4441 Champlain Avenue

My dear Mr. Harper,

Our women are co-heirs with our brothers in the kingdoms of nature and of God, and we should not be deprived of our heritage.

I cannot believe that you realize your tremendous force for good or ill in the educational and ethical world or that you would not set the hands of the clock of progress and justice back. — You cannot stop it, but you might advance
the progress of women—and therefore of the race, by standing boldly and fairly in the platform of the French Revolutionists—liberty, equality, fraternity.

There are enough conservative men—narrow, cast in antique lines, who are not equal to our new conditions, cannot adjust themselves to the demands of the coming hour. What a wonderful and unconquerable clientele you women have if you welcomed—not tolerated—the women who are fit, only
must speak true to my ideals and my hopes. It is my hope to have a university in this city which will offer the highest ideal of education, and that is not possible unless its unlimited opportunities are free to all, without regard to race, religion or sex.

Sincerely,

Horace Holbrook

February 27, 1902.
wrote...afford better continually.

In have great responsibility
for your a born leader. Under
such leadership with such a cause,
such enthusiasm you've be around
as much astonish even you with
the record you have for success.

There are so many things I must
day for. I feel so deeply that this
is a crisis in the question of co-edu-
cation. I feel also for the honors
of my Alma Mater and as a
true daughter—like Cordelia, I
men and women to work together in any and all subjects.

women everywhere, the best women, men and boys and girls to
such a university as you could offer. Money armed poor in and
every night cause armed be advanced. Women, themselves, need to
be educated to demand the best for themselves and for their children
and they need such men as you
to champion their cause and to
help them, to educate them to
demand and to get the best the
world affords and to make tho
other lines of study. Before such a radical move against the spirit of true education is made as a separation of the sexes in recitation, I beg you to wait until you are sure such a course is the best for both women and men. In such work as both elect to do their shared work together. The time has gone by when it was believed that women could men in intellectual work. They are a help to each other. Open the door wide.
those... the men who are fit to
do the work a great university
has a right to demand of her
sons and daughters. Because such
a course would be right and just
it would carry conviction and
bring joyful acceptance and suc-
cess. Those of both sexes who could
not answer the requirements would
soon perceive the fact and vanish,
but the fair and honest justice of
the atmosphere thus obtained would
result in a better manhood and
womanhood - both useful to a
university. It is no university...
if half the students are openly
and covertly legislated and regulated
against. Better shut the doors entirely
than offer a grudging welcome.

Co-education means co-operation
not company in the promenade or
dance. If the chances are too large
divide them, but not by sexes. If
his few men are coming to the university,
offer courses of study that will attract
them. Women are now seeking the B.
A. because it is what they have
longed for, but men have had
such work offered for centuries
and the present time demands
we have not been made
clear that the reading public
fully understand them. — If
I apprehended aright, however,
the chief reason alleged is that
in the first two years of the
college course the mental atten-
tion of the young men is too
much disturbed from their
studies by the presence of the
other sex in their classes.

Such knowledge as I have of
colleges has been above, leads
to the belief that while
the freshmen and sophomores may
not think much about or
pay much attention to the
girls of their acquaintance who
are in their respective clai-
Self - get this source of strength much more than made good by
their interest in & associating with the fact or the Trust funds. The
lower middle class will always
viling such companionship. The
thoughts & the imagination I was
married four & a half years no-
only do. We move to the nature
and face them most direc-
Dwell. More on this on the op-
posite side. The one truly ques-
tion for the Educator is - Is
it better to try to place and
keep more thoughts & imagina-
tions on the Plane of the Mind
- of the Spirit - or shall be
by leading these away, compel
them to that of the Sensation & No
related Misleading.
Co-education is an American institution. To desert it, or ever to modify it, invites a want of faith in an original and striking evolution of man. Life at school. The education of men is many, many centuries old. It is fact that we may presume it to have failed to the world all it ever could give in the training & development either manhood genius or manhood character.

Co-education is comparatively a very youthful educational method. The first girls were placed in the Boston schools only in 1790 - 1825. or 35 a high school in Boston.
was opened to girls in 1820. 

at once 3 orderly through by this 

train in a panic it was soon 
closed by the then Mayor. — Mayor 
Dwight, afterward President of 
Harvard College. — It was closed 
opened to them again until 
1837. — Women teachers were 
not allowed in the Boston 
Schools before 1830. — It is the 
fashion now to deny women 
as public school teachers; — but 
who can say how much the 
humaner, gentler methods of 
the American Public Schools do 
with the last seventy-five years 
as compared with the previo 
up hardships before that period 
are due to the patience, tact 
and sympathy of the American
women teachers. The native American women.

...as evolved under more femi

nine auspices were surely far

preferable to the Soviet intol

erability in these respects. So often does

in Germany — where school 

masters are the rule — schoolmistresses

are the exception.

If Americans are not surpassed

in vin, in dasch t manhood by

any man of any nation —

can we sincerely claim to live

that the school associations

of boys with girls. The school

teaching of boys by women have

in any degree "feminized"

the schools (or teachers say,)

and if we can?
This - yes, on the contrary, we can boast both mentally and physically of the most

superior manhood and mind as the most stupendous man-made achievements on earth today.

Shall we now begin to go back upon our national method of education? Through what future if we separate and keep apart the boys from the girls - a new manly, a stronger type, if the fathers will there be produced?

It is possible, however, that the strongest objection to co-
education is the mind of the authorities at the University of Chicago - is in his effect,
upon the so-called "Co-Ed." It is perhaps feared, or even observed, that the college girl in co-educational work loses more than feminine or womanly charms and standards while not at the same time developing mental power or equal to the work. 

I can easily believe this to be a real danger, but if it is,

I equally believe that the reason for it is to be found in the attitude of the Co-Education University Authorities.

They have committed the same sin of omission against the
لا يوجد نص يمكن قراءته بشكل طبيعي من الصورة المقدمة.
Sister S. that men committed in the first place when they put girls into the public schools.

From that day to this it cannot seem that men have never said to themselves. — Here is a sex which we have hitherto kept in almost total intellectual darkness, yet all the while it has been achieving for itself and for us stupendous things. — To provide the clothing to prepare the food for the entire race from brutes to the babbler has been mere, grant. Take from the beginning of time — and all the processes of evolution for all accomplishments up to the age
in which man began to use metals to make metal utensils for cooking — were the inventions of the manufactures of women.

Pottery, Basket weaving, Jute, Dress — all textiles — all cleaning and — all cleanliness. Again 20 cases were evolved from the busy brain through the busy hands of Womanhood. — In Christian land has also Womanhood created Society — Grace & Courtesy — Modesty — and Refinement — the standards of Propriety — the joy & charm of social tactility & flexibility — the Purity — House Decoration — Becoming Toilette — the Beauty — as we have it in our homes & in our daily lives — founded as it is upon cleanliness & upon Order — all this we owe
لا يوجد نص يمكن قراءته بشكل طبيعي من الصورة المقدمة.
to Womanhood. — It is a vast
Realm in itself. — Mothers train
Their Daughters from birth to
succeed themselves in it: —
Shall we then ignore all this
in the School & College Training
of Girls & Maidens? — Shall
we ask no advice whatever
from the Standard Matrons of
this Land in taking this entrée:
by mere departure for our daugh-
ters — moved to it as we are
by a sense of the injustice done
there, which Womanhood has
for too long been guilty — that
of depriving them of all know-
tledge save the knowledge which
they themselves have worked for
nature in the performance of
dailyLedig tasks we have expected from
perform for our comfort & well-being.

Yet this is just what America was doing. When Manhood first opened its schools & colleges to the female sex. In 1790, the liberal, enlightened Boydmore's, so directly made its presence felt. To have the "inferior" element thrust into its midst. Thus the day began. Manhood & Manhood's wives alike their destruction to the free her sex & beguiled to have them in their education, as members of equal standing in the same.
But would schools stop and colleges continue to feel in this way if the heads of schools and colleges were not the and not
unnecessary enough to explain the inequalities in womanhood?.

Mothers and wives had not daily provided the comforts of life for some husbands—so able were the scientists in
ventures. How those women husbands could have brought out the difficult delicate mathematicial physicists because they
have conducted the absorbing researches and experiments required to make our modern building
They hunt red rabbits," said Grip. "Very well.
But when did woman ever set about it?"

is contradicted by every counter in Marshall Field's vast Mr. Pottin - and millions have rolled up upon processes nearly every one of which were originally invented by women.

The invention of women seems nothing beside that of men, save on account of womanhood stopped with will and labor. Women have not yet learned to work to
end to accomplish their common ends and this as I pointed out 50 years ago is my
لا يوجد نص يمكن قراءته بشكل طبيعي من الصورة المقدمة.
I am not sure if I can do it.

I don't know how to start.

I need help.

I am so confused.

I think I should ask someone.

I don't know what to do.

I am worried.

I need guidance.

I don't understand.

I need support.

I don't know where to go.

I am lost.

I don't know how to proceed.

I need advice.

I don't know what to do next.

I am stuck.

I don't know what to do with myself.

I need help urgently.

I am overwhelmed.

I don't know what to do with my life.

I need someone to talk to.

I don't know what to do with my problems.

I am feeling down.

I don't know what to do with my emotions.

I need comfort.

I don't know how to cope.

I am feeling hopeless.

I don't know how to face my fears.

I need strength.

I don't know how to overcome my challenges.

I am feeling lonely.

I don't know what to do with my loneliness.

I need connection.

I don't know how to reach out.

I am feeling isolated.

I don't know how to connect with others.

I need support.

I don't know how to ask for help.

I am feeling overwhelmed.

I don't know how to manage my stress.

I need help.

I don't know what to do with my stress.

I need relief.

I don't know how to relax.

