
My Dear President Harper:—

Your committee on correlation of the work of the science departments beg leave to make the following report:

We deem it advisable that each department of science should make provision for the following classes of students:

1st. Those who can hope for no more than a brief survey of the field of the department, e.g. students of the literary courses.

2nd. Those whose lines of study permit a fuller— but still only general— survey of the same field, e.g. science students who are not specializing in the department or in related departments.

3rd. Those who are specializing in related departments.

4th. Those who are specializing within the department. As provision for these lies wholly within the department it does not fall within our province as a committee on correlation.

Our report is formulated under the following heads:

I. Provisions for non-scientific students.

II. General Provisions for scientific students.

III. Specific provisions for particular classes of science students.

IV. Provisions for Students specializing within the several departments.

V. Additional Recommendations.
Our report is formulated under the following heads:

I. Provisions for non-scientific students.
II. General Provisions for scientific students.
III. Specific Provisions for graduate students of science departments.
IV. Provisions for students specializing within the several departments.
V. Additional Recommendations.
1. PROVISIONS FOR NON-SCIENTIFIC STUDENTS.

A series of relatively short courses in the various departments of science which shall meet the needs of students who can give little time to the natural sciences, but who desire some familiarity with their leading features, and some touch of their culture and spirit. To be available these courses must be restricted to one or two quarters, in most cases. This provision seems to us to be fairly well made in the following instances:

In Astronomy, by course 1, summer quarter, repeated in autumn quarter.

In Geology, by course 2, winter quarter, and in Physiography, by course 1, autumn quarter, repeated in winter quarter.

In Physiology, by course 1, autumn quarter, repeated in spring quarter.

In Botany, by course 1, repeated each quarter.

In Zoology this want does not seem to us to be satisfactorily met. We would recommend that courses 1 and 2, General Biology, and course 4, Elementary Zoology, be combined and recast, so as to embrace the following topics treated in a manner adapted to the class of students indicated above:

A general introduction to Zoology; fundamental principles of Biology as exhibited in animals; outlines of morphology,
A series of introductory short courses in the various ge-
partments of science which will meet the needs of students who can
give little time to the natural sciences but who desire some
familiarity with their teaching resources and some foundation of their
content and spirit. To be available these courses must be in-
structed to one or two disciplines in most cases. The provision
seems to be one of twenty weekly meets in the following interests:

In Astronomy, as course 1, summer quarter, required.

In Geology, as course 2, winter quarter, and in

Phytosociology, as course 3, summer quarter, required.

In Palynology, as course 4, winter quarter, required.

In Botany, as course 5, expected each quarter.

In Zoology, this must not seem to us to be extra-

factors with met. We would recommend that courses A and S

General Zoology, and some A, Elementary Zoology, be com-

phased and sequent, so as to emphasize the following topics:
treated in a manner adapted to the cases of students in each

Special: A general introduction to Zoology; Fundamental Biology;

Principles of Zoology; Outline of Zoology;
animal physiology, phylogeny, classification, etc., together with themes of general interest, or of importance to other sciences, especially the human sciences, such as heredity, variation, evolution, geographical and geological distribution, protection, resemblance, parasitism, etc., one quarter.

This could go either under the head of General Animal Biology, or of Elementary Zoology. It should not be entitled "General Biology" simply, since that is as much botanical as zoological.

In the case of Physics and Chemistry, it is not clear to us that it is advisable to give courses shorter than two quarters, because these sciences are so fundamental that all students ought to give them at least that amount of time during the college course. We would suggest, however, that the most elementary courses now given be adapted (so far as practicable without injury to others) to the needs of those who are not to pursue the subject further. We make this suggestion with hesitation as we realize that such adaptation is liable to weaken the courses for the scientific students.

When the number of students in these departments shall become so great as to require the division of classes into sections, we would suggest that the line of cleavage be made to fall between those who intend to pursue long courses and those who desire a general course only, and that two parallel courses be estab-
summit physiologically, psychopathology, and other sciences.

Themes of general interest or importance to other sciences,
especially the human sciences, such as psychology, anthropology,
and sociology, are important and relevant to the
sometimes peripheral yet core aspects of these sciences.

This could be either among the head of General Animal
Physiological or Elementary Nomenclature. It sounds not only
as "General Physiology" simple, since that is as much potential as we

In the case of physics and chemistry, it is not clear to
us that it is advisable to give course structure to the same.

Sometimes these sciences are so intertwined that it is

we want evidence, however, that the most elementary

The more we have been studying (so far as practical with

We make the assumption with hesitation as we realize

that each step is a help in wean the course for the

scientific student.

When the number of students in these departments swell

become so great as to impair the division of classes into

For our major students, that is the line of cleavage to make to the

between those who intend to pursue long courses and those who

are a general course only, and that two parallel courses be kept-
lished, adapted respectively to the two classes of students.

We make no recommendation, under this head, in respect to the courses in anatomy and histology, neurology, and palaeontology, mineralogy and petrology, as it does not seem advisable to specially formulate short courses in these, except as elsewhere indicated.
Thirteen patients constitute the two classes of students.

