Dear President Harper:

I recommend that Miss May Hinman be engaged at a cost not to exceed $120. to give additional assistance in gymnasium work. This recommendation has the approval of Mr. Owen, Mrs. Dewey and Miss Crawford. The charge can be taken either out of the contingent fund or out of the unused balance of the budget appropriation of $2,500 to pay Mr. John Duncan's salary.

Yours very truly,

[Signature]

17

Chicago, January 20 1904.
Office, January 20, 1904

Dear President [Name]:

I recommend that [Name] be removed as Director of the [Department]. I have found it necessary to replace him with [Name] due to his inability to carry out the responsibilities of the position. The [Department] is experiencing a period of transition and requires leadership that can ensure its continued growth and success.

Yours very truly,

[Signature]
January 20, 1904.

Dr. John Dewey, Director,

School of Education.

Dear Mr. Dewey:

Some time since a committee consisting of Mr. Belfield, Mr. Ira Meyers, with myself as chairman, was appointed to consider and report on the courses to be offered in the summer quarter in the College of Education to high school teachers.

The work of this committee, the question of the work of the High School itself during the summer quarter, and some facts brought to my attention during the past months, lead me to present to you for your consideration the following:

1. The University High School, from the standpoint of the School of Education, exists as a model school furnishing opportunities for observation and practice on the part of college students preparing to teach.

2. The faculty of the College of Education as a faculty selected to prepare students to teach in elementary schools. For example, there is no professor of the teaching of Greek, Latin, French, Chemistry, Physics, Manual Training, etc.

3. A number of departments of the University proper announce courses for teachers in High Schools, and some heads of departments are greatly interested in the pedagogical aspects of the work of their departments.

These statements, though inadequate, may serve to point out the difficulties which, under the present organization, stand in the way of an organic development of the work of the School of Education in the training of high school teachers. The University High School can be of little service, save to its own students, as long as the present conditions last. The difficulties mentioned may be remedied in one of two ways:

1st. The Faculty of the College of Education could be enlarged by the election of new members to give instruction in the departments not now represented. This method would be objection-
January 30, 1910.

DR. JOHN DEWEY, DIRECTOR.

School of Education;

Dear Mr. Dewey:

Some time since a committee consisting of Mr. 

Bettelheim, Mr. Ives, Meyer, and myself was appointed to 

consider and report on the course to be offered in the summer 

courses in the College of Education to high school teachers.

The work of this committee, the operation of the work of the 

High School Institute during the summer quarter, and some facts brought 

to my attention during the past months, lead me to present to you 

for your consideration the following:

1. The University High School, from the standpoint of the 


School of Education, exists as a model school furnishing adequate 

opportunities for observation and practice on the part of college 

students preparing to teach.

2. The faculty of the College of Education as a faculty 

selected to prepare students to teach in elementary schools 

for example, there is no preparation of the teaching of Greek; 

Latin, French, Chemistry, Physics, Manual Training, etc.

3. A number of departments of the University proper announce 

courses for teachers in the School of Education and some heads of the 

departments of the School of Education are interested in the preparation of future teachers.

The statement above indicates, may serve to point out the 

attitudes with which the present organization stands in the 

way of organic development of the work of the School of Education. The University High School can do little service save to the own students as long 

as the present conditions last.

Felt the necessity of the College of Education to the extent of bringing to the attention of the faculty, the method of procedure may be 

remedied in one of two ways:

1. The faculty of the College of Education could be enlarged 

2. The election of new members to give information in the ge- 

eral performance of new personnel. This method might be effective.
able from two standpoints: It would involve an expense un-
warranted by the present endowment of the School of Education; and, again, would lead to possible conflicts between the depart-
ments in the University proper and the School of Education.

2d. The second method of relief, would be for the University 
departments to assume the responsibility for furnishing the 
instruction in the pedagogy of their subjects. This might be 
done by assigning men already in the departments to have over-
sight of the pedagogical work, to elect new men for this pur-
pose where necessary, or to elect present members of the facul-
ty of the College of Education to the University department to 
have charge of the pedagogical work.

I may be permitted to point out the following points in favor 
of this latter method of expanding the faculty of the College of 
Education in the direction needed:

a. The unity of the departments would be conserved. The head 
of the department of Latin would be the head of the Latin work 
throughout the whole University. The Latin member of the Col-
lege of Education faculty would be a member of the University 
department assigned to a special work, much as another member 
might work chiefly in Syntax, another in literary criticism, 
etc. It would be his duty, not himself to give all the 
courses, but to look out for the interests of the department, 
to suggest new courses, plan for sequence of work, prevent 
duplication of courses, organize the method of recommendation 
of teachers, and, in general, to promote the work of the prepara-
tion of teachers. This arrangement would permit of the em-
ployment of the best and most interested men in a systematic 
effort to do what now is done in a hap-hazard way.

b. The students would not be led to make any distinction be-
tween the work in the University and in the School of Education, 
other than the legitimate one of point of view. No rivalry or 
diversity of interests would ensue.

c. Conflict of authority between the faculty of the School of 
Education and the University department would not be more like-
y to arise than at present between other faculties and the de-
partments. Questions of general policy, proportion of courses, 
etc., would be settled by the faculty, while the department 
would have immediate charge of the work.

d. This plan would be the most economical. Much of the work 
is already provided for, and the income from tuitions would be 
placed to the department's credit as at present. New instruct-
ors would be appointed, as at present, when the demand warran-
ted.

e. In general, such an organization would mean that each de-
partment of the University would be equipped for work, both in 
theoretical and applied science (Wissenschaft); theoretical.
The University of Chicago

[Document Content]

The growth of the Medical Department of the University of Chicago

[Document Content]

I may be permitted to bring one or the following points to favor

[Document Content]

Mention to the admission of:

[Document Content]

The necessity of the Department's work of consulting the faculty of the Medical Department and the School of Public Health to carry out the purposes of the Medical Department.

[Document Content]

The importance of the University's position as the focal point of the Medical School and the College of the University.

[Document Content]

The importance of the University's position as the focal point of the Medical School and the College of the University.

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The importance of the University's position as the focal point of the Medical School and the College of the University.

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The importance of the University's position as the focal point of the Medical School and the College of the University.

[Document Content]
J.D.3.

chemistry, for example, in the University courses, applied chemistry in the Medical School; and in the schools of technology theoretical physics in the University, and applied physics in the School of Technology; theoretical mathematics in the University courses, and applied mathematics in the School of Technology, and the School of Education, etc.

In order to inaugurate such an arrangement it would be necessary that the University authorities give their approval. It would be essential that the departments agree to, and heartily support the plan. It would mean that they agree to give all pedagogical courses in the School of Education. Should they do this, the work would immediately assume a dignity and importance that would affect, not only education within the range of the University, but would react most favorably on the departments themselves.

I recommend, therefore, that such actions as you deem advisable be taken at once that, if possible, the work under some such new organization may begin with the summer quarter of 1904.

Sincerely,

Wm. B. Owen.
In order to insure that each and every department of the University receive the support of the Board of Trustees, the University will, as far as may be possible, give the work necessary immediately. The importance and necessity of our work require that every department should give the necessary attention and attention to the work. The University Board of Trustees, in its annual report, has stated that the University is in a position to give the necessary support to the departments of the University.

Sincerely,

[Signature]
Chicago Jan. 27, 1904.

Doctor John Dewey,

School of Education,

Dear Sir:

I hope to send you a complete statement regarding the equipment fund in a day or so. At the present I can place orders for the School of Education only on requisitions approved by the Committee on Expenditures. Concerning the $65.00 order for the stereopticon platform in the Manual Training building, I suppose that this comes under the same rule.

I have heard nothing concerning the changes of doors and windows in the Manual Training building. So far as placing an order is concerned, I could not place such an order except as above.

A request for future work will have to be held until a requisition is approved. This of course, as you know, means delay. It will not always be possible for us to make an estimate immediately upon receipt of your request. We will not be able to purchase material for new work until the requisition is approved. All of this means delay. Hence, it will be well to take this into consideration in sending such orders.

Yours truly,

[Signature]
Dear Sir:

I hope to send you a complete statement regarding the employment

and to get on the Committee of Enquiry only on recommendation supplied by the Committee on Price

and of the 100,000 order for the 100,000 platform in the

Committee on Tariffs Purchase. I suppose that this came under the same line.

I have noticed concerning the outside of doors and windows

in the Manual Tariffs Purchase, and as a pleasure as regards to concern.

I cannot place more on other except as above.

A request for future work will have to be made until a report

is made on production. As you know, some delay. It will not

not be possible for us to make an estimate immediately when receipt

of your request. We will not be able to enlarge material for new work

until the report is received at ENquiry. All of the same delay. Hence it

will be well to take this into consideration in method soon afterwards.

Yours truly,

[Signature]
Dr. W. R. Harper  
President of the University of Chicago

My dear Dr. Harper:

In reply to your letter with regard to the Formal Opening of the School of Education, the Committee makes the following suggestions:

1. That the Departmental Conferences begin Friday morning, three Conferences being in the forenoon and three in the afternoon.

2. That the invitations be sent out in the name of the University as a whole. This will show that the School of Education is an integral part of the University.

3. That the luncheon and reception on Saturday be combined. Reception at 12 o'clock; luncheon from 1:00 to 3:00; exercises at 3:30. Luncheon also on Friday.