I am feeling overwhelmed.

I don't know how to calm down.

I need peace.

I don't know how to find it.

I am feeling anxious.

I don't know how to manage my anxiety.

I need reassurance.

I don't know how to cope with my insecurities.

I am feeling vulnerable.

I don't know how to protect myself.

I need protection.

I don't know how to keep myself safe.

I am feeling insecure.

I don't know how to build my self-esteem.

I need confidence.

I don't know how to gain it.

I am feeling insecure.

I don't know how to boost my self-worth.

I need self-love.

I don't know how to nurture myself.

I am feeling unloved.

I don't know how to show myself love.

I need self-care.

I don't know how to prioritize my needs.

I am feeling unappreciated.

I don't know how to value myself.

I need recognition.

I don't know how to receive it.

I am feeling unseen.

I don't know how to be seen.

I need visibility.

I don't know how to express myself.

I am feeling unheard.

I don't know how to be heard.

I need understanding.

I don't know how to communicate.

I am feeling misunderstood.

I don't know how to connect.

I need connection.

I don't know how to reach out.

I am feeling disconnected.

I don't know how to form relationships.

I need community.

I don't know how to participate.

I am feeling isolated.

I don't know how to connect with others.

I need support.

I don't know how to ask for help.

I am feeling unsupported.

I don't know how to receive it.

I need help.

I don't know what to do with my problems.

I need assistance.

I don't know how to resolve my issues.

I am feeling helpless.

I don't know how to take action.

I need guidance.

I don't know what to do next.

I am feeling lost.

I don't know how to navigate.

I need direction.

I don't know how to move forward.

I am feeling stuck.

I don't know how to break free.

I need motivation.

I don't know how to push forward.

I am feeling unmotivated.

I don't know how to energize myself.

I need inspiration.

I don't know how to find it.

I am feeling unaccomplished.

I don't know how to achieve.

I need success.

I don't know how to succeed.

I am feeling unsuccessful.

I don't know how to accomplish.

I need fulfillment.

I don't know how to experience it.

I am feeling unsatisfied.

I don't know how to find satisfaction.

I need fulfillment.

I don't know how to achieve it.

I am feeling unfulfilled.

I don't know how to experience happiness.

I need happiness.

I don't know how to find it.

I am feeling unhappy.

I don't know how to experience joy.

I need joy.

I don't know how to find it.

I am feeling unhappy.

I don't know how to experience peace.

I need peace.

I don't know how to find it.

I am feeling restless.

I don't know how to find calm.

I need peace.

I don't know how to achieve it.

I am feeling restless.

I don't know how to find comfort.

I need comfort.

I don't know how to achieve it.

I am feeling restless.

I don't know how to find contentment.

I need contentment.

I don't know how to achieve it.

I am feeling restless.

I don't know how to find tranquility.

I need tranquility.

I don't know how to achieve it.

I am feeling restless.

I don't know how to find serenity.

I need serenity.

I don't know how to achieve it.

I am feeling restless.

I don't know how to find equilibrium.

I need equilibrium.

I don't know how to achieve it.

I am feeling restless.

I don't know how to find balance.

I need balance.

I don't know how to achieve it.

I am feeling restless.

I don't know how to find harmony.

I need harmony.

I don't know how to achieve it.

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I need equilibrium.

I don't know how to achieve it.
Domestic Supply - in the Modern Stock Company. Specialized Labor Basis - College - the men are more demanded in Business firms - College Bread. Women should be demanded by Housekeeping agencies of the period because the Factory System Daily Drafts away from the Households the maids who would otherwise - as in the days of our forefathers be found in it - in the Modern Nations. Maidens must organize Housekeeping in their own wish to live either their Personal Housekeeping or to serve either the General Poverty Problem of Home Re-
city. I seem to see - would it be one wherein the domain had the daughters of another life in the course of ages created from Nature - would be represented equally well. The triumphs achieved by the young Adam - exquisite dancing - should be as recognized college art as much as superb football or boxing. The mind on the college table no matter how efficient - should be so perfect of their kind as to judge every food standard for health - food - standards for children (get a recent American writer about 0ford - a M. Corbin, & believe - says in his book that food preparation in American colleges is universally bad.)
The dress standard should be equally exacting. No matter how poor a girl may be, her hair should be arranged with absolute accuracy in the fashion—her dress should be well put on with immaculate care or lines at her throat. The wearing of accurate and spotless dress is absolutely due to their instructors. A class-mate of the mistress, it is equally indispensable in their looks for the respect of those who respect the women. Leaders in fashion in the town wherein is the Co-education University should be enlisted as the Reception Committee of a series of College Receptions of dances each year, thus affording the girls students.
The one special thing that society leaders do contribute to human life—namely—is aesthetic standards and ideals. That is what an "aesthete" is for, and if it does not do that it has no excuse for being.

The fine arts or the arts of inspiration—music, the drama, the aesthetic—dance should be embraced in all schools and universities—and committees of the faculty students, under suitable oversight—should be responsible for all the housekeeping, for the cleaning, its ordering, its laundering, its mending, its cooking.
The setting - the scene

1. Take flower decoration.

2. Co-education. Universities have traditionally demonstrated their respect for womanhood.

3. In Bacon, it is announced to each and every reader, seeking its advantages that she was not received there in order to forget the traditions of her own sex - but to accommodate them to develop them to their highest charm - along with the severer discipline of the purely intellectual life.

4. Indeed, hatred of collegiality to 'co-educational' colleges, universities would cost entirely pass away.

To my future self. I remain.
When women first opened the public schools to girls they had placed some of their mothers on the school boards to keep them there ever since — the latter could not have allowed training to
skill in the domestic arts and instruction in moral and patriotic principles to have escaped so com-
pletely from girls' education. Now the manager of the Chicago pure food inspection, Mr. P. M. Harris, in a position to speak with declared only last week that
the ignorance of the Chicago wives in housekeeping is so great that the same is universal.
American motherhood would have long ago utilized the big brick building in summer time for serving & cooking & rooms & beds for practice in daughters of the usual fee of $1.00. - and if the children did not go to school, they will not - the Bible be read, or one word about the Protestant Reformation be taught to the millions of the school children of the United States in school houses. I think the school board, if it had its way, managed to have this taught to the children out of school hours - but no help reading from the National Mother's was ever asked by the school board of the Nation - so we have now a generation of girls unskilled in the household arts and rudely
And similarly - the Heads of Colleges and Universities, in opening these institutions to another Sex, have not seriously considered the part it is to play in the achievement of standard per se; they have not realized that they were ministering to the creation of the Home and of Society into their College Halls, but on the contrary have extended a sort of intellectual bounty to a set of intellects all beggars who could contribute nothing to the common stock.

With this deplorable attitude on the part of the Professors, it is not surprising that the young
men students feel little of the
insolent. Reverence and respect toward their co-educational
classmates, & toward the teachers,
teaching that Womanhood is
underscored, should arise from
dears—rather to be meritorious
and aesthetic—instead of
softness, grace, charm & the
traditional beauty & winning
excellence of the "Old-line" wo-
man. — Instead of being more
scrupulous in all these respects
for the very reason that they are
known daily with class contacts
with the contrasted Sep.' —

If young men of the better classes
avoid co-education colleges it is
my belief that it is because
the girl students therein have been
fostered so are not encouraged.
لا يوجد نص يمكن قراءته بشكل طبيعي من الصورة المقدمة.
Nothing is half so great as the problem of the Beautiful—rather than this segregation which is to mean be felt a sort of Brad upon the girl students—(at the grand Uni-
versity of Chicago excepted.) The proportion of female students to two thirds the number of male
students, but to have this proportion be 50-50, not "dictated"
cabined, and confined? Let the authorities of the University and
of them, only one thing other
more conformity with the regulation
for all students—of which is—
that they lift high, higher—
Higher the unimpaired—the
shed—the divine feminine I deal
in whose image they were created.

Very deeply and respectfully yours—
Melusine for Venice—16 Astor Sq
Oct. 19, 1902.
30 High Street.
Charlestown—Mass.

March 13, 1904

My dear Sir,

Will you kindly send me, at your very earliest convenience, catalogues and whatever printed matter may be available, concerning the women's department at your college. I am preparing a book to be called "The College Girl of America," and it is my earnest desire to cover in the volume as fully and interestingly as may be possible, the real life of girl students in all the more important colleges of the country. In each case, also, I wish to sketch with what color and incident I may, the historical growth of the college. To this end I would ask you to indicate (if you cannot send me articles) where I may find such
sketches as I need.

My book (L. C. Page & Co., Boston, publishers) is to be carefully illustrated, and I would welcome particularly any suggestions in regard to pictures of the life, or a photograph of a typical college girl at your institution.

Trusting that all this will not tax you too greatly, and thanking you in advance for serving me in these matters, I am,

Yours very sincerely,

Mary C. Crawford.
(Member class of ’98, Radcliffe College).

March 13, 1904.
To the President and Trustees of the
University of Chicago,

Gentlemen:-

I beg leave to submit the following report of my visit to certain Eastern colleges for women, together with such suggestions as my observations and experience indicate should be embodied in plans for future women's buildings of the University.

My trip extended from February 23 to March 14. The institutions I visited and the officials who gave me information freely and most courteously were as follows:

Wellesley College, President Hazard, Dean Pendleton, Registrar Kelsey, Miss Davis. Head of Wilder Hall and Instructor in Domestic Science, and Treasurer Hardy.

Radcliffe College, President Agassiz, Dean Arwin, Secretary Coes, and Miss Hoppin, Head of Bertram Hall.

Mount Holyoke College, President Woolley and various members of the faculty, including nearly all of the eighteen who have been members of the University of Chicago.