We make no recommendations under this head in respect to the courses in anatomy and histology, pathology and bacteriology.

'Histology and bacteriology as it goes not seem advisable to specify. I suggest a short course in these, except as an experience, investigation.
11. **GENERAL PROVISIONS FOR SCIENTIFIC STUDENTS.**

In addition to provisions for the non-scientific students, we recognize the needs of two classes of scientific students—(1) those who desire to give a nearly equable distribution of time to several sciences (teachers in secondary schools and others), and (2) those whose major lines in science limit the time they can give to other sciences to one year or thereabouts, in most cases. The courses which are needed by these two classes are essentially the same. Under this head is embraced the more general provisions for the needs of related scientific departments; special provisions will be discussed under another head. We submit the following observations:

In Astronomy there appears to be no special provision for these classes of students. Their number is, however, probably not very large, since most students who do not specialize in astronomy are content with the course in "General Astronomy" (one quarter). Courses 1, 2 and 6 taken consecutively will perhaps fairly meet the need of those who wish a year's course.

In Physics, Courses 1, 2 and 3 meet the requirement.

In Chemistry, Courses 1, 2 and 3, or their equivalents, 4 and 5, meet the requirement.

In Geology, Courses 7, 8 and 9 are intended to subserve this function; as also,
GENERAL PROVISIONS FOR SCIENTIFIC STUDENTS

In order to provide for the non-scientific student, we recognize the need of two classes of scientific students. (I) those who are to give a steady, adequate preparation of time, and (2) those whose major lines in science limit the time they can give to other sciences to one year or less. In the latter case, the courses which are needed by these two classes are essentially the same. Under the head is employed the more convenient provision for the needs of related scientific departments.

We present the following arrangements:

In Astronomy, there is no place to be on special provision for these classes of students. Their number is so homely, that we do not specialize in one student, since most students who are not specializing in the course in "General Astronomy" (or Physics, Chemistry, etc.) are taken consecutively with their own course.

In Physics, Courses I, II, and III meet the need of those who wish a year's course.

In Chemistry, Courses I, II, and III, or their equivalents, 4 and 5 meet the requirement.

In Geology, Courses I, II, and III are the introduction to geology.

The function as above...
In Mineralogy, Courses 3, 4 and 5.

In Botany, Courses 2, 3 and 4 meet the requirement.

In Physiology (animal, including human) the requirement does not seem to be met, and we recommend that a year's course be formulated to meet the needs of biological students who wish to make the subject their minor, and for those who are going to study medicine.

In Zoology the need is not met. We recommend that courses on the general morphology and classification of the leading forms of animals, running through three quarters, be introduced.

Except as elsewhere stated, we make no recommendation in reference to courses of this class—anatomy and histology, neurology, and palaeontology, as it does not seem advisable to formulate special courses of this character.
In Minnesota, course 3 and 4 meet the requirement.
In Boise, course 3 and 4 meet the requirement.
In Portland, course 3 and 4 meet the requirement.

In Psychology, including the health sciences, a year's course per semester to meet the needs of those with particular wishes to make the subject their major and for those who are going to study medicine.

In Sociology, the need to meet the student's interest in social science, especially in the area of social welfare, requires a major.

Except as elsewhere stated, we make no recommendation.

In reference to courses in the classic and modern disciplines, it does not seem advisable to formulate specific courses at this stage.
III. SPECIFIC PROVISIONS FOR PARTICULAR CLASSES OF SCIENCE STUDENTS.

1. The Mathematical courses necessary for advanced Physics and Astronomy are well provided for, so far as we can judge, but as we are not experts in these lines, it may be advisable to make inquiry of representatives of the departments concerned.

2. To provide properly for work in Palaeontology and Palaeontological Geology, there should be a one-year course on the special morphology of invertebrate types, and a similar course on the morphology of the vertebrates. The latter appears to be now offered, in substance, if, indeed, it is not needlessly duplicated, for we find three series of courses bearing more or less upon it under three separate departments, as follows:

Under Zoology-

Course 11- Comparative Anatomy of Vertebrates.
" 12- Same continued
" 13- The Embryology of Vertebrates.
" 14- Vertebrate Embryology.
" 34- Tectonics of the Vertebrate Embryo.

Under Anatomy and Histology-

Course 5- Mammalian Anatomy,
" 6- " continued.
III. STUDENTS

The mathematical courses necessary for majoring in Physics and Astronomy are well pointed out so far as we can judge, but as we are not experts in these fields, it may be advisable to make inquiry of representatives of the departments concerned.