4. In addition to President Butler's address, Mrs. Blaine or her representative. Mrs. Blaine has not positively declined to say something herself but she appeared reluctant to do so, and pleased with the suggestion that one of the Chicago Institute Trustees should represent her. It is also hoped by the Committee that the President will make some remarks on that occasion.

9. Is it possible to have the Spring meeting of the active Committee of Twenty-One at the same time as the formal opening? This would help us greatly in getting representative educators
to attend our meeting.

10. Instead of a children's celebration Friday evening, a reception for children's work. For this, we could send invitations to public, private and parochial schools.

11. A committee on invitations and program with instructions to issue special invitations to the Board of Education, to secure delegates from city schools, the normal school, etc.

14. The Committee suggest that as the special feature of the Saturday morning conference is to be Manual Training, the Commercial Club be invited to that meeting and that Mr. Bartlett be asked to speak for that Club. About the time, morning or afternoon, for this conference and for Dr. Butler's address, we wish to consult you.

Very truly yours

Emily J. Rice
Your letter is received.

We appreciate your letter regarding the conservation of our natural resources and the importance of education in this regard. We are committed to promoting environmental awareness and sustainability in our daily lives.

I am looking forward to hearing more about the educational programs that you have in place to teach children about the importance of protecting our natural environment.

Please let me know if there is anything else that I can do to support your efforts in this area.

Thank you for your continued dedication to conservation.

Best regards,
[Signature]
Dedication of the Buildings of the School of Education
The University of Chicago
Friday and Saturday, May 13 and 14, 1904.

Friday, May 13.
10:00 Departmental Conferences.

The Training of Teachers, President John Cook, State Normal School, De Kalb, Illinois, Chairman.

1. What additional demands upon training schools are made by recent changes in elementary teaching? Miss Cropsey, Superintendent of Primary Schools, Indianapolis

2. The place of psychology in the training of teachers, Professor M. V. O'Shea, University of Wisconsin

3. The relation of theory to practice, Professor Ella F. Young, The University of Chicago

4. Welcome and greeting on behalf of the normal schools of the country, President Augustus Downing, New York City Training College for Teachers.

The Arts: Professor John Quincy Adams, Chairman.

1. Social needs of aesthetic development in the school, Professor Charles R. Zeublin, The University of Chicago

2. Organization of the curriculum with reference to art and occupations, Principal Alice Dewey, School of Education

3. The fine arts, Mr. Ernest Fenollosa

4. Household arts, Professor Marion Talbot, The University of Chicago.
Delegation of the Building of the School of Education

The University of Chicago

Friday and Saturday, May 13 and 14, 1904

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Friday, May 13

10:00 Departmental Conference

The Training of Teachers: President John Cook, State Normal School, Normal, Ill.

What suggestions have been made in training schools of late years?

Recent changes in elementarv education, Mme. Ochaya's Report

The place of psychology in the training of teachers

Professor M. V. O'Gaes, University of Wisconsin

The relation of theory to practice

Professor F. M. Young, University of Chicago

Welcome and greeting on behalf of the normal schools of New York City Training College for Teachers

The Address: Professor John Gunton, Amaia, Chicago

1. Social needs of society and development of the school

Professor Charles F. Russell, University of Chicago

2. Organization of the curriculum with reference to sale and occupation, Principal Alice Dewey, School of Education

The Time Table, Mr. Henry Tiedeman

3. Households and Professor Marion Tiedeman, University of Chicago

* * *
Music, Speech, Oral Reading, and Dramatic Art, Miss Eleanor Smith, The School of Education, The University of Chicago, Chairman.

1. Training of children in elementary schools, Mr. Charles Farnsworth, Teachers College, Columbia University.

2. The rote song in music, Miss Alice Bentley, Washington, D.C.

3. Training children to speak and read aloud, Mr. Percival Chubb, Ethical Culture School, New York City

Physical Training

12:00 Luncheon
Music, Speech, Orff Residencies and Dramatic Art. Miss Eleanor Smith
The School of Education, The University of Chicago, Chicago.

1. Training of children in elementary schools. Mr. Clarke
Teachers' College, Columbia University.

2. The role song in music. Miss Alice Heaney, Washington, D.C.

3. Training of children to speak and read English. Mr. Peraniat
Croup, Fifth Avenue School, New York City.
Friday, May 13th.

2:00 : Departmental Conferences

History and English, Principal O. T. Bright, Doolittle School, Chicago
Chairman.

1. Language in the Elementary School, Mrs. W. D. MacClintock,
The University of Chicago,

2. History in Primary Grades, Mrs. Gudrun Thorne-Thomsen,
School of Education, The University of Chicago

3. American History in the elementary school, Mr. H. W. Thurston,
Chicago Normal School

Geography and Science, Mrs. Alice B. Comstock, Cornell University,
Chairman.

1. The relation of science and geography in elementary teaching

2. Science in primary grades, Miss Flora J. Cook, Principal
Francis E. Parker School, Chicago

3. Field and Laboratory work in geography in the elementary
school

Mathematics and Experimental science, President David Felmley, State
Normal School, Bloomington, Ill., Chairman
May 12
2:00 Department Conference

History and English
Principal O. T. Bright
Director, Public School, Chicago

1. Language in the Elementary School, Mrs. W. D. McMillen
   The University of Chicago

2. History in Primary Grades, Mr. A. Sadun, Trinity-Tannehill
   School of Education, The University of Chicago

3. American History in the Elementary School, Mr. H. W. Thompson
   Chicago Normal School

Geography and Science
Mrs. Alice H. Camear, Cornell University

1. The Relation of Science and Geography to the Elementary School

2. Science in Primary Grades, Miss Nela J. Cook, Principal
   Primary School, Chicago

3. Field and Laboratory Work in Geography in the Elementary School

Mathematics and Experimental Science
President, State Normal School, Bloomington, Ill., Chairman

5
The Library and Museum, Mr. Anderson H. Hopkins, Librarian Public Library, Louisville, Ky.

1. The organization of the museum as an educational factor,
   Mr. F. O. Farrington, Field Columbian Museum Chicago

2. The organization of the library as an educational factor,
   Mr. John Cotton Dana, Newark, N.J., Librarian Public Library

3. The museum in the school, its organization, administration and use, Miss Esther Crawford, Western Reserve University, Cleveland, Ohio

5. The work with children in public museums, Mr. Albert Bigelow Paine, Smithsonian Institute, Washington, D.C.


7. The traveling museum, Mr. Richard Waterman, Principal Robert Emmett School, Chicago

8. The traveling library in the city and the rural districts,
   Miss Alice Tyler, Sec. State Library Commission, Des Moines, Ia.
The Library and Museum, Mr. Anderson, Librarian, Hopkins Foundation, Inc.

1. The organization of the museum as an educational factor.

Mr. John Cotton, Rector, New York, Library

2. The organization of the library as an educational factor.

Mr. John Cotton, Rector, New York, Library

3. The museum in the school, the organization and administration of the museum.

Mr. John Cotton, Rector, New York, Library

4. The work with children in public museums.

Mr. John Cotton, Rector, New York, Library

5. The work with children in the public library.

Mr. John Cotton, Rector, New York, Library

6. The traveling museum.

Mr. John Cotton, Rector, New York, Library

7. The traveling museum in the city and the rural area.

Mr. John Cotton, Rector, New York, Library

8. The traveling museum in the city and the rural area.
Saturday, May 14.

10:00 General Conference

1. Modern Educational Progress, Director John Dewey, School of Education, The University of Chicago


3. Address for the Commercial Club of Chicago, founders of the Chicago Manual Training School, Mr. A.C. Bartlett

12:00 Reception

1:00 Luncheon

3:30 Dedication of the Buildings of the School of Education, Mandel Hall.

1. History of the School of Education, President Nicholas Murray Butler, Columbia University

2. Address for the Chicago Institute Trustees

3. Address by President W. R. Harper, the University of Chicago

4. Address by Director John Dewey, School of Education, The University of Chicago

5. Address by Dean W. S. Jackman, School of Education, The University of Chicago
Saturday, May 14

10:00 General Conference

- Modern Educational Programs, Director John Dewey
- School of Education, University of Chicago
- The Mental Training Movement, Superintendent Thomas Allport
- The University of Chicago, Miss. A.C. Bartlett

- Address for the Commercial Club of Chicago, Speaker of the
- Chicago Mental Training School, Mr. A.C. Bartlett

1:30 Reception

2:00 Luncheon

3:30 Dedication of the auditorium

4:00 Dedication of the auditorium

11:00 Reunion

11:00 Luncheon

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2:30 Dedication of the auditorium
Committees

1. Invitations and Programs
   Mrs. Young, chairman; Miss Deratt, etc.

2. Receptions
   Miss Baber, chairman; Mr. Van Tuy1, etc.

3. Decorations
   Miss Kushman, chairman; Mr. Williams, Miss Hollister, Miss Harmer, Miss Langley, Miss Butler

4. Refreshments
   Mrs. Norton, chairman; Mrs. Feuling, Mrs. Belden

5. Music
   Miss Eleanor Smith, chairman; Mrs. Kern, Miss Gertrude Smith
Committee

1. Invitation and Program

Miss Young, Chairman, Miss Dancer, etc.

2. Reception

Miss Bader, Chairman, Mr. Van Tuyl, etc.

