

OWC/3

Dean Otie W. Caldwell,
The University of Chicago.

President Harry Pratt Judson,
Faculty Exchange.
Chicago, January 31, 1916

Dear Mr. Caldwell:-

       Thanks for your pamphlet relating to the work of urban universities. I shall read it with interest.

       Very truly yours,

H.P.J. - L.

Dean Otis W. Caldwell,
The University of Chicago.
Dear Mr. California:

Thank you for your prompt reply.

I am pleased to hear that you have taken interest in the work of the Campus. I am confident that my experience with similar assignments at the University of Oxford will be beneficial.

Very truly yours,

H.T. - L.
Assistant Dean of Student Affairs

Dean's Office, U. California
The University of California

Assistant to the President

Office of the President
January 14, 1916.

My dear President Judson:

In a conversation somewhat more than a year ago, I think I told you of our efforts to secure a more purposeful, coherent, progressive, and better unified course of science in secondary schools. Naturally the point for first attack is the first years work. I am sending you a publication in which is an article which sets forth some of the evidences of progress in this matter. Essentially the same article is appearing in two other publications.

Very truly yours,

[Signature]

W. C. Caldwell
Chicago, January 18, 1916

Dear Mr. Caldwell:

Thanks for your copy of the High School Quarterly with the article with regard to general science. I shall be interested in reading it.

Very truly yours,

H.P.J. - L.

Mr. Otis W. Caldwell,
The University of Chicago.
July 29, 1915.

President Harry Pratt Judson,
Faculty Exchange.
My dear President Judson:

Mr. Henry M. Legler, Librarian of the Chicago Public Library, has been most helpful to University College during the past year by placing in one of the reference reading rooms a large collection of books for use by University College students. If you will write to him a letter expressing your appreciation of his cooperation I feel sure the letter would be appreciated.

Very truly yours,

Odie W. Caldwell
Dean.
July 30, 1915

Mr. President:

I have the honor to present to your Council the following report:

[Report content]

I am happy to announce your approval of the recommendations of the Committee on the Baldwin-Semple Fund.

Very truly yours,

[Signature]

[NOTE]

Copy the Chicago Herald Tribune and other newspapers to the University College and the Board of Trustees for the information of the College.
The University of Chicago  
University College  
Chicago, August 6, 1915

Dear Mr. Caldwell:-

Thanks for your favor of the 29th July 29, 1915.

of July. I have written to Mr. Legler as you suggest.

Very truly yours,

Faculty Exchange.

My dear President Judson:

H. P. J. - L.

Mr. Henry M. Legler, Librarian of the Chicago Public Library, has been most helpful to University College during the past year by placing in one of the reference reading rooms a large collection of books for use by University College students. If you will write to him a letter expressing your appreciation of his cooperation I

Mr. Otté Mr. Caldwell.
Dean of University College.

Mr. Caldwell.

Dean of University of Chicago.

Very truly yours,

Otté W. Caldwell

Dean.
Dear Mr. Caldwell,

Thank you for your favor of the 29th.

I have written to Mr. Reyer as you requested.

Very truly yours,

H.P. H.

Office of University College,
Dean of University College.
November 21, 1904

My dear Mr. Head:

The following is the memorandum referred to in our interview of last week. Please excuse my delay in getting it transmitted. It is understood that this is to be criticised and amended.

I. The Department of Education is henceforth to be a department in the School of Education with an acting head, but all officers in this department shall hold an official place in the membership either of the Department of Philosophy or the Department of Psychology, and shall give some instruction in the Faculty of Arts, Literature and Science. This carries with it the implication that the three departments are to be closely related, and that the Departments of Philosophy and Psychology will be consulted in all appointments in the Department of Education, and that the distribution of salaries will be adjusted to the circumstances of the case.