To prove the property for work in Paleontology and Palaeo-
ontological Geology, there should be a one-year course on the theory
of morphological interpretation, and a similar course on the
myology of the vertebrates. The latter appears to be new
offered in existence. If it is not necessarily applicable
for we find three series of courses bearing more or less upon
mature separate departments as follows:

Under Zoology

Course I - Comparative Anatomy of Vertebrates
Course II - Some Considerations of Vertebrates
Course III - The Morphology of Vertebrates
Course IV - Vertebrate Morphology
Course V - Textures of the Vertebrate Morphology

Under Anatomy and Histology

Course I - Membrane Anatomy
Course II - " continuous "
Course III - " continuous "
Under Palaeontology -

Course 2- Outlines of Vertebrate Zoology and Palaeontology.

3- Comparative Osteology and Phylogeny of Vertebrates

5 & 6- Laboratory work in Comparative Osteology of Living and Extinct Vertebrates

7- General Morphology of the Vertebrate Skeleton

8- Systematic Phylogeny of Vertebrates.

18- Vertebrate Morphology.

19- Human Osteology.

These, in our judgment, should be brought together under one department (and that department is clearly Zoology), reduced to system and put in working form. A systematic course of one year on Vertebrate Morphology compiled from these, or substituted for part of them, would form the requisite basis for Vertebrate Palaeontology, and would at the same time be a foundation for the more special vertebrate studies.

The instruction in the special morphology of the invertebrates which is needed for invertebrate palaeontology is lacking. As it is indispensable to Palaeontological Geology, and even to Historical Geology, it has been given, imperfectly and at great disadvantage, by Mr. Weller in the department of Geology where it does not belong.

3. The Morphological courses prerequisite to Botanical Palaeontology are now given in the department of Botany.
Under Palaeontology.

Course 2. Outlines of Palaeontology, and Palæontology.

3. Comparative Osteology and Palæontology.

Vertebrate.

2 & 6. Laboratory work in Comparative Osteology.

IV. General Morphology of the Vertebrate Skeleton.

8. Vertebrate Morphology.


10. Vertebrate Morphology.

These in our judgement should be planned together under one department (and that department is really an added service to the general work of the College). A systematic course of one year on vertebrate morphology could be from the most essential for work at Oxford, and would at the same time be a foundation for the more special vertebrate studies.

The introduction is the special morphology of the invertebrates which is needed for vertebrate palaeontology to learn. As to the indispensable to Palaeontological Geology, it has been firmly impressed, and it must be strengthened in the department of Geology it seems if it is not obtained

The Work of Palaeontology course is necessary to Palaeontology.

Palaeontology was now given in the department of Botany.
4. We would recommend that a brief course in Neurology be specially shaped for students in Psychology and Pedagogy.

5. We would recommend that courses in Physiology, and also in Anatomy and Histology, be shaped with reference to prospective medical students, and be announced as such.

6. An understanding between those in charge of Mineralogy and Chemistry, by virtue of which the courses in Crystallography and in Determinative Mineralogy would be taken as alternatives to certain chemical courses, and an announcement to that effect in the programmes of the two departments would probably be mutually helpful. We will endeavor to see if this can be privately arranged.

IV. For students specializing within the several departments we make no recommendations, as that does not fall under the head of correlation.
We would recommend that a part course in Microbiology be

especially opened for students in Pathology and Hygiene.

We would recommend that courses in Physiology and Pathology, Anatomy and Histology, be opened with reference to occupational or medical students, and be announced as such.

An interesting bend between those in charge of Microbiology and Chemistry, an avantage of which the course in Crystallography might be taken as an instance to the determination of the composition of certain chemical compounds, and an announcement of that effect in the preparation of the two spectra might properly be materially

helpful. We will endeavor to see if this can be practical.

V. For students specializing within the several depart-

ments we make no recommendation, as that goes not fall under

the head of coordination.
IV. ADDITIONAL RECOMMENDATIONS.

There are some anomalies in the courses as now constituted that we think should be removed.

1. Bacteriology is placed under Zoology, though bacteria areplants. This tends to propagate the erroneous notion that bacteria are animals, a notion more or less current, growing out of the old use of the term animalcules. It is also liable to cast suspicion upon our scientific accuracy. One of our number is naturally reluctant to make any recommendation on this subject, but the two remaining members of the committee unreservedly recommend the transfer of these courses to their proper scientific place.

2. Nearly all the courses announced under the head of Palaeontology are either wholly or chiefly courses in Zoology. In our judgment they should be transferred to their proper scientific place. As now constituted, the department of Palaeontology should be merged in that of Zoology.

If a separate department of Palaeontology is to be retained, it should be constructed on its proper synthetic basis and be made to embrace the botanical and geological elements that are inherent and necessary factors of it. Its chief patronage has always sprung from geological interest and research, and there is, in our judgment, no reasonable hope of rendering the department an educational success when dispossessed from its most vital
ADDITIONAL RECOMMENDATIONS

There are some problems in the Gamer as now constituted.

It is recommended that we think should be removed

I. Bacteriology

In a letter to President of the Executive Committee,

It appears that the Executive Committee of the Society for the Advancement of Science in the Quarterly Report, 1930.

If there are any errors in the use of the term 'superiority',

one of our number is


The transfer of these courses to their proper scientific place

is a necessity. All the courses as announced under the head of Paleontology are after all mostly or chiefly courses under Zoology. In our department they should be transferred to their proper scientific place. As we now constitute the Department of Paleontology.