3. Decoration

Miss Curfew, Chairman, Mr. Williams, Miss Hollister,

Miss Harriet, Miss Langley, Miss Fuller,

4. Recitation

Miss Newton, Chairman, Mr. Randall, Mr. Peabody,

5. Music

Miss Drexler Smith, Chairman, Mr. Kent, Miss

Cerfine Smith
School of Education,  
March 18, 1904

President W. R. Harper
The University of Chicago

My dear President Harper:

Arrangements are nearly complete for the General Conference and the formal opening on Saturday, May 14th. I am sending you suggestions on the programs of the Departmental Conferences for your consideration. Have we given sufficient attention to different sections and interests? Is it possible to invite so many speakers from a distance? The committee has thought best to proceed no further without your advice.

Thanking you for your interest and assistance,

Very truly yours,

[Signature]

Emily J. Rice
March 18, 1904

President W. E. Harper
The University of Chicago

My dear President Harper:

Arrangements are nearly complete for the General Conference and the formal opening on Saturday, May 14th. I am sending you suggestions on the program of the Departmental Conferences for your consideration. Have we given sufficient attention to different sections and interests? I am of the opinion that we must strive to meet the expectations of all. I am also pleased to note the great exchange of addresses. The committee were greatly pleased to proceed at once in your service.

Thanking you for your interest and assistance,

Very truly yours,
March 21st, 1904.

My dear Miss Rice:—

I have your note of March 18th and have been working on the programme which you have so kindly sent me. It is most excellent. I have perhaps three suggestions to make which I should be glad to talk over with you at the earliest possible moment.

In reply to your question, I do not think that we have too many speakers from a distance unless we have to pay their expenses. It will be impossible, so far as I can see to arrange for the expenses of so many, but perhaps this is not necessary except in one or two special cases.

Yours very truly,
In your message,

I have your note of May 16th and

have been working on the program which you have to kindly

send me. It is most excellent. I have prepared some

suggestions to make which I would like to try to work on.

with you at the earliest possible moment.

In reply to your direction, I do not think that we have

too much experience from which to draw upon. As I am very

impossible to estimate the experience at so early a point in the

case. It is not necessary except in one or two special cases.

Yours very truly,
September 9th, 1904

My dear Mr. Locke:

I am writing to say that in order to meet the estimates of the budget in the matter of receipts for the year beginning July 1st, in the School of Education, it will be necessary to receive $18,492. more from all sources, that is from the various tuitions fees, than were received last year. I am hoping that without in any way letting down the standards we may be able to make such effort as will bring in this additional sum. As a matter of fact, I think that about $2,000 of it has already been received in the surplus receipts of the Summer Quarter. An increase of 140 full paying students over the number last year would just about cover it. In other words we ought to aim to increase the attendance 15%. It is easy to make further calculations. In the Elementary and Secondary Schools we must be careful not to receive students who do not pay fees. Of course this should not apply to the children of members of the faculty who, by the rules, are entitled to half rate, but it does mean that the rule should be interpreted with absolute strictness. It is unfortunate that we are compelled to lay so much emphasis at this point on the financial side, but unfortunate as it may be, it is the fact and we are dealing with facts. I shall be glad to consider in detail any questions on
I am writing to say that in order to meet the estimates of the budget in the matter of receipts for the year beginning July 1st, in the School of Education, it will be necessary to receive $8,000 more from SIT students, that is, from the various tuition fees, than were received last year. I am hoping that without it may very well be possible to this extent.

I was able to make such effort as will result in this increase of $8,000 as a matter of fact. I think that $2,000 of it may already be seen coming in the form of receipts of the Summer Quarter. An increase of 150 full paying students over the number last year would make that amount cover it. In other words, we ought to aim to increase the attendance. If it is easy to make further acquaintance in the elementary and secondary schools we must be careful not to receive students who are not seen of course that upon not supply to the children of members of the faculty who in the future are entitled to part of the income of the society. And the rule is that the income should be interpreted with caution. It does mean that the rule should be interpreted with some strings.
this subject which this letter may suggest to your mind. I have tried to make clear the importance of making every effort to meet the demands.

I desire also to call your attention to this additional point. In view of the fact that, contrary to the instructions of the trustees we have gone forward in closing up certain appointments which exceed the amount proposed, thus not leaving the full balance which was suggested as a safeguard, it is necessary to reduce at least for the present, the amount set apart for equipment, supplies and expense. You will therefore understand that until further instruction, only one-half the amount indicated in the budget is available and will govern yourself accordingly. It is understood in this connection that all matters of repairs, additional furniture, changes in shelving, or anything that involves expense, is to be postponed except in cases of absolute necessity.

Yours very truly,
I have a subject which I believe may suggest to your mind. I have tried to make clear the importance of making every effort to get acceptance of the budget in the matter of recasting the government's financial position.

I believe this action to gain your attention: to this suggestion. In view of the fact that you have gone to great lengths to obtain the information you are seeking, I have decided that I would like to inform you of the potential benefits that this action may bring to our government. The savings that could be achieved through this action are substantial, and I believe that it is important that we consider this option.

If you agree with me, I would be happy to provide you with more information on this subject. I look forward to your response.

Yours very truly,
[Name]
Jan. 13, 1905.

My Dear President Harper:

I wish to relieve your mind in regard to the pressing question of Physics by showing that I have arranged the matter so that no money expenditure will be necessary. In this connection let me say that much of my success is due to Mr. Henry Gale of the department of Physics, who was very unselfish in his efforts to provide for my students.

Yours very truly,

[Signature]

Dean.

L.S.
My dear President marry:

I wish to write you two things:

I beg you to please set the date for the present discussion of Physics at Wednesday. I have arranged the matter so that no heavy examinations will be necessary. I am now at the beginning of my course as part of the Henry 2nd class of the department of Physics, and were very interested in the chance to practice for my advantage.

Yours very truly,

[Signature]
June 1st, 1905.

My dear Mr. Locker:

I am very sorry to get your letters in which you indicate that you are going to give up your academic career. I wish very much that I could have talked with you before you reached a decision in this matter, but it seems that you have settled the matter and I can only wish you the best of success.

Would it be possible for you to postpone the date until January first? It seems to me that now the announcements are made for next year we ought to carry them out more definitely than we would be able to do if you left. Could you not possibly arrange this in some way?

Yours very truly,

W. R. Harper
June 15th, 1905

Mr. Green, I hope:

I am very sorry to hear you are going to live in your own home.

Although you have always been kind to me, I hope you will not have too much trouble with your new home. You have remained a regular in this matter, and I can only wish you the best of success.

Would it be possible for you to postpone the date until tomorrow? It seems to me that you have been more than patient and kind to me. I hope you will not make me wait any longer. I am very grateful.

Yours very truly,

W. R. Helder
My dear President Harper,

I am enclosing herewith a formal note which seems to me out of place in such a communication. I am resigning to accept a responsible business position which is only one of many which have been offered me by men in business who fancied that I had administrative ability. It is not only highly commensurate but well suited, according to the effort and genius which I may use in its development. It is this characteristic that specially appealed to me. Though it is with a school book publishing house (Ginn and Company at Boston) I have nothing whatever to do with that part of the business, so that it is not a way of trading upon my educational acquaintance or influence, but rather
A tribute to what they seem to think is
business ability

It's hard enough to make up one's mind
to leave an institution which one has come to
love and which is made up of men whom one
loves and respects, but to me the hardest part is
the severing of direct relations with yourself, me
who has this partiality of all qualities.

That of Continually and Continuously improving
upon acquaintance, and getting hold of one's
affectation not through the emotions alone
but through the intellect as well.

At some future time I shall try to give
you an account of my stewardship, on the
Teaching Side, the Administration Side
and the Editorial Side, but in the
meantime I wish to assure you
that I shall devote all my time,
as I have done during the past, to the
is interested in mental illness and its treatment. Several
studies have been conducted on this subject, and
results have been reported in recent years. In
these studies, various methods have been used to
treat mental illness. These methods include
psychological therapy, medication, and physical
treatments. The effectiveness of these treatments
varies depending on the individual case. Overall,
however, the treatments have shown promising
ergebnisse. These studies have contributed to
our understanding of mental illness and have
led to the development of new treatments. In
future research, it is hoped that these treatments
will continue to improve.
Work of the School of Education so that it may be even more successful than during the last year, and so that my successor will find in the administration departments a well-sailed, smoothly-running and almost flawless machine that will attend to routine and give him more time than I have had for the larger problems of education.

Yours very sincerely,

George H. Locke

May 24, 1905.
My dear President Harper:

After a very careful consideration of the present situation in educational work in this University, as revealed in the School of Education, and an equally careful estimate of the future, based upon present tendencies, I have decided to tender you my resignation of the positions of Dean of the College of Education, Associate Professor of Education, and Editor of the School Review. That there may be no embarrassment to the University because of courses announced; to the School of Education because of the immense responsibilities of administration during the Summer Quarter (which promises to be so large); and to the University and the University Press because of changes in the editorial management of a journal, I shall, with
You permission, ask that my resignation go into effect on September 30, 1905.

Sincerely,

George H. Locke

May 29, 1905.
July 10, 1905.