II. There will be graduate courses of two kinds in connection with the Department of Education: 1) Work of a strictly technical or professional character for principals, superintendents and others, which may be given in the School of Education; 2) work of a more philosophical character for the degrees of M.A. and Ph. D., which should be given in connection with the Departments of Philosophy and Psychology.
Mr. Geo. W. May:

The following is the memorandum referred to:

In our interview of last week, please excuse my delay in getting

the list and names. It is understood that this list is to be con-

tained and submitted to the Committee to be a

The Department of History is requested to be a

Department in the School of History with one section per year, put

all officers in this department to be held an Officer in the

Department of Psychology. Also give some information

in the School of Arts, Literature, and Science. The carries

with it the implication that the three departments are to be

connected with the implication that the three departments of Psychology and

Psychology will be concerned with the appointment to all of the positions in the Department

of History, and that the distribution of salaries with the

advice of the committee of the case.

The will be graduate courses of two kinds in

connection with the Department of History and Philosophy.

(Work on a

subject of personal or professional character for Prerequisites;

Work on a more philosophic character for the

M.A. and Ph.D., which may be given in the School of

History.)

With the Department of Philosophy and Psychology.
III  The Department of Education will be at liberty to list in connection with its own courses in the School of Education, such of those offered in the Departments of Philosophy and Psychology as may be desired. Likewise, the Departments of Philosophy and Psychology may list as a part of their programme such of the courses in the Department of Education as may be desired.

Yours very truly,

W. R. Harper

department in the School of Education with an acting head, but all officers in this department shall hold an official place in the membership either the Department of Philosophy or the Department of Psychology, and shall give some instruction in the Faculty of Arts, Literature and Science. This carries with it the implication that the three departments are to be closely related, and that the Departments of Philosophy and Psychology will be consulted in all appointments in the Department of Education, and that the distribution of salaries will be adjusted to the circumstances of the case.

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The Department of Education will be of particular interest in connection with the new courses in the School of Education, and of those already offered by the Department of Philosophy and Psychology may first be noted. The Department of Philosophy and Psychology may first be noted.

III

The Department of Education will be of particular interest in connection with the new courses in the School of Education, and of those already offered by the Department of Philosophy and Psychology may first be noted.

Wm. H. Harper
My dear Mr. Locke:

The following is the memorandum referred to in our interview of last week. Please excuse my delay in getting it transmitted. It is understood that this list is to be criticised and amended. Psychology may list as a part of their program in the School of Education, with an acting head, but all officers in this department shall hold an official place in the membership either of the Department of Philosophy or the Department of Psychology, and shall give some instruction in the Faculty of Arts, Literature and Science. This carries with it the implication that the three departments are to be closely related, and that the Departments of Philosophy and Psychology will be consulted in all appointments in the Department of Education, and that the distribution of salaries will be adjusted to the circumstances of the case.

II. There will be graduate courses of two kinds in connection with the Department of Education: 1) Work of a strictly technical or professional character for principals, superintendents and others, which may be given in the School of Education; 2) work of a more philosophical character for the degrees of M.A. and Ph.D., which should be given in connection with the Departments of Philosophy and Psychology.

III. The Department of Education will be at liberty to
To my great satisfaction, I wish to announce my intention of leaving the Department of Philosophy at the end of this year. The work of teaching and research has been very satisfying to me, and I have enjoyed the opportunity of working with such a fine group of students.

I have come to the conclusion that the time is ripe for me to pursue other interests, and I look forward to the possibility of devoting more time to my own research and writing. I am grateful for the support and encouragement I have received from the Department, and I feel confident that I will be able to continue my work elsewhere.

I am sure that the Department will continue to grow and thrive under the able leadership of its new director, and I wish the students and faculty all the best for the future.
list in connection with its own courses in the School of Education, such of those offered in the Departments of Philosophy and Psychology as may be desired. Likewise, the Departments of Philosophy and Psychology may list as a part of their programme such of the courses in the Department of Education as may be desired.

The School of Education with an acting head, but all officers in the membership either of the Department of Philosophy or the Department of Psychology shall hold an official place in the membership either of the Department of Philosophy or the Department of Psychology and give some instruction in the Faculty of Arts, Literature and Science. This carries with it the implication that the three departments are to be closely related, and that the Departments of Philosophy and Psychology will be consulted in all appointments in the Department of Education, and that the distribution of salaries will be adjusted to the circumstances of the case.