If a separate department of Paleontology is to be set

I think it should be constituted on the proper scientific basis and made to impress the potential and geological elements that are inherent and necessary to science of it. The other branches must be developed from an interest in the geological problems and these should be brought to the attention of the students as a whole. It is in this respect no less desirable than learning to understand the value

If this work is undertaken wisely and perseveringly from the outset.

In conclusion, we hope to have the further opportunity of putting forward our views.
connections.

3. The courses in Anatomy and Histology, as now constituted, are essentially courses in methods. Instruction in these methods is duplicated in other departments, notably in botany, and almost necessarily so, for it is impracticable to require courses in technical methods of students entering courses in botany and zoology. With their limitations of time, it is not, in our judgment, wise for students to take exclusive course methods when it is possible to gain these methods while working in zoological or botanical courses which afford, at the same time, valuable substance of thought and intellectual discipline in addition to the mere technique. In general, we believe such subjects are best kept in their natural relations, e.g., the anatomy and histology of plants with the study of plants, the anatomy and histology of animals with the study of animals, human anatomy and histology with the study of the human body or with surgical schools.

We enclose herewith, on a separate page, a tabulation of the foregoing courses as recommended.

Very respectfully submitted,

[Signatures]
The course in Anatomy and Histology as now conducted

by essentially the same methods and apparatus in other departments, notably in pathology and surgery, is a necessity, so far as important to enable the course in these sciences to lead to the proper and necessary in order to prepare students to take examinations concerning an applied pathology or potential.

With their limitations of time, it is not, we believe, necessary to keep these students while working in colleges of potential to carry these methods while working in colleges of potential.

Meanwhile the teaching and instruction in anatomy and histology of plants will become a separate and distinct school.

We reserve here, the study of the human body with meticulous detail.

Very respectfully submitted
JUNIOR COLLEGE COURSES.

1. **Provisions for non-Scientific Students.**

Course 1 Courses 1 & 2 Courses 1, 2 & 3. Course 2.


11. **General Provisions for Scientific Students.**

Courses 1, 2 & 6. Courses 1, 2, 3. Courses 1, 2 & 3, Courses 7, 8, 9. or 4 and 5.


No student will be able to take all of these courses in the Junior College. The most of them will be actually taken in the Senior College. But a perfected system of correlation of science studies should contemplate provisions by which certain students (but not the same student) will take each of these courses.
JUNIOR COLLEGE COURSES

I. Français for non-scientific students

Geology  Chemistry  Physics  Anatomy  History
Geology  Chemistry II  & 3  Geology I  & 2

II. General Français for Scientific students

Geology  Chemistry  Physics  Anatomy
Geology  Chemistry I, II & 3  Geology I, II & 3
of any 6

Sociology

Physiology

Botany

Microbiology

No student will be able to take all of these courses in
the Junior College. The most of them will be seriously taken in
the Senior College. But a balanced system of preparation of
science students and non-science students is intended.屏山经费
amongst the cost of the college (but not the same student) will take care of these courses.
in the Junior College.

SENIOR COLLEGE COURSES.

III. Specific Provisions for Particular Classes of Science Students.

For Palaeontological Students.

1. One-year course on the special morphology of invertebrate types.
2. Similar course on the morphology of the vertebrates.
3. Morphological courses in botany (now given).

For Students in Psychology and Pedagogy.

1. Brief course in Neurology.

For Prospective Medical Students.

1. Special course in physiology,
2. Special course in anatomy and histology.

(For "Additional Recommendations", see body of report.)
SENIOR COLLEGE COURSES

In the Junior College

SPECIFIC PROFESSIONAL OR PRACTICAL CLASSES

Science Subjects

For Pre-professional Students

1. One-year course on the specific morphology of invertebrates.
2. Similar course on the morphology of the vertebrates.
3. Morphological courses in plant (now given).

For Students in Psychology and Pedagogy

1. Brief course in Neurology.

For Prospective Medical Students

1. Special course in physiology.
2. Special courses in anatomy and histology.

(For "Additional Recommendations", see back of report)
President Mr. Harper:

My dear Sir:

By accident I have had half of today in Chicago, and made a pilgrimage to "Cobb's Hall" to see you and the new university. Unfortunately for myself you were not to be found, but I saw plenty of evidence of your work. I want your judgment in a matter of importance to me. I am being urged by the directors of Lake Forest to take the presidency of that institution. Of course they are very enthusiastic of a liberal support of the university, its revolutionizing it put in touch with modern methods. They want me to conduct that revolution. I have had an abundance of inside testimony but you are in a position to give an objective view. There would be nothing to me in Lake Forest of today, but is the alliance with the great educational forces that must concentrate about
Chicago, worth my ambition, and am I likely to express myself better at Lake Forest than at Indiana University? The only flaw in the title of the latter is to be found in its very provincial surroundings & the doubtful support of a farmer's legislature.