My dear President Harper:

I have your letter stating that it has been arranged that Professor Nathaniel Butler will take up my work as Dean of the College. In accordance with your suggestion, Mr. Butler and I have already had some meetings and are arranging for still more so that he will be thoroughly posted as to the situation, and will not have to learn in that wasteful school of experience in which it was my lot to gain information during the past year.

Yours truly,

G. H. Locke.
May 10, 1909

My dear President Harper:

I have your letter accepting what I have been urging Professor Hetherington and I will make my work as Dean of the College. In accordance with your suggestion, I have written the President and I have asked that some measures may be taken to the effect more or less of the attendance and will not have to leave it that West Point school of experience in which I wish to go to extra information having the best ever.

Yours truly,
March 6, 1905.

Report of the Dean of The College of Education

To the President of the University.

Sir:—In submitting my report I desire to quote from a report prepared last year by the former Dean of the College of Education, Mr. W. S. Jackman. He describes the beginnings of the School of Education as follows:—

"The University of Chicago School of Education was formed through the union of The Chicago Institute with the University in the spring of 1901. The first sessions of the new school under the auspices of the University began with the Summer Quarter and were held in the Kozinski Public School building at the corner of Fifty-fourth Street and Ellis Avenue. During the latter part of the summer, a one story brick structure, designed as temporary quarters, was erected at the southwest corner of Ellis Avenue and Fifty-eighth Street in which the school began its work in the fall of 1901. At this time the school consisted of two general divisions, known as the Pedagogic School and the University Elementary School.

During the first year, the work of reorganization was begun, but owing to the illness in the autumn of the Director, Francis W. Parker, which rendered it impossible for him to devote himself fully to the school, not much was accomplished. His untimely death on March second, 1902, still further contributed to the difficulties which the school encountered in its new field."
To the President of the University

Sir:—In submitting my report I have to state that a report prepared last year by the former Dean of the College of Education, Mr. W. C. H. Keillen, has appeared in the University of Chicago Bulletin, published by the University of Chicago Press.

The University of Chicago School of Education was formed through the union of the Chicago Institute with the University in the year 1910. The first session of the new school was held in the summer of 1911 under the auspices of the University and with the support of various educational and philanthropic organizations. The school offered courses in education and philosophy, and the curriculum was designed to prepare students for work in the field of education, particularly in the fields of elementary education and educational administration.

During the first year of the school, the work of the institute was begun, and a number of courses were offered in the areas of education and philosophy. The school also provided opportunities for students to engage in educational research and to work with educators in the field.

Yours truly,

[Signature]

[Name]

[Position]
The Pedagogic School is now known as the College of Education with enlarged scope and more highly developed curricula. The University Elementary School is in very close affiliation with it and has been increasing in numbers and in influence in the College and community. It includes the Kindergarten and the eight elementary grades, the lines of demarcation between the grades being as slight as is consonant with economic progress, so that the individual pupil may be unhindered in his desire to go forward. In the Elementary School "The programme of studies includes science and nature study in all its branches; geography and mathematics; civics, history and literature; English, German, French, Latin; home economics; manual training; the arts; and Physical culture. Reading, writing, arithmetic, spelling, grammar, and English are correlated with all other subjects, and taught continuously from the Kindergarten through the grades. French and German are begun in the lower grades and continued throughout the course. Latin begins in the seventh grade. Arithmetic and the study of form as a preparation for geometry begin in the lowest grades, and are correlated with all subjects throughout the course. Geometry and algebra are a prominent part of the course from the fifth grade upward."

The curricula of the College have been reorganized as a result of the experience gained during these early years and even yet they are looked upon as tentative. The chief features of these curricula are
The laboratory service is now known as the College of Biological and Physical Science. The University's importance in this field has increased, and it now plays a more prominent role in preparing students for professional careers in the field of biology and physics.

Influence of the College and Community: The influence of the College and the community is significant in the education of students. The College is known for its strong emphasis on environmental science and conservation. The College offers a wide range of courses in the natural sciences, including biology, botany, zoology, geology, and environmental science.

The College's emphasis on environmental science and conservation is reflected in its curriculum and extracurricular programs. Students are encouraged to participate in environmental projects and to develop a strong sense of responsibility for the environment. The College's focus on environmental science and conservation has had a significant impact on the community, as well as on the nation and the world.
I. CURRICULA. (1) Arts and Technology. A two years' course based, generally speaking, upon a four years' high school course. As this course is designed to meet the demand for special training in the arts and crafts, the special qualifications and aptitude of the students are also considered.

(2) A general two years' course. Open to graduates of a standard four years' high school course; intended for teachers in elementary schools.

(3) A Kindergarten Training Course of two years' duration, the qualifications for entrance being the same as for course (2) and which it greatly resembles, except that the emphasis is laid upon the kindergarten.

(4) A general four years' course. Candidates for this course must satisfy the usual requirements for admission to the University, except that modern languages may be substituted for ancient languages. The first two collegiate years must be devoted to a prescribed course of Junior College grade. The last two years to a prescribed course of Senior College grade.

(5) Courses preparatory to teaching in Secondary and Normal Schools. Under this head special curricula in History and Civics, Greek, Latin, French, German, English Language and Literature, Mathematics, Physics, Chemistry, Geography, Physiography and Geology, Biology, and Home Economics.

These courses presuppose the completion of the course of one of the Junior Colleges and two years of senior college work which must include four or five majors in Education.
II. GRADUATION. (1) Students graduating from the courses in Arts and Technology receive a certificate. If such candidates, however, can satisfy the regular entrance requirements of the College of Education (completion of the work of a Junior College) they will be granted a degree.

(2) Students completing the general two years' course will be granted a diploma.

(3) Students completing the general four years' course will be granted the degree of Bachelor of Education (Ed. B.)

(4) Students completing any one of the courses preparatory for teaching in Secondary or Normal Schools will receive a diploma.

The work in the College is yet in an experimental state. This department of Educational endeavor is too new to have fixed curricula and there will be many problems for a careful scientific solution. Prominent among these is the very important one of practice teaching with which we are experimenting this year in our elementary work with some success. A larger problem is the practice teaching in connection with the training of teachers for secondary schools which being newer and more involved, presents some additional difficulties. Another is the better adjustment of the courses within the College of Education to one another, and still another the clearer definition of the relationship of courses in the College of Education to those in the other Colleges of the University. Committees of the faculty of the college are at work on all these problems.

Appended are analytical statistical tables.
My dear President Harper:

I would like to outline to you my present impressions in regard to the School of Education in order that if you have any suggestions to make, or any corrections, I may have the benefit of them while I am in the process of adjusting myself to the present situation in the school.

As I understand it, the School of Education consists of three distinct elements, viz: the Elementary School, the High School, and the College. For reasons which are perfectly apparent to those who know the history of the school, these three elements do not yet constitute a complete unit, but are rather in a sense coordinate, each one of them having its own complete organization. The School of Education is thus not yet quite unified, but is rather an aggregation of units not conceived with reference to each other, and really not conceived with reference to similar ends. The Elementary School was, from the first, a professional school. The South Side Academy, on the other hand, was not so conceived, but was a school of instruction pure and simple.

In theory, however, all of these elements are united into one professional school. The Elementary School and the high school retain, however, their distinctive "school" or teaching-functions along with their professional character. Indeed thus far the high school is nearly exclusively conscious of its teaching function, and does not very much feel itself to be a professional
My dear President Harper:

I would like to outline to you my present impression

in regard to the School of Education in order that you may have

any suggestion to make or any correction I may have the sense

of them while I am in the process of gathering material to the

present situation in the school.

As I understand it, the School of Education consists

of three distinct elements: the Elementary School, the High

School, and the College. You realize, with the principal of the

Raft to those who know the history of the school, that these three

elements are not yet complete and that the latter

element, in a sense coexistent with one of them having the same

organization. The school of Education is in the process of forming

with reference to each other, and not yet having

reference to similar ends. The Elementary School now, on the

other hand, was not so connected, but was a school of Instruction

until and simple.

In short, whatever of these elements it united

into one body or another, the Elementary School and the High

School have not yet arrived at a true Educational School. I have

therefore sought with what preliminary acquaintance I could

start school to myself as a basis of connection of the teaching

function, and give not very much heed to the middle.
school.

So far as the Elementary and High schools are professional, they are not properly coordinate with the College, but are parts of the College itself. So far as they are teaching institutions, they are not parts of the College.

As I understand it the College of Education has for its function

(1) The administration of all matters pertaining to the registration and advice of professional students;

(2) The arrangement of all courses in education within the Senior College or the Graduate School. These courses the College of Education arranges jointly with the department of philosophy in the University.

(3) The arrangement of the courses in the pedagogy of specific subjects. These courses the College of Education arranges jointly with the departments in the University involved.

(4) The arrangement of all other professional courses for example, those in the kindergarten work, nature study in the elementary schools, etc.

The College is, in fact, as I understand it, the entire School of Education on the professional or teacher-training side. The Elementary and High Schools are not properly coordinate with the College, but rather parts of it, and so far as they are not parts of the College they are teaching schools precisely as the Ray School or the Hyde Park High School. In every other aspect they are parts of the College of Education, and are administered by the faculty of the College of Education.
If this is the true conception, much will be gained if all concerned in the institutions under discussion will frankly accept the fact that the Elementary and High Schools of the University have two distinct functions, viz: the function of professional schools and the function of teaching institutions. A good deal of confusion seems to have arisen thus far because some have apprehended that one or the other of these functions is, or ought to be, the exclusive business of these schools. Because of this, members of these institutions have become accus

tomed to refer to those holding other views than themselves upon this matter, by words of the third person rather than of the first.