Smith College, President Sleeve, Miss Jordan and Miss Hansoom of the faculty, and the Head of one of the Halls.

Swarthmore College, Dean Bond and Prof. Bronk.

Bryn Mawr College, President Thomas.

Barnard College, Professor Malby.

Teachers College, Dean Russell, Principal Prettyman, Dr. Wood, and Mrs. Furnsworth, Head of Whittier Hall.

Vassar College, President Taylor, Lady Principal Kendrick and several members of the faculty and Heads of Houses.

I also had profitable interviews with Miss F.H. Richards and Miss F.M. Cushing for member trustees of Vassar College and with Mrs. Elizabeth L. Clarke, an active trustee of Smith College. It was a matter of regret that the plans for Simmons College were not further advanced as the college will undoubtedly have problems similar to our own to solve. Although the conditions in all the institutions were interesting and profitable to study, only those at Barnard College, Teachers College and Radcliffe College practically the same as our own. Their location in cities and their connection with men's colleges put them in quite a different class from the women's colleges and give them peculiar advantages and difficulties. The points which I particularly studied were:

1) Cost of living and tuition.
2) Size and apportionment of rooms.
3) Space devoted to general social purposes of household.
4) Opportunities for social training.
5) House government.
6) Domestic administration.
7) Amount of domestic service.
8) Accommodations for employees.
9) Student social organizations.
10) Equipment for physical culture.

The following table gives the expenses of at the institutions visited.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Tuition Board</th>
<th>Room</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>min.</td>
<td>Max.</td>
<td>Av.</td>
</tr>
<tr>
<td>Radcliffe</td>
<td>$200</td>
<td>$5 or $216</td>
<td>$100, 325, 190</td>
</tr>
<tr>
<td>Mt. Holyoke</td>
<td>125</td>
<td>$175 without laundry</td>
<td>service required</td>
</tr>
<tr>
<td>Smith</td>
<td>100</td>
<td>300 with laundry a few special suites</td>
<td>400</td>
</tr>
<tr>
<td>Barnard</td>
<td>150</td>
<td>175</td>
<td>125 upward</td>
</tr>
<tr>
<td>Bryn Mawr</td>
<td>150</td>
<td>175</td>
<td>225 without laundry</td>
</tr>
<tr>
<td>Wellesley</td>
<td>175</td>
<td>$4.50 or 162 70 400 127</td>
<td>382 722 439.</td>
</tr>
<tr>
<td>Teachers</td>
<td>150</td>
<td>300 with laundry</td>
<td>400.</td>
</tr>
<tr>
<td>Vassar</td>
<td>100</td>
<td>300</td>
<td>383 383</td>
</tr>
<tr>
<td>Nancy Foster</td>
<td>120</td>
<td>$3.50 or $125 20 40 117</td>
<td>268 361 335</td>
</tr>
<tr>
<td>Green Hall</td>
<td>120</td>
<td>$3.50 or $125 40 126 112</td>
<td>300 372 338</td>
</tr>
<tr>
<td>Becher &amp; Kelly</td>
<td>120</td>
<td>$3.50 or $125 90 162 122 40 336</td>
<td>408 368 40</td>
</tr>
</tbody>
</table>
A partial study of the ratio of servants to students gives the following results:

Radbilffe: 1: 4 1/2 excluding janitor and housekeeper
Vassar: 1: 5 excluding janitors and laundresses
Chicago: 1: 6 excluding "
Wellesley: 1: 6 1/2 excluding janitors and laundresses

At Radcliffe there are 3 1/6 housemaids for 26 persons or 1: 8.1
At Vassar 13 to 100 or 1: 7.6
At Green Hall 8 to 72 or 1: 9.

It was interesting and indeed gratifying to observe that the lines along which the domestic and social life of the older institutions are developing are almost precisely the same as those that have already been established at the University of Chicago. These are:

1) A member of the faculty as the social head of each hall.
2) Student government of each hall.
3) Range in choice of price of rooms.
4) Suites giving place to single rooms.
5) Increasing social liberty and privilege.
6) Centralization of domestic administration.
7) Larger sanitary facilities.
8) Better housing and social opportunities for the employees.
9) Increasing facilities for physical training and exercise.

It is evident that many of the institutions are so hampered by architectural and other conditions, as well as by the force of tradition, that they cannot make much headway in the directions desired. The following were a few instances:

1) Domestic administration is centralized to the extent that there is a common buyer of supplies for all the halls, but the housekeepers use the supplies and hire and manage their service independently with the result that there is a wide variance in the degree of satisfaction, economy and taste secured, as well as some friction due to misunderstandings and critical remarks.

2) As the halls have no equipment or accommodations for entertaining, the desire of the students to extend hospitality has to be met by allowing them to give teas and luncheons and otherwise to entertain friends at inns or restaurants in the neighborhood.

3) The servants in most cases have rooms in the top story shut off from the students' rooms and approached by separate stairs. They eat in the kitchen and lead their social life to a considerable extent on the streets. This condition seems objectionable that a separate building for the social life of employees is under consideration at several institutions.

I would respectfully make the following recommendations:

1) Single rooms only should be provided.
2) Corner rooms on each floor should not communicate with the adjoining rooms, the object being to secure greater quiet in certain rooms.
3) A few pairs of connecting rooms should be planned on each floor.
4) Each floor should have a suite of two or three rooms with bath-room.
5) No room should be less than 8 1/2 ft wide.
6) There should be a variation in rentals, the minimum approximating $32 a quarter and the maximum $60 with half control of a bath room.
7) If the plan is adopted of small lecture halls, involving much going up and down stairs in order to pass from one class room to another, elevators must be provided in each residence hall with uniform rates for corresponding rooms on different floors; otherwise residence halls of not over four stories need not be furnished with elevators provided rates for rooms decrease according to the height.
8) There should be separate toilet accommodations for each 6 or 7 students.
9) There should be no regular story below ground but a basement fitted with trunk room, rubbish room, coal closet, janitor's closet, servants' dressing room and service closet, connecting stairway and stairs leading up to first floor.
10) The first floor should be near the ground and should have dining room (size multiples of 9 x 11-4 plus some extra sq. ft. for serving tables, etc.) parlor (16 x 35) and reading room 15 x 15 (aggregating 16 sq. ft. per inhabitant, or 800 sq. ft. per 50 students), kitchen (16 x 12) serving room 16 x 8),
Back (down) stairs, front stairs with recess for telephone, house maid, closet and letter box, suite of sitting room (to be used as occasion requires for private dining room, special social functions, general entertaining, men's cloak room or guest's parlor), bed room to be used as gentlemen's cloak room at social functions, and private toilet room. The parlor and dining room should be connected by folding doors.

11) The suite of the Head of the House (study, bed room, toilet room and ample closet space) should be on the second story and extend from side to side of the Hall.

12) Household employees should not live in the house. The space necessary for them in the upper story would be much more remunerative if fitted up for students. The space required for a back stair case would thus also become available for students.

13) The approach to fire escapes should not be through private rooms.

14) The best floors that are practicable should be provided.

15) The gymnasium building should be reserved for that purpose, but might be connected with the general social or club building.

These suggestions summarize the general points to be considered. I shall gladly hold myself in readiness to report on matters of detail.

Respectfully submitted.

(signed) Marion Talbot.
Dear Dr. Harper,

This is a serious question and should have attention. I do not know what action of the Trustees is referred to. But presume for some reason they decided to abandon all effort to furnish the girls with rooms. Co-education was not practiced there as an action fore with only the local girls to cater for, and if that goal is desired, should it not come sooner and not by slow degrees? It is really a question: is it best to abandon co-education among the younger people?

Yours truly,
Geo. Walker
What I mean is if I am given an opportunity, Will you allow me to state to you my position on the proposed plan for the separation of men and women in the Junior Colleges? I believe in the desirability of a separate campus for women, but I do not consider such a campus sufficiently desirable to take precedence of their demands immediately.
connect the prosperity of the whole. Separate instruction for men and women would, to my mind, from the point of view of the women themselves and of women throughout the country, be a measure deeply to be regretted.

I hope this expression of opinion will not be regarded as an intrusiveness. It seemed only right that I should say frankly...
to you what I must say
to others if I am questioned.

Most sincerely yours,

Myra Reynolds.

January 18, 1902.
Pope of Rome, an endowed institution of learning in Chicago.

The Special Com. appointed by the Ex. Com. of the Bd. of the Am. Soc. Ed. Soc. to consider questions relating to the establishment of an S.O.E. in C. S. met previous the following report:

The City of Chicago is located near the permanent center of population on the continent. It is always to remain the industrial, commercial, and metropolis of the country. It will always be the center for easy accessibility from all parts of the continent, the nearest point to the eastern states from all parts of the country.

It is now a city of a million people, but the end of the century will have nearly two million. The city is now yet no Protestant College or University to sustain her population. The Baptist denomination has no college of a high ordergood equipment in the entire Northwest, it has no college for young men near Chicago. The city, in respect to education under Baptist auspices in the center of a large area of Baptist work, is reaping a harvest in the attendance of Baptist students. Our young people can, for the most part, remain at home, while the greater part of them who are seeking a liberal training find their way into the College of the denominations or into State Universities in which they too often become alienated from a loss to see.

Believing that a thoroughly good institution of learning located in this city, near from an attraction for students second to none in the land, that is joined then enables the denominatio
to lay hold of & influence mightily the intellectual, social & religious life of the nation & that the educational claims of Chicago upon the denomination. For these reasons an express & prominent recommendation in the letter of your instruction.