This of course is given in confidence, and I write it simply because I am grasping about for some advice to help my judgment.

Yrs. sincerely,

John M. Coulter.
Lake Forest University.

October 14, 1875

Statement from the Department of Botany of Chicago University.

The Department of Botany needs, beyond all else, to be established as a full department. The attempt to direct its work by means of a weekly lecture and visit is far better than nothing, but is very far from being for the best interest of the department or of the University. There is such a demand made upon me for graduate work from all the Western Colleges that a proper organization of the department would be followed at once by
October 10 - 1972

Esteemed from the President of the University.

Dear Sirs,

I am writing to express my concern regarding the recent developments on campus. It seems that the administration is not fully comprehending the needs and desires of the students.

The situation has reached a point where it is necessary to take action. The faculty and staff are increasingly frustrated with the current administration. I believe it is time for change.

The Department of Student Affairs has been working towards improvement, but it is clear that more must be done. I urge the administration to take decisive action.

Sincerely,

[Signature]
Lake Forest University.

a large attendance. As the department is so new, it is impossible for me to estimate the financial needs in the way of books, periodicals, apparatus, supplies, etc. There is need of all that can be had. The more we have for expenditure, the more students can we accommodate, the more research work can be done, the more rapidly will the department rise to its proper dignity.

As at present organized additional instruction will be needed for the Spring course, which promises to be very largely attended. Such instruction will take the
Park Forest Incorporation

...
form of a laboratory assistant for each squad of twelve students.

I would also call attention, in connection with publication, to the *Botanical Gazette*, a journal now just closing its 20th year, and without a rival in this country. For several years now it has paid expenses, for it is the organ of American botanists and taken everywhere Botany is studied. It would be a wise thing to celebrate the beginning of its new decade.
Lake Forest University.

By making it one of the publications of Chicago University, there is such pressure upon its pages that it should be enlarged from a 48 to a 64 pp. journal, and its subscription raised from $3.00 to $4.00. This can probably be done at no expense to the University, but the University should guarantee a possible deficit up to $500.

Respectfully submitted,

John M. Coulter.
The Royal University

The matter is one of the broader issues in the Province that
does not need to be expanded. There is such importance in the Province that
it should be handled very carefully. In the meantime it is advisable to
continue the investigation further. It is wise to keep an eye on the matter
and to keep informed.

Yours truly,

[Signature]
President W. R. Harper,

University.

My dear President Harper:-

I have your note of Dec. 10, enclosing the one from Mr. Latimer of Lake Forest. Although you spoke of this matter to me on the train, I have thought it best to put the statement in writing so that it may be definitely before you.

The herbarium is one of the great working collections of the country, and at the fair market value is worth $10,000. It has been the accumulation of about twenty-five years. It contains a very large number of types, for which there is no market value. While at the Indiana University the university invested $2500 in additional sets of plants. When I went to Lake Forest it was the understanding that the collection was to come with me. In fact I would not have come without it. This necessitated an obligation to the Indiana University to refund their $2500. This Lake Forest was never able to do, as almost immediately the hard times came on. Consequently, I was compelled to meet this obligation myself. In speaking of the matter to certain of the Trustees, Senator Farwell offered a loan of $600, and Mr. McCormick, one of $1000. I put $900 to this and paid off the obligation. Just before leaving Lake Forest, Mr. Farwell made a subscription to the University, and in paying it turned over my note of $600. In this way the University's claim against the herbarium, that Mr. Latimer speaks of, came about.

Mr. Farwell and Mr. McCormick both advanced money to friends of the University, and so fulfilled the tacit agreement. This, therefore, is the exact state of affairs. The herbarium is here, is being used
constantly, and has against it two claims that I have mentioned.

Hoping that this will make the matter clear, I am,

As ever yours,

John M. Coulter
The University of Chicago

concentrate, and pass neither of the articles that I have mentioned.

Hoping that time will make the matter clear, I am

As ever yours,

[Signature]
April 25, 1899.

Dear President Harper:-

I have the enclosed report with your memorandum. If your question refers only to the courses offered by the Department of Botany, I would say that the recommendations of the report have been fully carried out. The classes of students suggested have been provided for and the first class, namely, "non-scientific students", have been provided for more fully than ever before, having a chance at three definite courses.

If your question has reference to the report as a whole, as it affects all the departments, I am unable to answer fully. My immediate knowledge extends only to the Department of Zoology. I know that that Department has arranged courses designed to meet the ideas of this report.

Of course the recommendation of the committee in reference to Bacteriology I sympathize with in theory, but see that it is entirely impracticable under the present organization.

Yours sincerely,

President Harper,
The University.
I have the honor to report, with your permission, Mr. Chairman:

Operation Welfare, only to the committee of the Department of Education. I am able to report the success of the operation and the efficiency of the management. The financial aspect of the operation appears to be sound, and the future prospects are very promising.

For more information, I have been able to gather a number of statistics and conclusions that I believe will be of interest to the committee.