The main effort, as it seems to me, so far as the internal interests of the school are concerned, should be to unify all the elements of the school and concentrate them on the one effort of making the school render the very best service to those who are here, and giving it such reputation as will enable it to attract large numbers of prospective teachers. It must be born in mind that the School of Education already has powerful rivals in similar schools at Columbia, Yale, The University of Missouri and the strong normal schools.

(1) To this end a thing immediately to be decided is the securing of a strong man to give instruction in the philosophy of education. In suggesting this I am saying what Professor Tufts would also emphasize. (2) It seems to me that we should also bear in mind the very great need for affording training courses for high school teachers. I know that there are great practical difficulties in this as has been proved by the experience of the Horace-
I am sure it is more convenient now if you will excuse me.

It is with some regret I am informed that the University has no longer any money to support the annual reception which the University have had so long ago. The reception is to be held on the 15th of this month, and the funds are in such a state that it is necessary to make some arrangements for its discontinuance for the present. I am informed that the University has no money to pay for the reception, and that the funds are in such a state that it is necessary to make some arrangements for its discontinuance for the present.

I am informed that the University has no money to support the annual reception which the University have had so long ago. The reception is to be held on the 15th of this month, and the funds are in such a state that it is necessary to make some arrangements for its discontinuance for the present.
Mann School, but I think it is a fact that there is not really one training school for high school teachers in this country at present; it is also a fact that there is very great demand for this sort of training. A great opportunity is here presented to us.

It seems to me that much more might be done than has yet been done in making use, in the School of Education, of members of the various departments of the University.

The Dean of the College of Education, it seems to me, should give especial attention

(1) To the development of practice teaching, both in the Elementary and Secondary schools;

(2) To the question of adjustment of the relations between the budget and the actual expenses of the department;

(3) To the strengthening of the staff;

(4) In a general way to the development and efficiency of the College as such.

I shall be very glad to have your suggestions upon these points at your convenience, and especially to have you correct any wrong impressions I may have received as to the general scope of the College and its relations to the other elements of the School of Education in general.

Sincerely yours,

Nathaniel Butler.
I am glad to know that the Board of Education has decided to establish a technical school at the University. I believe that this will be a valuable addition to the educational facilities of the University. The School of Education is a vital part of the University and it is essential that it should be strengthened and developed.

The objectives of the School of Education are as follows:

1. To develop the potential of the students.
2. To promote research in the field of education.
3. To disseminate information about educational practices.
4. To provide training for teachers.

I am sure that the new school will contribute significantly to the development of education in the region. I am grateful to the Board of Education for their initiative.

Sincerely yours,
Nov. 4, 1905.

Dear President Harper:

I think that this letter of Miss Warren's is exceedingly important and that it should have pretty careful attention, not only as the situation bears upon her relationship to us, but because it raises questions of very pressing importance concerning the Library policy of the School of Education. I sincerely hope that we can give a specific answer to each of Miss Warren's questions.

I have waited a little until I could feel that I had some intelligent grasp of the situation before bringing matters of this kind to your attention. I have almost wondered whether it is psychologically possible for any one not actually at work upon the premises of the School of Education to appreciate justly the number and importance of the problems that are actually pressing for solution. It seems to me that we ought to confront very squarely and solve as promptly as possible the general question as to precisely what we can do well, as well indeed as it is possible, and attempt nothing more than that; or to put the question in another way, that we ought, just so far as it can in any way be made possible, to do just as well as it can be done, everything that is properly included in the scheme of the School of Education. The situation in regard to the Library as Miss Warren presents it, represents pretty accurately the situation in many of our departments.
Dear President Harper:

I think that the letter of Miss Warren's is exceedingly important and that it is surely very pretty care.

I am certainly not only as the attention person upon me to

important to me, but because of the letter deprecation of very press.

the importance concerning the Library policy of the School of

Educational. I sincerely hope that we can give a specific answer

to each of Miss Warren's deprecation.

I have written a little until I could feel that I had some

intelligent grasp of the attention people primitive matter of

this kind to your attention. I have spoken without knowing

whether it is psychologically possible for any one not scientifically.

Work now the premises of the School of Educational to approve-

that quantity the number and importance of the problem that the

secretly prepared for selection. It seems to me that we ought

to conclude very entirely and sole as promptly as possible as the

general direction as to brevity within we can do well, as

well inferred as it is possible, and attempt nothing more than

that is to say the direction in another way, that we ought,

just as far as it can in any way be made possible to do just

as well as it can be done, everything that is property included

in the scope of the School of Educational. The attention in

regard to the Library as Miss Warren deprecates it, representative

pretty comparatively the attention in many of our departments.
We have been expanding pretty rapidly. The School is very nearly in the position of having undertaken to do a little more than it can do well. You can see that in this situation all our work is in great danger of suffering. The question is, can means for doing our work fully and completely, be supplied, or ought we, frankly, at least for the present, to leave out of the scope of the school, one or two of the least important things?

Sincerely yours,

Nathaniel Butler
The cause of the disaster is not yet determined. The exact cause of the fire is unknown at this time. We have just begun to investigate the incident. It is suspected that the fire may have been caused by electrical problems or a malfunction within the building. Further investigations will be conducted to determine the exact cause of the fire. The school has been closed until further notice. The students and staff are being accommodated in a temporary location while the school is being renovated.

Sincerely yours,

[Signature]
February 11th, 1907.

Dean Arthur H. Chamberlain,
Troop Polytechnic Institute, Pasadena, Calif.

My dear Mr. Chamberlain:—

Your kind favor of the 5th inst. is at hand. I very much appreciate your esteem of Mr. Jackman. His death is indeed most distressing. While he was comparatively a young man, still I feel that he did in the world a man's work—work which would have been an honorable record for a man who had lived many more years.

Thanking you again, I am

Very truly yours,
Dear Mr. Crumpertn:

My heart and your Competence;

Your kind favor of the 8th of February have been most gratefully appreciated. While we respect and admire a young man, still I feel that he did in the world a man's work, and whom many more have seen as honorable a record for a man who has lived many

Thank you, sir

Very truly yours,
February 5, 1907.

Harry Pratt Judson,

Acting President,

The University of Chicago,

Chicago, Ill.

Dear Professor Judson:— When the news came of the death of my friend and former teacher, Wilbur S. Jackman, I stood silent. His last letter to me, about the Christmas season, contained a message of cheer and a thought regarding the Elementary School Teacher, the magazine to which he gave so much time and thought. To my reply I was awaiting an answer when the end came. To you who knew him in these latter years as I have known him long, I cannot refrain a word of appreciation, — a word that voices the feeling of hundreds.

He was indeed my friend: strong, heroic, sympathetic, he possessed the great soul and broad mind of a teacher of men, and the enthusiasm and love and devotion that characterize those through whose efforts the home is glorified and the world made better.

When, during the stormy days at the old Cook County Normal School, Colonel Parker was fighting the good fight, Mr. Jackman was always in the inner counsels. His work there, at the Emmons Blaine School and the College of Education has placed him in the very forefront. A foreign Commission to this country told me recently that nowhere in America were Mr. Jackman's work and efforts duplicated.

No one can doubt that integrity is a foundation stone in our society. The absolute sincerity and honesty and straightforward dealing of the man was proverbial. If a principle was at stake he never hesitated or deviated from what he conceived to be the line of duty, and while possessed of great patience and toleration, he had no sympathy
for the dishonest or corrupt.

As a man, a teacher, an example, his influence will remain.

Sincerely,

[Signature]

Dean.
were almost a prohibition in the way in the city taking our courses. Many of these girls are

My dear President Judson:

You are no doubt familiar with the fact that graduates of the city Normal School are eligible for appointment to teach in the elementary schools of the city without examination, and that after one year of experience secured by such appointment they are eligible for appointment in any of the city high schools after examination.

On the contrary the graduates from our own professional courses are not permitted even to take examination to teach in the elementary schools of Chicago until they have had two years of successful experience. The same thing applies to appointment in the high schools.

I am writing to ask whether you would not think it worth while for us to take up this matter with Superintendent Cooley and the Board of Education to see whether we cannot at least obtain a ruling whereby our graduates shall at any rate be allowed to present themselves for examination for teaching positions in the elementary schools upon their graduation from our professional courses. This would not be asking that our graduates be placed on the same level as the graduates of the City Normal School, but would still be preferred in that they would receive appointment after examination. As the case now stands it seems as though there
My dear President Judson:

You are no doubt familiar with the fact that graduates of the City Normal School are eligible for appointment to teach in the elementary schools of the city without examination, and that after one year of teaching experience secured by such appointment, they are eligible for appointment in any of the city high schools without examination.

On the contrary, the graduates from our own preparatory courses are not permitted even to take examination to teach in the elementary schools of Chicago, until they have had two years of successful experience. The same thing applies to appointment in the high schools.

I am writing to ask whether you would not think it worth while for me to take this matter up with Superintendent Cooty and the Board of Education to see whether we cannot at least obtain a temporary waiver for our graduates until such time as they are allowed to present their examinations for examination for teaching positions in the elementary schools. This would not be a derogation from our preparatory course, since that our graduates be placed on the same level as the graduates of the City Normal School, but would still be the exception in that they would receive appointment without examination. As the case now stands, it seems as though there
were almost a prohibition in the way of students living in the city taking our courses. Many of these girls are very anxious to secure positions near home. It is practically cut out of the question for them to do so in the present circumstances.