II. There will be graduate courses of two kinds in connection with the Department of Education: 1) Work of a strictly technical or professional character for principals, superintendents and others, which may be given in the School of Education; 2) work of a more philosophical character for the degrees of M.A. and Ph.D., which should be given in connection with the Departments of Philosophy and Psychology.

III. The Department of Education will be at liberty to
The present situation with regard to the function of the Department of Psychology at the University of California is such that it is desirable to have a Department of Psychology that will be a part of the

H. H. Heter

my office in the Department of Psychology.

been effective in the Department of Psychology.

undergraduate teaching section of the Department of Psychology.

in the Department of Psychology and will give some attention to the Extension of Instruction and the preparation of students.

II.

There will be an increase in the number of the student body of the Department of Psychology, 100,000. This increase will be effective immediately and will continue for the next five years.

III.

The Department of Psychology will be transferred to the
November 27, 1904

My dear Mr. Angell:

The following is the memorandum referred to in our interview of last week. Please excuse my delay in getting it transmitted. It is understood that this is to be criticised and amended.

I. The Department of Education is henceforth to be a department in the School of Education with an acting head, but all officers in this department shall hold an official place in the membership either of the Department of Philosophy or the Department of Psychology, and shall give some instruction in the Faculty of Arts, Literature and Science. This carries with it the implication that the three departments are to be closely related, and that the Departments of Philosophy and Psychology will be consulted in all appointments in the Department of Education, and that the distribution of salaries will be adjusted to the circumstances of the case.

II. There will be graduate courses of two kinds in connection with the Department of Education: 1) Work of a strictly technical or professional character for principals, superintendents and others, which may be given in the School of Education; 2) work of a more philosophical character for the degrees of M.A. and Ph.D., which should be given in connection with the Departments of Philosophy and Psychology.
The Department of Education will be at liberty to list in connection with its own courses in the School of Education, such of those offered in the Departments of Philosophy and Psychology as may be desired. Likewise, the Departments of Philosophy and Psychology may list as a part of their programme such of the courses in the Department of Education as may be desired.

Yours very truly,

III. There will be graduate courses of two kinds in connection with the Department of Education: 1) Work of a strictly technical or professional character for principals, superintendents and others, which may be given in the School of Education; 2) Work of a more philosophical character for the degrees of M.A. and Ph.D., which should be given in connection with the Departments of Philosophy and Psychology.
III. The Department of Pedagogy will be primarily in

connection with the School of Music. The members of the Department of Pedagogy, from among others, will be attached to the Department of Philosophy and Pedagogy, as may be decided. Therefore, the Department of Music and Pedagogy may, for the time being, be considered as part of the program of the Department of Music.

Yours very truly,

[Signature]

If problems arise within the Department of Philosophy, the members of the Department of Music and Pedagogy will be consulted in all matters of the General Affairs of Music and Pedagogy, and the members of the Department of Music and Pedagogy will be notified of the proceedings of the General Affairs of Music and Pedagogy.
Dear President Harper,

This has not been a very fertile year in education. The works on higher education you said were already pretty well taken care of. Therefore I have confined myself to a few notable books that are influencing the practice as well as the theory of education.

Here are noteworthy:

L.P. R. Briggs - School, College, and Character

K. Münsterberg - American Traits (the essay on education) (although you have included this in your list)

Fabrician, W. - The Educational Foundations of Trade and Industry

C.H. Henderson - Education and the Larger Life

P.W. Scrase - An Ideal School

John Dewey - The Educational Situation

These might be added to these three other books which have a more slighty different interest -
لا يوجد نص يمكن قراءته بشكل طبيعي من الصورة المقدمة.
E. M. Wheelwright - School Architecture

This is a splendid book and sums up all that is best in this important subject, so it is worthy of a place.

A. B. Brown - The teaching of History and Civics

The importance of this can be well seen in that it covers the whole ground of his big teaching and contains accounts of what is being done abroad and also extensive bibliographies.

Count Lützow (editor and translator) Romanus' Labyrinth of the World and the Paradise of the Heart.

This unknown book, the educational Pilgrimo Passus has a special interest for us.

Yours very truly,

[Signature]