I have submitted a report and a detailed report of the operations of the committee in reference to

The University
Dear President Harper:

I have to propose a temporary arrangement between the Field Columbian Museum and The University in reference to the herbarium. The reasons for it are as follows:

1. The herbarium is deteriorating from lack of attention. Fully one-third of the specimens belonging to it are still in packages, and must be mounted and distributed. Those already mounted and distributed need constant watching. Material is coming in constantly which can only be stored.

2. Because the herbarium is in this condition, taxonomic work cannot be encouraged, and I have been compelled to tell graduate students who wish to come here for such work that they must go to Harvard or Columbia. Besides this, for the same reason, I myself have been compelled to give up certain important pieces of work which should be completed.

After consultation with Dr. Millspaugh I have the following proposition to make:

Loan the herbarium to the Field Columbian Museum upon condition that they keep it properly mounted; that they take proper care of it and subsequent additions which come to it; that they make and maintain a complete catalogue; that every sheet be stamped so as to indicate that it is the property of The University; that it shall be subject to our order at any time after a period of five years; that during the continuance of the loan the Museum shall provide working room for and take immediate direction of graduate students of The University desiring taxonomic work.

The advantage of this arrangement to The Museum is the use of the material. The period of five years represents the minimum
Dear President Johnson:

I have the privilege to recommend the following:

University of Maine

The University of Maine is the quintessential example of a truly comprehensive institution committed to excellence in teaching, research, and service. It is a model for other institutions, and its impact on the region and nation is significant.

The University of Maine's commitment to advancing knowledge and understanding is unparalleled. Its faculty and staff are dedicated to excellence in teaching and research, and its graduates are well-prepared for success in their chosen fields.

I urge you to consider supporting the University of Maine in any way possible to help it continue to thrive and make a positive impact on the lives of its students and the community as a whole.

Sincerely,

[Your Name]
time that would justify the Museum in going to the expense of mounting, maintenance, cataloguing, etc.

The advantages to The University are as follows:

1. Great saving of expense in putting the collection in proper condition and in maintenance.

2. A steady increase in the value of the collection, rather than a deterioration.

3. Opportunity to offer taxonomic work and so enable certain graduate students to come to the University, without going to the expense of employing a special instructor.

4. Liberating the collection for the immediate use of the present botanical staff.

It may be said further that the arrangement proposed is somewhat similar to that between Columbia University and the N.Y. Botanical Garden at Bronx Park; and that the herbarium would be no further from the other work of The University than is the Gray Herbarium at Harvard.

The only serious thing to consider is the possibility of the removal of The Museum before the end of the five-year limit. I do not know how serious this is, but perhaps you have means of judging.

It is understood, of course, that taxonomic work done by our students at The Museum will be under my direction, just as all other work of the Department, and that the botanical staff of The Museum will simply have charge of the laboratory work.

If possible, I would like to have this matter settled during the present Quarter, before I leave for my vacation.

Yours truly,

President Harper,
The University.
My dear President Harper:-

I have your answer to my proposition concerning the herbarium. I understand the point made by the trustees, which of course is merely to avoid making any claim upon the herbarium. It is hard to divide it on the basis suggested, for practically none of it has been paid for by the University excepting such care as has been given to it. I have not felt justified with our other needs in making any additions to it since I have been here which involved expenditure of money. Of course a great deal has come to it simply because some collectors have long been in the habit of sending to me.

I make no objection at all to the securing of an option for five years by the University, provided that we can in any way quiet the claims upon it that you know about. As I have heard nothing in reference to these claims for a long time, I take for granted that you have arranged the matter in some way. The claimants both professed themselves satisfied with the definite statement of the intention of the University to purchase it.

I shall be glad to talk the situation over with you at any convenient time.

yours sincerely,

President Harper,

The University.
I have just been informed that there is a serious illness in the family. I have been asked to return to the United States immediately. I am in the process of making arrangements to leave as soon as possible. I appreciate your understanding and assistance in this matter.

Yours sincerely,

[Signature]
June 22, 1899.

Dear Sir:-

My herbarium is the result of the gifts, collections, exchanges, and purchases of twenty-five years. It contains many types and rare collections, and is rated as the most valuable private collection in this country. Its appraised value is $10,000. Accompanying it is a collection of books essential to its proper study, books that are not duplicated in the biological library.

These collections of plants and books have been thrown open freely to students of the Department ever since my connection with the University. This seemed to be necessary, in order that the students, especially those engaged in research, might have proper facilities. The collection is increasing constantly, through gifts and exchanges, and it has far outgrown my ability to carry and maintain it in a usable condition. The money expended upon it by the various colleges with which I have been connected is $2500. This I have been carrying, in order to retain possession. I offer the whole collection of plants and books, with all of the additions that shall hereafter come as gifts to me while connected with the University, for $2500.

Yours very truly,

President Harper,

The University.
June 27 - 1900.

My dear President Harper:

When we were talking over the coming of Professor Barnes from Wisconsin I spoke of the possibility of obtaining his Moss collection. It is the best one in the country, Professor Barnes being the acknowledged "moss shark" of the country.