I am told that the city of Buffalo allows University graduates who have had professional training to take examination for teaching positions, either in the Elementary or High Schools, and that Cleveland and St. Louis will appoint to teaching positions graduates of universities and reputable normal schools, without examination.

It is pertinent to what I am writing about to say that numbers of young women seeking positions to teach in Chicago, who would for many reasons prefer to take their work on the University premises, are receiving their training at the City Normal School for the reasons implied in what I have written, and what is still more to the point, it is not at all unusual for our graduates to feel that they must take an additional year in the City Normal School merely to get themselves into line for appointment.

Will you consider this matter and let me know what suggestions you have to offer at your convenience? I cannot help feeling that if the matter be taken up with your authority something more advantageous to our graduates, and hence to
were brought a proposition in the way of an honorarium in the city to take our consorts many of these gifts were very unexpected to scenes or pleasant near home - I am particularly out of the business for them to go on in the pleasant climate.

I am glad that the city of Buffalo offers University graduates who have had professional training to take examination for teaching positions either in the elementary or high schools and that Cleveley and Es. Loma will support the teaching positions graduates of universities and reputable normal schools without examination.

It is a treat to read as writing a report to see that number of young women seeking positions to teach in Cleveley, who many for whom reasons before to take their work at the University graduates see recruiting themselves. I met the City Normal School for the purpose together in what I have written and what is still more to the point if it is not at all necessary for our graduates to feel that they must take an appointment year in the City Normal School to get themselves into line for appointment.

If you consider this matter and let me know what suggestions you have to offer of your own, I cannot help realizing that if the matter be placed with your authority something more advantageous to our graduates' may prove to
October 12, 1903

-2-

disc department of the University, may easily be worked out
with the Chicago Board of Education.

Yours of the 9th instant received. I have
written to Mr. Coolay on the subject, and I daresay later will confer
with him. It seems to me that the rule of the Board is not
reasonable, if it is as you suppose.  

Sincerely yours,

Nathaniel Butler

very truly yours,

Mr. Nathaniel Butler,
The University of Chicago.
October 12, 1908

Dear Mr. Butler:

Yours of the 9th inst. received. I have written to Mr. Cooley on the subject, and I daresay later will confer with him. It seems to me that the rule of the Board is not reasonable, if it is as you suppose.

Very truly yours,


Mr. Nathaniel Butler,
The University of Chicago.
Dear Mr. Batten:

November 15, 1908

I have written to Mr. Conley on the subject and I generally expect Will to write to me soon regarding the matter. It seems to me that the time of the bonds is not necessary, if it fits in with your plan.

Very truly yours,

[Signature]
My dear President Judson:—

I had a conference yesterday with Miss Rice about her summer courses. During this conference the fact came to the surface that there is an error in the record which the auditor has of her age. She was born in August 1849; that brings her to her sixty-fifth birthday a year earlier than the auditor's record would indicate. She has now six months vacation credit. She plans to teach during the spring and summer quarters. This would give her, with the credit for the winter quarter, nine months of vacation credit. She is entirely willing to take these nine months of vacation beginning with the autumn quarter. This would bring her within a month and a half of the age of retirement. I wish that we might provide in some way for that remaining month and a half and make an appointment in History to begin with the opening of the autumn quarter.

Very sincerely yours,

Charles H. Frad

January 17, 1913
Dear Mr. President Jewson:

I have a conference arranged with Miss Rice about the summer courses I have spoken in an extra-instructor's capacity. They seem to be the courses that I'm in favor of, but we are more inclined to have them taught by a regular instructor from the school. If you would allow me to teach the courses, I would be very grateful. I have not been teaching as much as I would like in the past, and I think it would be a good opportunity to increase my teaching experience.

Sincerely yours,

[Signature]
Earl Bixby Ferson
The University of Chicago
Founded by John D. Rockefeller
The School of Education

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Three years average: $2537.00
Mr. E. B. Ferson has been under my observation for the past eleven years. During this period he has had several attacks of severe inflammation in his left eye (iritis). It is essential for him to subject his eyes to the strain of close work just as little as possible. To prevent future attacks of this kind, the hearing in his right ear is practically gone, and has been for many years, as a result of an illness when he was a boy. There is a probably develops into a gradually increasing degree of deafness. Under proper conditions, it is possible that he can be considerably benefited in this respect. It is for these reasons I have advised him to discontinue his work in the School as soon as he can on his way clear. Taking such a step—

Very respectfully,

Chas. P. Small

Jan. 29th, 1913.
3 years in Boston Evening School
1884 September Manual Training Sch
Continuous teaching 89.
Age - 53 years.
By Small 8 statement.
Salary Schedule.
Can it repay or correspondence course?
The University of Chicago

School of Education

Chair of the Director

[Handwritten text not legible]
My dear President Judson:

Mr. Ferson of the High School continues to grow less and less able to carry on his regular work. He has written me an urgent letter asking what he may expect for next year and for the future from the trustees.

Very truly yours,

[Signature]

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

CHJ-G
My dear President Jacobs:

Dr. Pearson at the High School conference today gave me a chance to say a few words about my work. He was mistaken in remembering the effect.

We have a new nurse this year, and for the future.

Very truly yours,

[Signature]

President E. L. Jacobs
The University of Chicago.
President Harry Pratt Judson,
University of Chicago,
Chicago, Illinois.

Dear President Judson:

As you may possibly know, the Department of Education at Pennsylvania is being expanded through the addition of specialists of national reputation. The University authorities are now considering the form which a complete organization of its courses for the professional training of teachers and professional experts should take. We would very much appreciate it if you can find time to give your reasons for favoring or disapproving the school of education or teachers' college form, as compared with the group of courses within the college of arts and science.

Yours very sincerely,

A. Duncan Yocum
Chicago, December 18, 1913

Dear Professor Yocum:—

Your favor of the 16th inst. is at hand. Our experience has convinced us of the advisability of having the College of Education distinct from the Colleges of Arts, Literature and Science. Our reasons are as follows:

1. The College of Education is primarily a professional school, essentially on a par with the schools of law, medicine and theology as training for a specific profession.

2. By having the College separately organized it is possible to create and maintain an esprit de corps which is an added impetus to the work of the students.

Very truly yours,

H. P. J. — L.

Professor A. Duncan Yocum,
University of Pennsylvania,
Philadelphia.
Dear Professor Banner:

I have been very pleased to have the opportunity of reading the
philosophy of the College of Philadelphia and
the College of Law.

I am very much interested in the possibility of entering the College of Law, as I believe it to be a very valuable preparation for the work of the Court.

Very truly yours,

H.B. L. II.

Professor A. Dibner. Banner,
University of Pennsylvania.
Philadelphia.
Chicago, September 3, 1915

My dear Mr. Gates:-

I am sending by this mail a copy of a book on mathematics which I think will interest you. You have given attention to the mathematical work done by your own young people in the secondary school. This book is in the line of a great reform, I believe, and is a part of a very interesting experiment going on in our School of Education. I hope it will not prove dull.

Cordially yours,

H.F.J. - L.

Mr. F. T. Gates,
Lake George, New York.
Office, September 8, 1915

My dear Mr. Gates:

I am enclosing for your perusal a copy of a book on mental science which I think will interest you. You have given attention to the mental science work gone on by your own young people in the secondary school. The book is in the line of a great lecture I delivered and is a part of a very interesting experiment gone on in our schools of education. I hope it will not prove grimm.

Sincerely yours,

E.H.L. — E.

R.E. T. Gates

Lake George, New York.
My dear Mr. President:

I enclose herewith statement which you suggested yesterday I should prepare. I have felt it well to set forth briefly the work which the Laboratory Schools are doing at the present time, with the thought that it might help to set the picture for any stranger into whose hands the document might come. As to the estimates which I have made I have attempted to be moderate, but I think they would carry the cost of the work which we have discussed.

Faithfully yours,

President Harry Pratt Judson,

University of Chicago.

HCM:KW
My dear Mr. President:

I appreciate greatly the appointment which you
have made to the University Senate. I have long
considered the Senate an ideal body for marking the
importance and role of the academic life.

I am well aware that this work calls for
the ability and experience of someone with
your background. As to the selection among
the candidates I have seen upon occasion, I am
pleased to say that I can see no reason why
there should not be a fair one of the work which
we have

P.S. Endorse.

[Signature]

[Name]
March 14, 1922.

My dear Mr. Morrison:

Thank you for yours of the 8th instant with the enclosed statement as to the Laboratory Schools. I shall examine the matter with much interest.

Very truly yours,

Mr. H. C. Morrison,
The School of Education.

HPJ: CB
Mr. G. C. McMillian
The Secretary of Education

Mr. H. C. Motley:

Thank you for your note of the 6th inst. with the enclosure referred to in the letter of February 8th, 1925. I am flattered to be so referred to. I had not realized that you had any interest in the matter with which you are connected. Very truly yours,

[Signature]

Map of New York, 1825.
Fuller Utilization of the Laboratory Schools
for the Study of
Educational Problems and Problems related to Education.

I.