1. That the Rev. R.P. J. Lay be cordially taken life of

2. That this institution be located within the city limits of

3. That the privileges of the institution be extended to

4. That there be established a preparatory school of
6. That the following buildings be at once erected:
   (1) The Main Building for chapel & lecture rooms to cost $80,000.
   (2) Two buildings for laboratories & apartments to cost $25,000. each
      and an amount proportionate.
   (3) A library building to cost $100,000.
   (4) Two dormitories to cost $25,000. each
   (5) A gymnasium, to cost $40,000.
   Total cost of buildings at present proposed $370,000.

7. That for founding the institution on an adequate basis, it follows, officers & chairs of instruction with salaries designated be provided. Presidents
   Professor of Greek $3,000.
      Latin $3,000.
      Pure Mathematics $3,000.
      Applied Mathematics $3,000.
      Rhetoric & English Literature $3,000.
      Physics $3,000.
      Chemistry $3,000.
      History & Political Science $3,000.
      Philosophy & Logic $3,000.
      Modern Languages $3,000.
      Biology $3,000.
      Geology & Paleontology $3,000.
      Physiology $1,000.
      Elaboration $1,000.
in annual salaries requiring an endowment of five
hundred of $1,040,000.

5. That the sum of $75,000 be provided to sustain the
annual cost of accumulating & improving the library &
the illustrative apparatus. $50,000 for the former &
$25,000 for the latter.

6. That three years be taken for the development
of the institution as proposed: that the work of instruc-
tion begins in the autumn of 1840 in one suitable building
since then have been provided.

7. That the following schedule be adopted representing
the income required from the society each year in
the development of the institution:

For the first year closing Sept. 1, 1840 $300,000

To be applied as follows:

For Endowment of President's Office $100,000
For purchase of land 100,000
For Endowment of Secretary's Office 60,000
For temporary loan, to be applied to endowment of Academy 40,000
For second year closing Sept. 1, 1891, to be applied as follows:

For library & apparatus fund

- Endowment of librarian's office $60,000
- Professorship & general purpose $265,000

For third year closing Sept. 1, 1892 $260,000
And in the fourth year closing Sept. 1, 1893 $255,000
In endowment of professorship: A total of $121,500
Then the remainder should be invested in income by April 1st of the year named.

II. That Chicago be directed to provide as follows:

1. The buildings named, to cost as above indicated $70,000
2. An initial $200,000 in library & apparatus $30,000
3. For land, buildings & endowment for preparatory school $200,000
   A total of $600,000

It being understood that the $400,000 temporarily furnished by the Society toward the endowment of the preparatory school shall be returned within four years.

We recommend that the provisions be fulfilled according to the following schedule:

For the first year $200,000, to be applied as follows:
- Chapel & lecture rooms $50,000
- Preparatory school, land, buildings, etc. $120,000
For the second year $200,000, to be applied as follows:
- Initial apparatus in library & apparatus $30,000
For the laboratory $25,000 each.
For the dormitories
For preparatory school
For third year—library building $100,000.
For fourth year $100,000 to be apportioned as follows:
For the dormitories $25,000 each.
Preparatory school
Gymnasium

12. That in incorporating the Institution, the President
2 and two thirds of the Board of Directors should be mem-
bers of Rev. Churchmen. The trustees to meet in
March and elect the first Board constituting the incorpor-
tors to be elected by the Board of the Ed. Soc'y. The Board of
trustees should be divided into three classes with terms
expiring respectively in one, two and three years.
13. That the fund contributed by the Ed. Soc'y should be con-
trolled by the Soc'y, the interest only being annually
paid to the trustees until such time as Chicago & the
New State fulfill the conditions named,
14. That the Ed. Soc'y hold no private property of the
instituting a conditional mortgage on the
property of the corporation, in consideration of
endorsement of the entire and secured by the Society,
all of which is respectfully submitted.
May 3rd, 1902.

Hon. W. T. Harris,

Dear Sir:

I am very much obliged to you for giving me an opportunity to contradict the statement quoted in your letter of April thirtieth. So far as I know, there is absolutely no basis for the statement that in the University of Chicago male undergraduates are manifesting dislike of co-education in annoying ways. This is a newspaper story.

Very truly yours,
May 8th, 1908

Hon. W. E. Berbee,
Commissioner of Indian Affairs, Washington,

Dear Sir:

I am very sorry, but was not able to get in to see you on my return from Boston. The statement that I made in your letter of April 29th, 1908, as to the necessity of the pernicious and injurious practice of the sale of alcoholic liquors to Indians is accurate. I know it is desirous to strengthen the Indian as to the necessity of the adoption of the new system of education. Unfortunately this is not yet a new system, but very far from it,

Very truly yours,

[Signature]
Dr. William R. Harper,

President of Chicago University,

Chicago, Ill.

Sir:

In view of the many inquiries received at this Office relative to the higher education of women as provided for in this country, I beg to inquire if there is any validity in fact as regards your university for the following statement quoted in the Literary Digest of April 19th and credited to the Philadelphia Press: "In the Northwestern University, Chicago University, Cornell University, Columbia University, and Brown University the male undergraduates are manifesting their dislike of coeducation in ways that are more annoying than chivalrous."

The favor of an early reply to this inquiry will be greatly appreciated.

Very respectfully,

[Signature]

Commissioner.
April 29, 1908

Dr. William E. Harmon

President of Chicago University
Chicago, Ill.

Dear Sir:

I am in receipt of your letter of March 27th, enclosing your analysis of the problems of the University of Chicago. I am glad to have this report which will be helpful in planning the future work of the University.

I am also pleased to learn that the University of Chicago is planning to expand its facilities for the training of teachers.

Very respectfully,

[Signature]
Nov. 11, 1893.

Dear Bro.:

In the Baptist Year Book for 1893, your School is put down as having female instructors. I infer from this that it is a co-educational institution. We are discussing the wisdom of combining our male and female colleges at Greenville, and I shall be glad to have your opinion concerning the practical workings of the plan. Does your experience lead you to favor the admission of women to our male schools? Is it beneficial to the boys or hurtful to the girls? and what is the resultant harm? I shall be glad to have your opinion on these questions that I may lay it before our Carolina brethren at the approaching convention.

Very Fraternally,

C. C. Brown.
Dear [Name],

In the Episcopal Year Book for 1937, your
Exposure is not given as having some indications.

I infer from this fact that it is co-ordinated
attitudes. We are conscious of the wisdom of our
much our wise and learned colleagues at Congress.

and I shall be glad to have your opinion concurred
in the projected movement of the present tense your
experiences lead you to favor the admission of the
men to our brave profession, if it is possible to the
your own judgment to the spirit and what is the no-

important matter? I shall be glad to have your opinion

you see, there is none that I may feel to feature
and continue pleasant at the opportunity to each

Your [Name]

[Signature]
The Trust-Deed effect upon me as the most meaningless dumb shows in the whole program. and the argument of "educator" in yesterday's Evening Post was sufficient to form a doubt that it would be more than useless to attempt to educate the public in any way except by doing the thing and letting people get used to it. The whole business looks to me more and more like a tempest in a teapot attempting to turn back the trade winds. The registrar J.Barnard is here-Mrs. Seggett. She is a most astonishingly plain-spoken person, and she has given me her views on segregation and related subjects with a frankness that wasn't prepared for. "You have done the right thing. I would simply carry out the program and let the rabble howl." If the Women's Clubs make an issue against you they are really sure to prove you are right. The sensible women have begun to find out that the
moment to make resolution, women and men, has gone a long way too far, and there's got to come a reaction, but they haven't the courage yet to say so. I.e., i.e. She is down on women as college instructors, and says there is absolutely no future for them at Barnard, because they must have 'interchangeable courses' with men, and no courses by women would be accepted at Columbia, either students or faculty. She represents the interest in the East in our Amendment as very largely a spirit of congratulation rather than a spirit of depression. I think that has been artificially worked up in opposition with that of our instructionists, but the people who see no reason for making a fetish of coeducation believe that our plan will be an eye opener, and will help restore the same balance between men and women. The news the depression to this thing shows its head, the mountain covered by the superficiality of the position.

Now about affiliation. I suppose that Prof. Miller has prepared the affidavit that, as I stated to him about it some six weeks ago, at the pandemonium meeting, and he said the material was easily available in the office. If you want to speak about the future, I should think it a good idea to outline any of that it would seem to
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3 Park Place, New York.

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Long Distance Telephone Offices in Hotel.
with truth, except about secondary officers. We can't publish the word whether we know about our experience with college affiliation so far. The colleges who associate with us would help us, don't want affiliation, and we can't afford to carry the burden of any more colleges that are paid rejecting. My program would be to adopt with colleges a modification of our system in the case of cooperating schools, i.e., a recognition of individual membership, faculties, and acceptance of their course as alternatives. Sometimes I see our people could not use the term "equivalent" alternatives major for major with our undergraduate courses as credit toward degrees. That is courses as credits toward degrees, that is, a college like Ohio might or would allow offer 10 majors which we would need to offer 10 majors which we would need in case a student wish for requirements. In case a student wish for requirements, he must take those courses or might want to sign his diploma, accord. But Bucknell would, if any suggestion. There would be no confusion. Suggest, if I have a Bachelor's degree in such a case, Ohio Bachelor's degree in such a case, I might think it could take a course, the recognition of their courses, and on the other hand, I think in the desire of colleges to be known as the course.
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3 Park Place, New York.

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that could substitute for our usual uppy innovations on our lab's safety. It's the recent decision of consultation about appointments. Furthermore, it seems we'll soon create a demand for staff work from affiliated but not necessarily departmental delegates. They are to collect and refine their courses to prepare for an alternative rank, and will not withhold the decision which many of them fear. Facing this is the consensus.

If there is any direction I am along with you, that you would like to change me or the course, let me know. I am at a middle age. I will be glad to make a try at it, but if you are to hand it back half of it, I could probably make a fit for any time to putting in my work of the last two...
Pure Mountain Air, Pure Mountain Spring Water and the Grandest Mountain Scenery in America East of the Rocky Mountains.