We secured from the University of Wisconsin an option on the collection for $750, good until July 1, 1900, and only in favor of the Univ. of Chicago. I set out to find some one who would present it to us, and thought I had found a friend. Accordingly I turned over the offer of the Board of Trustees of the Univ. of Wis. to Major Rust, with the statement that I would have the money for him in June. In order to secure the offer, the transaction was to be between the two universities.

At almost the last day in the evening I was compelled to report that my friend has failed me, not hopelessly, but hopelessly so far as the time limit is concerned. I regret this exceedingly, for it was a rare chance to be lost by so small a margin.

Yours sincerely,

John M. Coulter
The Friar's Tale of Canterbury

Chain of events that occurred:

- The friar was caught in a storm and was forced to seek shelter in a nearby tavern.
- He met a group of travelers who were also seeking shelter.
- The travelers told him about their adventures and misfortunes.
- The friar listened intently, taking notes on his experiences.

The events that occurred:

- The friar heard a story about a man who had lost his fortune and had to rely on his wits to survive.
- The man had to outsmart his enemies and find a way to reclaim his lost fortune.
- The friar was impressed by the man's resourcefulness and decided to include his story in his own tales.

The lessons learned:

- The friar realized that storytelling was a powerful tool for sharing knowledge and experiences.
- He learned the importance of understanding and empathizing with others.
- The friar decided to use his storytelling skills to help others.

In conclusion:

The friar's experience in the tavern was a turning point in his life. He learned valuable lessons and decided to use his skills to help others. He continued to tell stories and became known as a master storyteller.
Chicago March 19, 1903

Prof. Jno. M. Coulter,

Faculty Exchange.

Dear Sir:

Your letter of March 9th to President Harper he has forwarded to me, for what purpose I do not know.

I am very much surprised that you ask President Harper to make a statement that the balance of the receipts for rooms in Snell over and above $4000, is to go into the Treasury of the Association. The agreement was drawn with the especial intention that this should not be done. It was felt to be impossible to agree to this suggestion and I supposed it was fully understood that this was given up. Certainly the Auditor, Mr. Arnett, and I do not feel that it would be possible to accede to your request. It could not be done without being submitted to the Board of Trustees who would not, as I believe, listen to it for a moment.

I have no doubt but that the lease can be continued next year on the same terms as I understand now exist.

Yours truly,

[Signature]

Secretary.
CHICAGO
May 16, 1929

Mr. John McCarthy
Secretary

Dear Sir:

Your letter of May 6th to Practical School to be forwarded

to me, I must report to you that you are practically correct

in all the points that you describe in the association. The

amount of $500.00 to go into the Treasury of the Association

was drawn with the understanding that this amount was not to be

used for any expense until the Association was in good standing and

the amount was to be set aside to meet this requirement, and I would

add that since my last report I would not have been prevented to

give any such report. It should not have been written without

waiting for a Board of Trustees who might not approve the

action.

I have no doubt that the fees may be continued next year on the

same terms as I mentioned upon entry.

Yours truly,

Secretary
My dear President Judson:

Your very kind letter reached me just as I was leaving Fort Wayne for Washington. I had planned to call upon you, but the final rush of departure made that seem impracticable. I shall always be in close touch through Professor Barnes, who is to keep me informed of University matters.

It is my hope to complete a book while I am away, for which I could not find sufficient consecutive time while at home. I am leaving the mass. of two other books with publishers in N.Y., so that presently a little fruit from my university work will appear. I have received letters from my colleague in Cambridge (England) in reference to the Darwin Celebration, and under his friendly guidance I hope I may not represent our own University unworthily. Assuming you of my high appreciation of your continual kindness & cooperation,

I remain, as ever, sincerely yours,

John M. Coulter
The President of Chicago

Walter E. Strong
Federal Reserve Board

[Handwritten text]

[Handwritten text]

[Handwritten text]
President H. P. Judson:  
Office of the President.

My dear President Judson:

Your note of October 15th in reply to mine concerning the "convocation plants" suggests that I made an impression that was not intended.

The department is more than pleased to render this service to the university, and the only intention of the letter was to explain how, in rendering this service, we would need a little extra assistance now and then. As long as our space holds out, there will be no "interference" with the work of the department; but, of course, when we get crowded, which always will come at intervals, we shall simply ask for some more space.

We are not only glad to be of this service to the university, but I really think we can do the university better service in this particular, and at less expense, than by the old arrangement.

Yours sincerely,

John M. Coitler
Chicago, October 19, 1915

Dear Mr. Dickerson:-

You will be interested in the accompanying correspondence.

Very truly yours,

[Signature]

Secretary to the President

D.A.R.-B.

Mr. J. Spencer Dickerson
The University of Chicago

The way of the innovator is beset by thorns - in this instance attached to palms!
Office of the President

Office of the President

Dear Mr. [Name],

I am writing to inform you of the appointment of Dr. [Name] as the new [position].