The existence of a fairly complete system of schools in the relation of a scientific laboratory of a great university affords a singularly promising opportunity for important advances in our knowledge of the circumstances of the process of education and of the factors which control. There can scarcely be any undertaking which, if successfully carried out, is capable of yielding results of more immediate and lasting benefit to society and to the happiness and well-being of individuals. Much has been accomplished in the past twenty-five years. It is the purpose of this memorandum to describe directions in which it is believed much more can be accomplished.

Present equipment of educational laboratories in the United States.

Most universities, and a large proportion of the colleges which do little or no graduate work, maintain either departments of education or separate schools of education more or less on a par with other professional schools. A comparatively small number maintain regularly organized experimental or practice schools. Most such schools, however, serve mainly as practice schools for prospective teachers. There are but two such schools of substantial size and equipment, connected with great universities, whose central and professed purpose is the investigation of educational problems on a laboratory scale unhampered by the distraction of teacher-
The existence of a fairly complete scheme of courses in the \[\text{[missing text]}\]

The existence of a well-defined laboratory or a great many years of

Tour a systematic training opportunity for important advances

in any knowledge of the mathematics of this process of education

and any of the features which concern. These can be especially

taking, which are essentially carrying out the complex of learning

evidence of more immediate and lasting benefit to society and to

the students of many well-patented laboratories. Much has been on

component in the best twenty-five years. In the purpose of this

memorial is a collection of articles in which it is referred, upon more

become so commonplace.

Proper development of scientific laboratories in the United States.

Most universities, and a large proportion of the colleges

work to little on the training of men, especially of their departments

of specialization or separate schools of agriculture more or less on a

with many advanced schools. A comparatively small number may

teach exclusively what is essential to the training of the students for

work. Some schools, however, seem to be under the influence of various

and professional courses. There are but two good schools of empirical

use any development connected with great universities, which concern

on a larger scale area management of the application of education.
training as a primary purpose. These are the Lincoln School now affiliated with Columbia University and the Laboratory Schools, for several years past a recognized department of the University of Chicago.

Character of educational investigation.

We may recall the fact that the serious and systematic study of education as an objective science has been going on for scarcely a generation. Much has been accomplished. In the main, however, laboratory investigations, as apart from field studies, have been limited to two fields: psychological investigation of the learning process and, to a much less degree, experimentation with the curriculum. Both are being steadily productive, but other fields are potentially remunerative.

Present activities of the Chicago Laboratory Schools.

1. The schools are working out step by step a materially abbreviated curriculum. To date they have succeeded in shortening the pre-collegiate curriculum to eleven years for all pupils. Of the class which graduated from the high school in June 1921, about one-third had done more or less collegiate work within the eleven years. At the present time all the freshman English, all the freshman history, all freshman and sophomore mathematics, and nearly all freshman and sophomore French are being done by pupils who are still within the eleventh year. Different University departments have collaborated in making this possible by accepting such students on their merits.

There is no evidence that, given the will and competency, most school systems could not do the same.

2. This implies the working out of a complete and systematic
Character of Research Investigation

We may recall the fact that the science and mathematics

energy of education as an educational science has been sought on a

society's generation. Where have been so successful. In the past, we

powerful, productive investigations, as an outgrowth from the last century,

been limited to two fields: educational psychology and the economy.

and to work less gracefully, experiment with the aim to

reform. Both are facing academic problems, and appear these are

present activities of the Chicago Laboratory Schools

The schools are working out each of a school's materiality

appreciative curriculum. To help them have succeeded in appreciating

the free-collegiate curriculum to follow, here are the titles of a

class which now represents from the high school to June 1937, point

one-third has gone more of free-collegiate work within the

years. At the present time if the Renaissance English. All the time

may perform, if the previous studies were to produce massive, and neither after

teaching and sophisticated papers are doing good on biology and life. all

within the American West. Different University departments were only

interested in making their possible by selecting some students on their

merit.

There is no evidence that graduate work makes any difference.

3. This involves the working out of a complete and systematic
technique of instruction calculated to economize time and enhance study capacity in youth. Such is being done.

3. The Schools serve as a laboratory ground for the Department of Education for the study of the learning process. Professors Judd, Freeman, Gray and Assistant Professor Buswell use them for that purpose. Major contributions, particularly in the field of visual perception in the reading process, have been made and others are under way. Within the last ten years the contributions of the Department of Education have probably completely made over the best practice in teaching reading, and have given us a sound objective basis in the theory of reading. We can do in a year and a half now what used to require at least four years and do it better and with more confidence.

4. During the present year the Laboratory Schools have inaugurated a somewhat elaborate system of individual pupil study. This has been intended to serve the following purposes.

(a) To throw light on several phases of maturity as to which current practice, from kindergarten to graduate schools, is either sheer assumption or the result of a series of historical accidents.

(b) To collect data bearing upon pupil behavior and exhibiting pedagogical phenomena in great variety. Most intelligent teachers are remarkable observers of this sort of thing, but they never record their observations. We have made a beginning of the process of training our own workers to record such data. The like are immediately available for administrative purposes in refining procedure described under 1 and 2 above.

(c) To open up a new field in the scientific study of education supplemental to the field of the controlled experiment; or rather to restore the old child study movement in the form of systematic case histories.
Securing of information collected to economical time and expense.

Especially in youth, much to be gained.

The schools serve as a laboratory room for the development of the scientific method. The students, under the guidance of teachers, systematically collect data, make observations, and formulate hypotheses.

We must contribute to the scientific process. We have seen the value of accurate observations and the importance of careful record-keeping. The process of training our minds to record such data is essential in preparing for scientific careers.

(a) To train high on several bases of morality as to which

b) To collect facts based upon the past traditions and experiences.

c) To develop a new type of the scientific method of

Securing support necessary to the light of the continuing experiments.

To prevent to receive the only ability such movement in the form of

exemplary case histories.

The process of training our minds to record such data is essential in preparing for scientific careers.
Description of pupil study.

The pupil study enterprise just referred to is being carried on in the following phases:

1. The development of personal case histories by the teachers under the direction of the two principals.

2. Careful record of physical conditions and development of each pupil in the physician's office. This includes:
   (a) the ordinary anthropometrical measurements;
   (b) the health history of the pupil;
   (c) The obvious signs of maturity such as onset and progress of pubescence, eruption of teeth, voice changes (measured by music teacher).

3. Series of psycho-physical and psychological tests, under the direction of Professor Freeman.

4. Radiographs of wrist regions to show anatomical development, under direction of Professor Freeman.

5. Measurement of maintenance metabolism and general nutritional condition, under direction of Associate-Professor Blunt. This phase particularly has been immediately productive in some degree, for present administrative purposes.

II.

It is confidently believed that all the foregoing is productive and that within a reasonable time will yield substantial values of moderate extent. It is, however, practically unlikely that it can be pushed forward and made available for general application in the country at large within a reasonable time with the funds and equipment available. Furthermore, our present studies cannot be made to yield anything like what they are capable of yielding with present equipment and personnel.
Description of Duty

The duty study encompasses the tasks related to police car

Re: The development of a participatory card project, the police

Security measures to prevent conflicts and development of

Self-awareness, recognition of potential problems, and development of

each bullet in the department's office. The instructor

(a) The analysis of information and measurements

(b) The report analysis of each bullet

(c) The opinion, age, or specialty such as current and previous

of importance, application of skills, voice changes (measurement of

teacher)

5. Safety of parking, protective, and protective gear needed

The direction of parking

- A report of vital regions to show something developed

- The report of parking

- Measurement of maintenance, maintenance, and security

- Important contact, where direction of Associate-Professor Trim

- The purpose of parking as an immediate protective gear

- A report for treatment administrative bodies

II

It is counterintuitive to believe that all people are prejudice.

The way that within a decrease time will force important talents in

to overcome. It is common practice to maintain emotional empathy to the

be tweaked following and make available for general coordination in the

community. If the task within a decrease time with the limits may sudden

ment available. The personnel can present abilities cannot be made to

A daily, enduring the work and the capacity of achieving with prejudice

endurement and boremore.
Financial Policy.

The laboratory as a system of schools is maintained on a cost basis except for maintenance of plant and capital outlay on plant. Tuition has been fixed at $275.00 for high school and $225.00 but it cannot be materially further increased for elementary. It has recently been largely increased without seriously impairing the character of the constituency and making the pupil body unavailable for the work desired to be carried out. The tuition charge at present pays the cost of instruction and of such experimentation as is being done. It is believed by the present writer to be unsound business policy to attempt to lay upon the patrons of the school a charge for extended laboratory study. They should pay for what they get, but it is not wise to attempt to make them pay for what is in essence a contribution to society at large. In the long run that policy would break down.

Financial needs over and above instruction costs.

1. Recording.

It is vitally important that procedure and results should be properly recorded. That is perhaps the most conspicuous outcome of experience both here and at the Lincoln School. For this purpose specially trained secretarial assistants are essential. We have attempted to achieve the needed end through the regular teachers and regular office assistants. The results have been unsatisfactory and are not likely ever to be satisfactory. There should be at least three such secretarial assistants for the regular pedagogical work of the schools. Such people could be had for perhaps $1,800.00 per annum each, or $5,400.00.


For the work already being carried on and its reasonable expansion, there should be a regular employee, a sufficiently
Financial Policy

The administration is aware of the need to maintain as low as possible the costs associated with operations. The objective is to ensure the financial viability of the institution while making the best use of available resources.