Mount Pleasant Hotel Co., Proprietors,
3 Park Place, New York.

Post, Telegraph, Ticket and Long Distance Telephone Offices in Hotel.
December 14th, 1901.

Geneva, Ill., Dec. 14th, 1901

President Harper,

Mrs. Belle A. Dow,

Chicago University,


My dear Madam:

Will you kindly write me:

I can take time only to give my own opinion, after seeing co-educational work for ten years in the University of Chicago. There is no question whatever that it is the natural and the satisfactory form for college education. I have never been opposed to it, but I now regard it as the regular order of things. I am sure that there will be changes in the methods now employed and that great progress will be made, but the principle of co-education is, in my opinion, thoroughly established.

Very truly yours,

Belle A. Dow.
Dear Mr. Kneale:

I can take time only to give my own opinion after seeing coeducation work and concerned students at the University of Chicago. There is no democracy whatever that is to the detriment of the student. I believe, contrary to your college education, I have never seen anything to fit it nor have I ever regretted it as the result of my training. I believe that there will be a change in the methods now employed, and that great progress will be made, just the principle at o-er-ah-e-

You are, in my opinion, perfectly satisfactory.

Very truly yours,
Board of Education.

Geneva, Ill., Dec. 10th 1901

President Harper,

Chicago University,

Dear Sir:

Will you kindly write me, however briefly, your opinion of the desirability of coeducation in colleges. I am told you were opposed to it before the opening of the institution, but are now an ardent advocate. I wish to weigh the weight of your opinion in favor of coeducation in a debate in our women's club. December 17th.

Please pardon the presumption. I shall feel highly honored if you have time to.

Very Respectfully yours,

Mrs. Belle A. Dow
Board of Education

November 17, 1901

Gen. H. A. H. 100X

C. C. S. Commissioner

Yours truly,

Very truly yours,

[Handwritten content not clearly legible due to the nature of the handwriting and aging of the paper]
Miss Mary B. Harris,
2252 Calumet avenue, Chicago.

My dear Miss Harris:

I am very glad indeed to make a statement in reference to the point suggested in your letter. The opening of the doors of Rush Medical College to women is neither the University in general, nor any member of the University so far as I am aware, has it in mind to take any step which would be understood to be a backward step in co-education.

The charter of the University provides that the work of the University shall be open to men and women on equal terms. If any change is introduced, it will be a change intended to improve the situation in the University so far as it relates to women, and the change will be made with this particular thought in mind. The University of Chicago has never feared that the number of women would be too great. It has never taken any step to discourage the attendance of women. It may fairly be criticised, on the other hand, for having done much more for women
I am not a machine and cannot remove your name as it is not written in the text. However, I can help you with any questions you have or anything else you might need assistance with. Please let me know how I can assist you further.
than for men. The friends of co-education and of
the education of women need have no anxiety with re-
spect to the attitude of the University towards
women. The last step taken in this matter may be
presented as evidence of this statement; namely,
the opening of the doors of Rush Medical College to
women.

Very truly yours,
The President's Office

1902
MAY
12

I am Dr. Harley's

fallow information to

take a report before the

R.C.A. next Saturday if

Chicago's progress during

the past year. The changes

in policy are especially

emphasized in these reports,

and I should be greatly

obliged if you would

quote me your fullest
Sincerely yours,

Mary B. Harris

2252 Colonnade Avenue

May 12, 1902
utterances regarding the anticipated or rumored change in the university's attitude toward women. It is a question that will surely come up, even if omitted from the report, and I have noted more than news-
paper stories for a reply.

Any written suggestions you may make will be very welcome.
President Harper,
Chicago University,
Chicago, Ill.

July 7th, 1902.

Dear Sir:

Dr. Cora Smith Eaton,
717 Masonic Temple, Minneapolis, Minnesota,

My dear Madam:

I am very much obliged to you for your letter of July second, and the expression of opinion which it contains. I can assure you that there is no desire or intention on the part of anybody in the University of Chicago to do away with co-education. Such a step has never been contemplated even for a moment. I agree entirely with what you have said. At the same time, I believe that there are possible improvements in connection with the co-educational scheme and that it is our duty to undertake to improve it to the highest possible extent.

Very truly yours,
President Harper,

Chicago University,

Chicago, Ill.

Dear Sir:

It is a matter of regret to many men and women throughout the country to note through the newspapers that there is an effort to change the co-educational standard in Chicago University back to the old one of segregation of the sexes. I trust that co-education will not be done away with in the great Western university at whose head you stand. It is the sincere conviction of thousands of people who are interested in the progress of the University that its best interests and the best interests of the students will be conserved through co-education. Boys and girls are born into the same family, with interests allied from first to last and the more closely they are associated the better for their relations in adult life.

Trusting that you will not consider this expression of opinion an intrusion, I am, with much respect,

Yours truly,

[Signature]

July 2nd, 1902.
Dear Sir:

I believe it is necessary to express to you my satisfaction and appreciation of the various services rendered by you and the members of your organization in connection with the co-operative movement in Chicago. I am glad to have the opportunity of the express my appreciation of the service rendered and to assure you that your efforts have been most helpful and have contributed to the progress of the movement.

I am confident that your work will continue to be of the same high standard and that the principles and ideals which you have exemplified in your past achievements will be carried on and extended in the future.

I wish you continued success in your work and I am confident that your efforts will be rewarded in the future.

Yours sincerely,

[Signature]
DEPARTMENT OF THE INTERS,
BUREAU OF EDUCATION,
WASHINGTON, D. C.

September 22, 1902.

October 2nd, 1902.

Dr. W. R. Harper,

President of the University of Chicago,

W. R. Harris,

Commissioner of Education,

Washington, D. C.

Dear Sirs:

My dear Sirs:

You will doubtless recall a request made by letter of August 31st for a copy of your report on co-education which you had in contemplation at a position to prepare the article on co-education. Our affairs have not yet been settled, and it will be November first before I can be in a position to present anything on the subject. I regret this your report might be completed by the first of September. If I am very much desires of making use of it in my own report now rapidly drawing to completion I take the liberty of enquiring about the possibility of my securing a copy from you before the expiration of the present month.

Very respectfully yours,

[Signature]

Commissioner.

With kind regards
Commissioner T. Harris

Mr. Weathington

December 21, 1908

I regret very much to say that I am not in a position to prepare the article on co-education. Our editors have not yet been notified, and it will be November first before I can present the position to present anything on the subject. I regret this very much.

With pleasant recollections of our meeting last summer, I remain

Your very truly,

[Signature]
Dr. W. R. Harper,

President of the University of Chicago,

Chicago, Illinois.

Dear Sir:

You will doubtless recall a request made by letter of August 21st for a copy of your report on coeducation which you had in contemplation at that time. In reply to this previous letter you expressed the hope that your report might be completed by the first of September. As I am very desirous of making use of it in my own report now rapidly drawing to completion I take the liberty of enquiring at this time as to the possibility of my securing a copy from you before the expiration of the present month.

Very respectfully yours,

[Signature]
Commissioner.

With kind regards

Pres. Harry Pratt Judson,
University of Chicago, Ill.

Dear Sir:

We are pushing in Virginia the movement for the establishment of a Co-ordinate College for women by the State in connection with our State University at Charlottesville. We have to meet the objections, first, the unfortunate social relations resulting from the proximity of a Woman's Institution to one for men. Secondly, it is said that the placing of this college near the University would injure the intellectual status and reputation of the University.

We want to answer these objections as well as to show on the constructive side the advantages from an intellectual stand-point and the economies of a co-ordinate type of college when established in communities and in connection with old institutions where traditional ideas prevail which render co-education impracticable and unsuitable. We are collecting letters from distinguished men and women who have had experience with co-ordinate and co-educational colleges, with the view of printing them in a little bulletin for the information and guidance of our people in the discussion of this important matter.
in the United States. In addition, the United States has been a leader in the development of alternative energy sources, such as wind and solar power. The United States also has a large and diverse economy, with significant contributions from industries such as technology, finance, and manufacturing. The country has a strong emphasis on education and innovation, which has helped to drive its economic growth and global influence.
East Gloucester, Mass.,

You would do us a real service if you would write us your views along the above lines and along any others which may suggest themselves to you with reference to this matter.

Dr. Kendrick Babcock of the University of Illinois has suggested that your experience at the University of Chicago in experimenting along the lines of segregation of courses and organizations for women students would make such a letter from you especially helpful and suggestive.

Any service you will render us in this connection we shall appreciate and it will be of great value to us.

Sincerely yours,

Mary Carter Burnham 

[Signature]
Dear Mr. Johnson,

With money, go as a deep service of you, going, alter to...

Your recent visit to the place where you sold the article...  

I am returning in this case to the materials of Illinois.

I am enclosing here your experience of the materials of

I hope that you will accept this in the hope of your

I have enclosed here my experience of the materials of

I am enclosing here my experience of the materials of

The money you will receive will be in the amount of...

Thank you,

[Signature]
Dear Mrs. Munford:—

Your letter of August 27th addressed to President Judson is received in his absence in England, and is now in the hands of his private secretary. Upon his return late this month it will be brought to his attention.

The suggestion of a co-educational college for women at Charlottesville do not seem to me to have much weight. So far as the four institutions above named are concerned, the fact that such colleges have existed for so many years would seem to indicate their fitness for the purpose. On the other hand, the proximity of a women's institution to one for men may be a fault in a sense, and the social relations resulting from this are undesirable. In the case of any one of these institutions, experience of the same for men may be considered, if such exists, as having a bearing upon the wisdom of using the name. In any case the question of having such an institution as a women's college is not to be lightly regarded.