Please accept my congratulations on this appointment.

Sincerely,

[Signature]

Assistant to the President

The University of Chicago

P.S. In addition to the above, I would like to mention that [another point].

Best regards,

[Signature]
October 6, 1915.

Dear Mr. Robertson:

The Committee on Expenditures at its meeting held October 6, voted to appropriate $100 for use by the Department of Botany for the purchase and care of plants and other similar material to be used at convocations and other University public functions. Already the Department of Botany has expended $35 for securing four splendid palms which are available for the purpose of these public affairs. I have notified the Department of Botany - particularly Mr. Cowles - that you would consult with him in the use of the material which the department has secured and is securing. It is understood that the Buildings and Grounds Department will furnish the transportation of these plants. It is particularly necessary that the Departments of Buildings and Grounds should understand that the amount named as the appropriation is not to be exceeded.

I have notified the Superintendent of Buildings and Grounds also that the new arrangement is in force and that you would communicate with him at the proper time for handling this matter.

Very truly yours,

[Signature]

Mr. D. A. Robertson,

Faculty Exchange.
October 6, 1918

Dear Mr. Reporter:

The Committee on Expenditures of the
meeting held October 6, 1918, to approve the $100,000 for
by the department of Health for the purchase and care of
plates and other similar material to be kept at the Department
and other University public institutions. Within the Department
want of funds, and experience had for securing your supplies
price of which is satisfactory for the purpose of these supplies.

I have notified the Department of Health - per
scientifically correct. That you want something with him in
the use of the material which the Department is securing
any in the matter. It is understood that the Department and
Graeme Department with further the expansion of these
plains. If in particular necessary that the Department
of Graeme may obtain enough information that the material
needed as the approve. It may be accepted.

I have notified the Department of Graeme and
Graeme, and that the new arrangement is to take place.

Very truly yours,

W. D. A. K. President

[Signature]
President H. P. Judson,
Office of the President.

My dear President Judson:

In view of the new arrangement that has been entered into between the university and the department of botany, in connection with plants for convocation purposes, etc., you ought to have some understanding of the situation. I fear it has not been entirely clear.

In the first place, the proposition came from the university through Mr. Dickerson, and the department was exceedingly glad to be of any possible service to the university in this matter, or in any other matter. It should be remembered, however, that the arrangement required us to ask for some initial expense for stock, since many of the most commonly used decorative plants are not needed by the department of botany. For this initial expense provision has been made, and the stock secured.

Two things, however, should be remembered: first, this stock of decorative plants takes up space in our greenhouses; and second, they require additional care from a greenhouse force already over-taxed. The point of all this is that under this arrangement the department is gladly serving the university, but at the same time is somewhat handicapped in its own work. We proposed in connection with this arrangement that the university grant a tuition scholarship, so that we could delegate a worthy and trained man to care for the extra service thus entailed. Heretofore we have been paying out anywhere from $75 to $100 a year for extra help as the need arose, even before this new responsibility was laid upon us.
I am at the very beginning of the second year of the new term of office and wish to express my appreciation of the opportunity to serve the University. I have been honored to be associated with such a fine group of people who have made the University what it is today. I am grateful for the support and cooperation of the faculty and staff, and I look forward to working with you all in the future.

The University has made great strides in recent years, and I am confident that we will continue to do so in the future. I believe that the University is at a crossroads, and I am committed to guiding it in a new direction. We must face the challenges that lie ahead, and I am confident that we can do so together.

I want to express my gratitude to the President and the Board of Trustees for their support and guidance. I also want to thank my colleagues for their hard work and dedication. I am proud to be a part of this great institution, and I look forward to the years to come.
President H. P. Judson, continued.

I have exhausted all known channels of the administration through which such a request might be made, but have failed of any favorable response as yet. I thought it was reasonable, because really the only service the department would ask from the university in return was provision for the tuition of a student, who might thus be helped along.

I have written to you, because, if you favor any such scheme, perhaps your recommendation might help to such an adjustment.

Yours sincerely,

John W. Cauller
I have examined all known opinions of the administration and have found no such objection to the agreement as you have expressed. I am informed that the agreement will meet your approval and that any reservation you may have will be regarded as necessary for the protection of the institution. I have written to Mr. Peabody, your representative, and I am informed that he is now at work on the matter. I have written to him to see what progress he has made.

Yours sincerely,

[Signature]
Chicago, October 15, 1915

Dear Mr. Coulter:—

Yours of the 11th inst. is received. I had not supposed that the work in question would interfere with the work of the Department. If that is the case I think we better revert at once to the original plan, and not trouble the Department about it.

Very truly yours,

H.P.J. — L.

Mr. John M. Coulter,
The University of Chicago.
October 16, 1916

Dear Mr. Cooper:

Yours of the 15th inst. is
received. I have not approved that work in draft
sent to me with the work of the Department. If
that is the case I think we better reserve it once to the
original plan and not duplicate the Department report if.

Very truly yours,

H.P.L. R.

Mr. John M. Cooper
The University of Chicago