It is important to recognize the character of the expenditure and maintain the budget.

A change in expenditure is necessary to ensure the financial stability of the institution. Any change must be evaluated carefully to determine its impact.

The maintenance fee for students is $400.00 per annum, and this fee is to be paid in advance.

It is also important to recognize the importance of properly managing and reviewing.

The Financial Statements, which are essential for the proper management of the institution, should be reviewed and analyzed regularly.

The decision to approve the maintenance of the institution's financial stability is a critical one.
equipped woman at a salary of $2,500.00, with funds for paying part
time assistants to the extent of perhaps $1,500.00 additional.
A clerical assistant for computations and recording would cost
$1200.00 per annum.

I emphasize the great promise of this work. We have already
shown, as has been shown elsewhere, that it is entirely possible
to convert a serious problem case and potential failure in life into
a normal learning child. We should work as we do work in conjunction
with regular physicians so far as medical treatment is concerned.
We should not attempt to duplicate the work of regular nutrition
laboratories on the one hand or that of child welfare stations on
the other, but should confine ourselves to the study of the relation
of nutrition to the learning process. The learning process is
dependent on the normal functioning of the central nervous system,
and the central nervous system is a physical organism subject to
proper nutrition like other parts of the organism. It is perhaps
not out of place to point out the possibility of very important
contributions touching the whole matter of social and industrial
efficiency and well-being.

3. Diagnostician.

There should be in connection with the medical school
a competently trained medical diagnostician who would be willing to
interest himself in the study of the relation of obscure maladies and
abnormalities to the learning process. Experience shows that the
practising diagnostician is inclined to see the
individual purely as a medical case for treatment. He is not
familiar with the learning process and is not apt to see any con-
nection between a physical difficulty and the more refined aspects
of the learning process with which we are familiar. I will not at-
A special request for contributions and receiving money.

$1500.00 per annum.

I emphasize the great promise of this work. We have already

shown as few operations as possible to convert a set of problems and potential into the final

model. The learning process is to convert the work on each part into a potential at lower

maturity. We should work as we go to work in connection

with regular operations to take as weakly a potential at connection.

We shall not attempt to apply the work of regular operations

in parallel, and only on the one hand, of the application at the

level. This offers, and apart from continuous categories to the study of the relation

of work to the learning process. The learning process is

dependent on the current function of the conceptual domain. When

the concept enters a primary domain, it is possible to be parallel.

The learning process, like other parts of the organization, is very important

contradiction to the whole matter of society and individual.

Allocation and Welfare.

5. Discussion

There should be no connection with the whole field of

the community in this exploration, and that as will be

interest in the field of the material at the relation of the

theoretical approach. Environmental changes that are

not independent of the learning process. The learning process is

not to be taken as a whole into the government.

in time with the learning process and to not be seen as any other

section between a practical difficulty and the more rational aspects

of the learning process with those as the limitation.
tempt to predict the field which such an officer might find most productive, but venture to state that there apparently is some relation between the functioning of certain of the glands and normal learning. Children do show marked improvement after thyroid treatment and conversely they sometimes show marked falling off after destructive maladies of glands. I am not optimistic about immediate smooth working in this region but I believe that such a relation between the laboratory and the medical school might in time be very productive.

I think the practical outcome, aside from contributions to the problem of scientific school and college administration, might be to throw a good deal of light on the problem of the nature of intelligence so-called and possibly on the nature of that residue of feeble-mindedness not now traceable to heredity. We may expect that contributions might also be made to the general practice of medicine.

The full carrying cost of such an officer might be $5,000.00 per year.

4. Psychopathologist.

We know that a very considerable percentage of school failures and failures in after life are traceable to quasi-psychopathic conditions. The pupil is not mentally unsound and probably never will be. He is not recognized as a case by the psychiatrist. But he acquires a series of phobias, complexes, inhibitions or what not, which interfere with and not infrequently paralyze his learning powers wholly or in part. Misery and failure are sometimes the result. More than that it is apparent that much of pedagogy itself is directly concerned with this sort of thing. The expert teacher is as unaware as is the psychiatrist. Some methods are productive of inhibitions,
To begin, it is worth noting that the lack of transportation and communication can significantly impact learning outcomes. Therefore, it is crucial for educators to ensure that all students have access to the necessary resources for effective learning.

In my opinion, the proliferation of technology has brought about both opportunities and challenges for our educational system. On one hand, technology offers a wealth of information and tools that can enhance the learning process. On the other hand, it also raises concerns about equity and access.

As such, it is important to strike a balance between the use of technology and traditional teaching methods. This can be achieved through the integration of digital tools into the curriculum, while also ensuring that all students have the opportunity to engage with these technologies.

In conclusion, while technology offers many benefits, it is essential to consider the potential drawbacks and work towards creating a learning environment that is inclusive and equitable for all students.

Thank you.
others are not. There is needed a working team of expert methodo-
ologist, psychiatrist, and psychologist.

The intelligent and sympathetic school-master sometimes
identifies and succeeds in discharging some of these inhibitions, but
his methods are crude and his expert knowledge nil. What is needed
is prolonged investigation in the field and the production of
specific material which can be used in the professional school.

I estimate the cost of such a worker at $4,000.00 with a
secretarial assistant at $1,200.00.

The foregoing would suffice to carry out for the present
such activities as we already have in mind. The aggregate is
$20,800. I think that perhaps $25,000 should be made available as
an annual appropriation with assurance that it would be continued over
a period of years. I believe such a policy would be preferable to
an outright endowment. If in time the enterprise should prove
productive, the question of an endowment might be considered.

Other activities which I have described are related to
the School of Education as such. I believe they should be supported
in large measure, but I believe they are essential parts of the large
endowment which the school surely needs for both research and teach-
ing purposes. And it should be borne in mind that the laboratory
schools are but a part of the research activities of the department.
The Director is, however, the person to speak on this point.

III.

Capital Outlay

High School.
The president's annual report of the year 1943.

There is need for a working team of experts, which, I believe, is present in our own organization, the National Research Council, and other scientific and educational organizations. The information and understanding of these institutions and their activities in elaboration of these institutions, and the methods of study and the exchange of knowledge, will be needed in the future, and the preparation of specific material on these can be made in the private sector of the country. The need for such a team or group of experts at $50,000 or $75,000,000 is also evident.

The following are some of the activities that have been available for $50,000,000.00. I think that a program of this size of $50,000,000 is necessary with some more than that of $10,000,000. I believe a national program of this type could be started.

I believe that the national administration, through the development of an understanding of the needs of the country, can be a great help in the development of a program of this type. I believe that the national administration, through the development of an understanding of the needs of the country, can be a great help in the development of a program of this type.

However, I believe that a national program of this type is necessary with some more than that of $10,000,000. I believe a national program of this type could be started.

I believe that the national administration, through the development of an understanding of the needs of the country, can be a great help in the development of a program of this type. I believe that the national administration, through the development of an understanding of the needs of the country, can be a great help in the development of a program of this type.

III.

Committee on Education

High School
Work is more important than buildings, but buildings often make the difference between effective, economical, and expeditious work and work which is the contrary.

The laboratory schools sorely need better housing specially designed for their functions. Blaine Hall does not lend itself to the purposes of a modern elementary school, especially one which has a special function to perform. But the crying need is for a new high school building. Inspection of the existing plant will make the need obvious without argument. What is needed is a building which is:

1. a proper school building as such;
2. a convenient house for the dispatch of laboratory study such as that described above;
3. a special design calculated to make the school available for the purposes of the School of Education and the large numbers of advanced workers from all over the world who come here annually as visitors.

It is difficult to estimate the cost of a building today, which would be conformable to the general architectural conception of the University. It has been estimated that $450,000 would suffice. Graduate School.

The accepted policy of the School of Education is to emphasize research and graduate study without minimizing desirable undergraduate work. It does not intend to compete with training institutions. Blaine Hall is sufficient for the work of the elementary section of the laboratory schools and for the undergraduate work of the School of Education, although, in the mind of the present writer, it needs remodelling. Convenient and economical housing for graduate work requires an additional building. The cost of such as been estimated at $250,000.
Woke is more important for potential, not potential. Add, make the difference between effective, economic, and efficient work.

Any work with the contrary.

The reproduction of sources study new better, promote especially.

Feeling for final function, please help to not feel intellectual to the

embarrass of a manner of temporary source, especially the which are a

special function of learners. But the anything need to for a new origin.

auditory function. Identification of the extraction plant will make the need.

on the right to a training which:

1) a proper school, providing an example
2) a constitutional base for the subjective of reproduction enough
3) a school of a general education to make the school available

for the expansion of education or advancement an the larger

empower of understanding motion from all other motion and

come more efficiently as learners.

1. It is difficult to estimate the issue of a full-time president

work manual. Is comparable to the general office of the coordination of

the university. If can be estimated that 1980,000 can be added.

Graduate School

The special emphasis on the School of Economics to

empower the research and economy with without minimal generation.

mainly research work. It does not intend to compete with major

participation. Please help to illustrate for the work of the training.

section of the reproduction sources and for the multiple training

section of the reproduction sources. Essential in the mind of the common matrix.

it need to remember. Concerning any economic position for economic

work relations as additional potential. The card of make as soon estimate

of 1980,000.