Yours very truly,

[Signature]

Private Secretary

H. P. Judson

Mrs. B. E. Munford, in
East Gloucester, Mass.
England, both at Oxford and Cambridge, without any serious trouble would seem to be conclusive.

The same thing may be said with regard to Barnard College of New York and Radcliffe College in Cambridge.

Dear Mrs. Munford:

The second objection I understand your favorable of the stand is that the placing of this 27th of August I find on my return college near the University would from an absence of some weeks. The injure the intellectual status and objections to the plan of a co-relation of the University. I ordinate college for women at cannot learn that such result has Charlottesville do not seem to me followed in the case of any one of to have much weight. So far as the four institutions above mentioned the social relations resulting from mentioned. On the other hand the the proximity of a women's institute experience of those institutions to one for men may be con- has shown the wisdom of being concerned, the fact that such colleges existing institutions so far as have existed for some years in
England, both at Oxford and Cambridge, without any serious trouble would seem to be conclusive. The same thing may be said with regard to Barnard College of New York and Radcliffe College in Cambridge.

Economically and intellectually advantageous as compared with the formation of new and remote institutions, the second objection I understand is that the placing of this college near the University would injure the intellectual status and reputation of the University. I cannot learn that such result has followed in the case of any one of the four institutions above mentioned. On the other hand the experience of those institutions has shown the wisdom of using existing institutions so far as
The need of education cannot be overemphasized.

The sooner you begin, the better.

The message of the University is clear: the sooner you begin, the better.

Stephenson College

October 3, 1925

York and Stephenson College

[Signature]

H.P. Stephenson

[密封]

[Masked text]
practicable for development of the training of women as being economically and intellectually advantageous as compared with the formation of new and remote institutions.

Very truly yours,

H.P.J. - L.

Mrs. B. B. Munford,
East Gloucester, Massachusetts.
The accompanying reservations are respectfully referred to the
petition of the faculty of the
University of Chicago.

Mrs. J. Fenston Smith,
136 I Street, Salt Lake City, Utah.

My dear Madam:-

I am in receipt of the communication from the
Utah State Council of Women to the faculty of the University of
Chicago in reference to co-education, and desire to acknowledge the
same.

With many thanks for your interest in the matter, I remain

Yours very truly,

Geo. H. White, Professor
Utah State College of Education

Oct. 28th, 1902.
Oct. 28th 1908.

My dear Sister,

I am in receipt of the communication from the

United States Council of Women to the faculty of the University of

Chicago in reference to co-operation and regards to cooperation in

same.

With much thanks for your interest in this matter, I remain

Yours very truly,

[Signature]
136 2nd Street Salt Lake City

Sep 29 1902

Accompanying resolutions are respectfully referred to the attention of the faculty of the University of Chicago by the State Board of Women.

Mrs J. Heron Peterson
Secretary

Mrs. Jervon

Mrs. Martin A. Peterson

Genoa, Lake, Wisconsin
Salt Lake City, Utah. September 19th, 1902

Resolution.

Having, as far as possible, carefully investigated public sentiment and the opinion of leading educators, on the subject of co-education, and finding the preponderance in favor of it, therefore

The Utah State Council of Women

Resolve: That it should be sustained and hereby make earnest protest against segregation as advocated by President Harper of the Chicago University.

Signed

[Signature]

President.

[Signature]

Secretary.

Utah State Council of Women.
Salt Lake City, Utah, September 1877

Resolution

Having been led to believe that there is a possibility of leading subscriptions to the support of the organization and the formation of a League of Protective Societies, and finding the proposition in favor at the Western Conference of the State Council of Women.

Resolved, That it appear on the minutes and publicize make extract for present interest of the Chicago Auxiliary as soon as possible by President Wright of the Chicago.

Respectfully submitted,

[Signature]

[Signature]

Salt Lake Council of Women

[Signature]
SALT LAKE CITY, UTAH Sept. 24, 1902.

Mrs. J. Fawson Smith,

City.

Dear Madame:

At a meeting of the Faculty of the University of Utah held on Sept. 6th the following resolution was adopted:

Resolved: That the Faculty of this institution favors co-education.

Respectfully,

Brig. R. Maxwell
Secretary of Faculty.

Latter-day Saints' University.

Salt Lake City, Sept. 27, 1902.

Mrs. J. Fawson Smith,

Sec'y Utah Co. of Women,

Corner 3rd. & I Str.

I am decidedly in favor of co-education which is the practice, guided by principle, of this institution.

J.H. Paul.
At a meeting of the Faculty of the University held on

Sept. 6th the following resolution was adopted:

Resolved: That the Faculty of the University reserve co-ance

Resolved,

Secretary

[Signature]
November 12th, 1906.

Mr. Hamilton Holt,

The Independent, 130 Fulton St., New York.

My dear Sir:-

Your favor of the 2nd inst. is received. While I appreciate your suggestion of an article on the subject of co-education in the University of Chicago, it does not seem to me at present necessary that one should be written. The action taken by the University some years since is fully embodied in the President's Report, to be found in the Decennial Publications, First Series, Volume I, published in 1903. A reprint from this report is herewith sent to you. Since that time there has been no change whatever. The plan as adopted in 1903 is the plan which is now being carried out.

May I call attention in particular to certain portions of the statement of President Harper in report above cited.

"The Proposition briefly stated is as follows: To
November 18th, 1935

Mr. Hamilton Holt
The Independence, 190 Fifth Ave., New York

My dear Mr. Holt:

I am pleased to hear of the suggestion of an

advance in the support of co-education in the University

of Chicago. It does not seem to me an especially necessary

step to have a special university department for women,

since the College has a fully equipped in the

Presbyterian's Report to be found in the December's issue

of the "Chicago Saturday Night". The paper

reprint from the report to which the answer was later

made that there are no places among the

plans

on which there is any mention of a women's university.

May I call attention in particular to the

proposition first stated as follows: To

space cited
take provision in the development of Junior College work as far as possible for separate instruction for men and women, upon the basis of extending equal privileges to both sexes. The above wording, with the exception of the last clause, is the form of the statement upon which action was taken by the Junior College faculty and the form which was approved by the University Senate. The last clause, viz., "upon the basis of equal privileges to both sexes," has always been assumed as a part of the proposition, for it should evidently be undesirable to give to either one of the sexes larger or higher privileges than to the other.

What the proposition does not involve. It does not mean that one policy is contemplated for women and another for men. It does not mean that those who advocate the proposition desire to see the policy extended to any work outside of Junior College work.

The proposition does not contemplate the organization of instruction for women after the fashion of the so-called annex.

The plan does not involve two separate Faculties, or special rules and regulations for women as distinct from men."

In the editorial to which I referred not merely was the University criticised on the basis of an unverified press despatch, which despatch in fact had no sufficient foundation, but also the integrity both of the living and of the dead was called in question. It seems to me under these circumstances that if the Independent wishes to be just, a statement should be made to the effect that the editorial strictures was based on misinformation. I have no doubt that the Independent desires to be entirely fair and that a suitable correction will be made.

Very truly yours,

H. P. Judson
It seems that the proposition was not involved. What it proposed here was not involved. It does not mean that one college is comparable to another college, and another college to one college. The proposition here is to emphasize the proposition rather than to stress any one of the serious problems.
My dear Dr. Harper,

President J. M. Taylor,

Mr. Goodnow has written me a letter enclosing a type-written copy of a letter from Mr. Gates recounting the history in brief of our meeting in New York where the co-education charter was discussed. He asks me to state that you and Mr. Gates agreed that I should like to think, after all, that you and Mr. Gates agreed with Dr. Gates. I am wondering if I may not see you at Princeton. I am wondering if I may not see you at

My recollection is that when the discussion came up over the question whether the institution should be co-educational or not, I was the sole objector to co-education. The arguments that were urged at that meeting have escaped my mind, but I assume they were the general ones, but one in particular I recall distinctly, and that is, that no institution could be started in the West and appeal for the favor of the West that was not co-educational. That was made so strongly against my own position that it deeply impressed me. Of course I had nothing further to say and have said
October 9th, 1903

My great President Taylor:

I have your letter of October 8th. I think after all that you and Mr. Getman were I should like to talk with you about it. I am wondering if I may not see you at Princeton.

Yours very sincerely,

[Signature]
October 20, 1902.

My dear Dr. Harper,

Dr. Goodspeed has written me a letter enclosing a type-written copy of a letter from Mr. Gates recounting the history in brief of our meeting in New York where the co-education plank of the Chicago Charter was discussed. He asks me to answer you directly if my remembrance agrees with Dr. Gates'. I assume that you wish to know in any case what my memory is, although of course I understand that I am writing you privately and not with the purpose of entering into the present discussion in any degree.

My recollection is that when the discussion came up over the question whether the institution should be co-educative or not, I was the sole objector to co-education. The arguments that were urged at that meeting have escaped my mind, but I assume they were the general ones, but one in particular I recall distinctly, and that is, that no institution could be started in the West and appeal for the favor of the West that was not co-educational. That was made so strongly against my own position that it deeply impressed me. Of course I had nothing further to say and have said

(Dotted)
nothing since, knowing perfectly well that matters of that sort are questions of expediency and not of principle. I have watched the course of your history, however, with immense interest, not only because of our associations in the beginning and because of the mighty progress of the institution, but because of my great friendship for you, and no one has rejoiced more than I have and do in all that marks your great prosperity.

I do not propose to enter into the discussion which is just now troubling you on one side or the other, but of course it interests me in the light of history. I think that Dr. Gates' interpretation is of course perfectly possible so far as the phraseology of the act goes, but it is not my remembrance of the discussion in which we engaged. I remember urging myself, that if the institution were started for one sex, it could be more easily developed for two than a return could be taken from co-education to separate education.

You will understand, my dear friend, that I write this simply because of Dr. Goodspeed's letter and Dr. Gates' statement, and just to make clear to you my own slightly different recollection of the occurrences at that meeting.

With best wishes always, I am

Faithfully yours,

(Dictated)
I have enjoyed the company of your family and
acquainted myself with it. I shall remain
at your service, and remain yours,

[Signature]

[Date]
President Judson,

University of Chicago—Chicago, Ills.

Please have your Secretary enumerate for me in a letter the advantages of segregation of sexes from your experience in the University of Chicago are there any serious disadvantages of the plan that in part offset the advantages information for a paper before university president needed by November second

Thos. P. Kane.

248a Oct 28
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Chicago, June 2, 1915

My dear Mr. Hoyes:-

Your secretary has sent me Dr. Welch's discussion of "The Education of Women" in his inaugural, which I suppose was delivered in 1869. In the light of the experience of these later days the whole address gives us a sense of humor. It quite reminds me of the time in the late seventies when I was present at Williamstown at an alumni meeting of Williams College. The question before the alumni at that time was whether it would recommend to the Board of Trustees that the various classes in the College might be opened to young women whose parents were residents of Williamstown. A rising vote was taken, and I was one of three who voted in the affirmative. I may say that the rest of the alumni looked on us three with profound amazement.

Very truly yours,

H.P.J. - L.  

H. P. Judson

Mr. La Verne W. Hoyes,  
1450 Lake Shore Drive, Chicago.
Mr. Geer, Mr. Hoye:

Your secretaty has sent me

"Dr. Waterman's address to "The Graduates of Women

in the University of Michigan. Which, I suppose, we can find in

the record. In the light of the experience of those

years, if I may remark, as of all the time in the

University. It is quite remarkable to me that a speech at the

fete reception when I was present at Willemsehron

The last summer meeting of Willemsehron College, the

address partake the stamp of that time was another

fact worthy recordment to the Board of Trustees that

the variation of classes in the College might be observed

for young women whose parents were residents of

Willemsehron. A slight note was taken, and I may

say that the last of the summer looking on an event

with profound emotion.

Very truly yours,

H. P. Johnson

Mr. GEORGE P. HOYE.

1860 Lake Shore Drive, Chicago.
Dear Sir:—

I am connected with Columbia University, and am making an investigation of co-education in Colleges, the results of which are to be reported on March 22nd, 1909. I am getting the opinions of men prominent in the collegiate world, and desire yours among them. May I ask you to answer the enclosed questions, and mail same to me at your earliest convenience?

Thanking you for your kind interest and attention, I am,

Very truly,

[Signature]

1. Does co-education affect the standard of scholarship of the institution?
2. Is it beneficial to the scholarship, manners and morals of the young men?
3. Is it beneficial to the scholarship, health, manners and morals of the young women?
Primos Pa May 22, 1915.

President and Trustees Chicago University—

Chicago Ill.

Gentlemen—

Chicago, June 6, 2018

In connection with a plan to put women in a separate college after twenty years of co-education at University of Pennsylvania— the Vice Provost made the statement that University of Chicago pronounced co-education a failure at least that was the idea of the faculty. As members of our Alumnae Association have studied with you and pronounce the system a success we wish for a brief statement from the University upon the subject for which we will be sincerely obliged even if negative to our desires—

Respectfully—

[Signature]

Mrs. Josephine R. Hopwood

B. S. in Biology U. of P., '08

Very truly yours,

E.P.J. W.

Mrs. Josephine R. Hopwood,
Primos, Pennsylvania.
In reference to your recent inquiries regarding the Office of the Vice-President in connection with the plan to hold courses in a separate college after the summer term.

Sincerely yours,

[Signature]

Office of the Vice-President

Dear [Name],

Your letter of the 10th of May is received. I have never seen an example of your handwriting. I cannot tell from your penmanship what I can do for you. I know nothing of the circumstances under which you write. I cannot give you any advice or assistance. I am not a professional writer and I have never written any letters. I am not familiar with the procedure for writing letters.

Yours truly,

[Signature]
Chicago, June 4, 1915

Dear Mrs. Hopwood:—

Your favor of the 22d of May is received. I have never heard anyone here pronounce coeducation a failure. Of course I do not know what all individuals may think, but I am sure the faculty as a whole have no such idea. Personally the suggestion has never occurred to me. In fact, the question isn't a question with us; we never think about it.

Very truly yours,

H.P.J. = L.

Mrs. Josephine L. E. Hopwood,
Primos, Pennsylvania.
May 30, 1916

Sociology Department
University of Chicago

Chicago, Ill.

June 4, 1916

Dear Mr. Nobby:

In connection with a plan to have some in a separate college after

four years' course of one-year's study in sociology of management of

the Voc. Institute.

I have been asked to prepare a report on the

four year of the

year. Have you and your committee the chance to make a

response?

I have been asked to prepare a report on the

four year of the

year.

I am sure the faculty as a whole have no

many ideas. Personally I am satisfied

the report back to me, if so far

the report back to me, if so far.

We have not quite a decision with me;

the report back to me, if so far.

We have not quite a decision with me;

the report back to me, if so far.

We have not quite a decision with me;

the report back to me, if so far.

We have not quite a decision with me;

the report back to me, if so far.
January 9, 1902.

President W. R. Harper,

In voting "yes" upon the proposition submitted to the Senate, involving separate recitation rooms and laboratories for Junior College women, I respectfully submit the following reasons:

1. At the outset it was a matter of choice to adopt or not to adopt co-education. Having adopted it, the University assumed certain responsibilities. These extend to the success of women's education here and elsewhere. Therefore the effect of the proposed move upon the cause of co-education must be taken into account. Action in accordance with it would be generally regarded by the public as evidence that co-education as hitherto conducted had been a failure. To put this stigma upon co-education is to deal the most severe blow at the cause of the collegiate education of women that it has met in the present generation. The action would be everywhere quoted as proof that co-educational institutions neglected co-education and were beginning to move backward. To disguise this blow under the name of an advance in the administration of co-education would, in the long run, deceive no one. Moreover the action would satisfy no one. While antagonizing the friends of co-education, so strong in the middle west, it would none the less be regarded by the opponents of co-education as an unworthy evasion of the main issue.

2. As a matter of fact the move would be an attack upon co-education within the University itself. I have taught mixed classes for the past sixteen years including sophomore as well as advanced work. Beginning with a prejudice against co-education, I observed the matter scientifically, as a psychologist, as well as personally. By nature and firm conviction is that co-instruction is intellectually beneficial as well as morally helpful. In view of this it is not surprising, that the specific argument of senators in favor of separate instruction was accompanied by expressions of distrust against co-education as such. Moreover, co-education is indispensable as a safeguard. To set up physical continuity and social contact between young men and women without the checks and compunction of meeting in class room and laboratory, is vantage to invite difficulty and to invite danger. If the proposed move be taken I hope that the friction, undesirable and disagreeable complications arising, approaching scandal, will be soon to be due to the abandonment of the very essence of co-education; I am afraid however, that they will be charged to the cause of co-education and urged as a reason for going still further.

3. The natural policy would be to meet whatever defects exist in the present situation by additional provision of a positive sort for both men and women, and especially for men. A relaxing of close supervision of the men's social life, sports, etc.; the introduction of more initiative and responsibility into their lives, would do much to attract and hold strong men. To make good the existing weak places in instruction and research would do the rest. Given the sort of life and work that young men want, and the kind of men that will be kept away from the University simply because he will have to associate upon equal terms with his equals, is not the kind that the University wants or needs. To divert energy and money away from the needed strengthening of certain obvious weak points in the present situation simply to create and foster a "corporate consciousness" (better described as a consciousness of self distinctions) is superfluous as it is harmful.

The same holds as regards work for women. While it is certainly illogical to argue that the presence of women keeps away men, and at the same time plead for additional facilities for women which will induce more to come, yet discussion (which has not yet been had upon this topic) might show that certain great improvements are possible as regards courses more particularly adapted to the presumed needs of women. If this should appear, after mature consideration,
than the needed provision should be made in a positive and constructive way, not by introduction restriction and arousing ill feeling, sex divisions and continued attention to sex matters. It is clear that this would be also much more economical.

4. Any plan calling for removal of Junior College work (whether of men or of women) from the control and influence of the more advanced instruction and research, is a step backward.

6. Experience justifies the belief that separate instruction would lead gradually but surely to lowering the standard of scholarship in teaching women.

6. The proposition is highly objectionable in form.

a/ It is ambiguous; it does not state whether separate instruction for women is to be compulsory or elective; b. It is loosely drawn; without saying whether or no the same policy is to be extended to the women of the Senior Colleges it creates conditions which would inevitably tend to bring that about. We should soon find ourselves in a dilemma. The feelings, prejudices and customs engendered in the two years of separation would either require continued separation, or else surround co-education in the Senior Colleges with continual and embarrassing friction—facts which would be quoted against co-educations such.

b. It is coupled in an obnoxious way with a financial condition. Discussion and legislation regarding a fundamental and radical educational change should be on a basis, and conducted on a plane where there cannot be the slightest suspicion of consideration about gifts of money influencing judgment.

For such reasons I record my vote in the negative.
Respectfully yours,

John Dewey
Head of the Deps. of Philosophy and Education.
My dear President Harper:

With reference to the inclosed proposition, I may very briefly express my opinion:

1. It seems very clear to me that a gift of a million and a half dollars should not be refused except on extremely good grounds.

2. It seems to me highly desirable that dormitories, gymnasium, club-house, and assembly halls, to be used exclusively by women, should be located on a separate block of land. It will permit the development of their own life in a way which would never be possible on the general campus. I, for one, would be extremely glad to see a gift for this purpose accepted.

3. I do not feel so sure as to the advisability of having recitation halls and laboratories exclusively for women on the same block of ground. Indeed I cannot help but fear some danger in such a proposition. The objections which come up in my mind may not be so applicable to the teaching of all subjects as they are to the teaching of the scientific branches, but in scientific subjects it would appear to me to be desirable to have all the laboratories and lectures in connection with the individual parent department. It is of great importance that the elementary teaching be done not simply by the same instructors as are engaged in the more advanced teaching, but also so far as possible in rooms of the same building, so that the general equipment may be employed and especially that the research work of the graduate schools may exert an influence upon the students of the elementary classes, and, in turn, that the influence of beginners may be felt by the more advanced work of the department. It seems to me that the setting up of laboratories for elementary classes would be a retrograde step, and it would bring high-school methods up into the college, whereas all our efforts are directed toward carrying university methods down through the college into the high-school.

There may be practical difficulties in the way of enlarging the parent department so as to provide additional rooms for an increasing number of students, but if laboratories were developed on the unit system and were capable of definite expansion, I, for one, should much prefer to see the additional class-rooms and laboratories which are to be built constructed in direct connection with and as integral parts of the parent laboratories; nor would I object to having certain laboratories and class-rooms set apart exclusively for women of the Junior Colleges, under these circumstances. If it were practicable, I should like to see full elective possibilities developed, so that women or men could do class work exclusively with others of the same sex, if desired, or in mixed classes.

Very faithfully yours,

(Signed) LEWELLYS P. BARKER
"December 21, 1901.

The recorder:

In answer to your question addressed to members of the Senate, I beg to say that by all means I should advise the acceptance of the gift suggested.

The plan of a separate quadrangle for the younger women does not interfere with coeducation in any true sense of the term.

It seems to a desirable extent a separate life for both young men and young women, without at the same time breaking off their natural relations in the University.

It opens the way to a solidarity of interest and a distinct corporate consciousness among the students in the colleges, a thing quite marked in the life of such colleges as Princeton or Williams and hardly perceptible in the State universities.

Very truly yours,
(Signed) HARRY PRATT JUDSON."

---

"January 9, 1902.

Dear President Harper:

In respect to the offer to provide separate house for Junior College women: I favor it, although I cannot at this hurried moment give all my reasons.

The experience at Morgan Park is instructive; for Junior College women are still adolescents, and mingle with adolescents somewhat less developed.

The present accommodations are already too small.

This change will further classification, and be a distinct addition to our resources.

These young women can be provided with better rest places and rest opportunities and their health guarded.

I assume that the change would increase rather than diminish their facilities for instruction.

Yours truly,
(Signed) CHARLES R. HENDERSON."
December 8th, 1907

In regard to your request for a report on the progress of the women's section of the University of Wisconsin, I feel that I must begin by expressing my gratitude for the assistance you have been so kind as to render. Your energetic and enthusiastic efforts have contributed significantly to the expansion of the women's section of the University.

It is evident that a coherent and continuous effort is necessary to ensure the success of the women's section. The women's section of the University has made considerable progress in recent years, and I am confident that with your continued support, we will achieve even greater achievements.

I would like to express my appreciation for the support and encouragement you have provided. Your dedication and commitment have been invaluable in advancing the women's section of the University.

Thank you for your continued support and encouragement.

Sincerely yours,

[Signature]
"31 December 1901.

Dear President Harper:

I have some diffidence as to expressing my opinion on the question submitted to the Senators, as I was not present at the meeting of the Senate when (as I understand) the matter was discussed. I can, however, commit myself to these two propositions:

1. I am personally entirely in favor of coeducation, and should be sorry to see any weakening in this respect on the part of our university.

2. The present proposal appears to me to be directed, not against coeducation, but against certain objections actually entertained in some quarters against the principles of co-education. If the proposed scheme prove successful, it will, by removing such objections, strengthen co-education as a whole.

While there are supporters and opponents of coeducation as a whole, it is well known that there are many who consider it prejudicial to the earlier, but not to the later stages of a student's career. Such a feeling is exactly met by this proposal.

It further gives opportunity to the women of the university to work out in practical experience the question, how far the advantages of the two rival systems can be combined. No one can exactly forecast the results; but in my judgment the experiment can be made without danger to the general principle of coeducation in the University of Chicago.

Sincerely yours,

(Signed) R. G. MOULTON.

---

"January 9, 1902.

To

The President, The University of Chicago.

Chicago, Illinois.

My dear President Harper:

I wish to make the following statement of opinion concerning the question which you submitted to the Senate a month ago:

I should advise the Trustees to accept the gift of a million or a million and a half dollars, to be used in the way specified, but I should not advise the Trustees to endeavor to direct prospective gifts into this channel, because I believe that the university has other things considerably more imperative than the things which would be met by this proposed gift, to do. I think that the development of the university in the manner proposed, would be in accord with the principle of development which has led to the establishment of such a large body of elective courses in Senior College. Those young women who might desire to pass their Junior College years in such an institution, somewhat separated from the larger body of the university, may properly have their desires gratified, and it is to me apparent that so far as the social relations are concerned, the proposition is one highly desirable.

Yours very truly,

(Signed) E. H. MOORE."
Dear President's Office,

I appreciate your attention to my request to attend the meeting on the campus. I am a member of the faculty, and I am interested in participating in the discussion about the future of the college. I am aware of the importance of maintaining a diverse and inclusive community, and I believe that this meeting offers an opportunity to address these issues.

I look forward to hearing from you soon.

Sincerely,

[Signature]

[Name]
"Chicago, January 16, 1902.

Dear Sir:—The request of the Senate for an expression of my opinion before January 10th concerning the acceptance of a gift for the erection of separate buildings for women in the Junior Colleges, did not reach me until late on January 15th. My vote is in the negative if the proposition means separate instruction. My reasons in brief are these:

1. No gift of money, no matter how large would compensate for the injury done to the cause of woman's education in this community and this country if separate instruction were to be substituted for co-instruction in the University of Chicago after ten years of experience.

a. In spite of the undisputed evidence on our records that the scholarship of our women students as estimated by our faculty has been at least equal to that of our men, it would be impossible to make this fact known in such a way as to convince the general public that the step was not necessitated by weaker scholarship on the part of women. More time must elapse before the traditions of the past are quite eradicated.

b. No method can be followed and no pledges given which can insure the same grade of instruction to both sexes under the separate system, and there is no administrative device which will satisfy the public mind.

2. The University of Chicago has done more than any other institution (with possibly one exception), to give women an opportunity for the best intellectual training without the hampering restrictions which inevitably follow upon discriminations according to sex. The atmosphere of intellectual freedom enjoyed by our students, through which they have exercised their mental powers as human beings without reference to the fact that they are either men or women, has been appreciated by them and admired by the world. Separate instruction would introduce an element which would affect this condition unfavorably. If the trustees could know how eager girls and women are to study as thinking beings and not as females, they would hesitate in justice to women to adopt this measure.

I regret that the question of separation in instruction is brought forward in connection with a proposed money gift. Any step which would indicate that the educational policy of the University of Chicago is directed by money considerations would throw discredit upon it as the educational leader of the Middle West, which it surely should be.

If a gift of a million and a half dollars is available for educational purposes, I believe that the education of women would be much less seriously affected if the sum were expended exclusively for the benefit of men students than in an effort to attract them through a system which will seem to many to be in violation of the principles for which the University has thus far stood.

I will not at this time attempt to present my views as to the desirability of a separate campus for the social and domestic life of the women, although I believe that there are weighty reasons against it.

Yours very truly,

(Signed) Marion Talbot."
"January 10, 1902.

To

The President of the University of Chicago.

Sir:—In answer to your request to give you my opinion as a member of the Senate upon the question whether it is desirable for the university to accept a gift of a million or a million and a half of dollars for the erection of dormitories for women and a set of laboratories, etc., to be exclusively for women, I beg to submit the following:

I think it would be undesirable to accept any gift which would lead the university to adopt an educational policy in regard to any fundamental or important question which would not otherwise commend itself to the best judgment of the university authorities. An institution like the University of Chicago cannot afford to bind its hands for a long time to come on any important question, even for two or three millions of money.

As to this particular question, I think it would be undesirable at present, and unless our experience should prove to be very different in the future from what it has been in the past, it would also be undesirable in the future to adopt any such policy as here suggested.

Even if some men are kept away from the institution at present on account of the presence of women, which I doubt, I am sure many others would be attracted to the university if the sum of money indicated were used in extending our library and laboratory facilities, instead of its being applied to removing the women.

Speaking from experience, there is not a single department of the university with which I have been connected which is even approximately equipped for the work assigned to it. Money applied in the improvement of facilities would be far more likely to bring the best class of students to the university than would the mere removal of the female element from the library and laboratories.

From a pedagogical point of view I do not think that our experience would justify the university in the adoption of any such policy, and I do not think that we ought to be persuaded to adopt any line of action by the possibility of obtaining money which, under the circumstances, would prove a burden rather than a benefit.

As a college student I attended for a time a co-educational institution, and subsequently institutions for men alone. As a college instructor I taught thirteen years in an institution for men alone, and have been for the past six years in the University of Chicago. I have given considerable attention to this question and studied it with care, and I have not as yet seen any evidence which would justify such a fundamental departure from the policy adopted by the University of Chicago at the beginning of its work.

Faithfully yours,

(Signed) EDMUND J. JAMRS."
(S O B A )

"S O B A"
January 9, 1902.

President W. R. Harper.

Dear Sir:—I write in response to the action of the Senate December 14, 1901, which calls for my opinion in writing upon the following proposition:

'Will the Senate advise the Trustees of the University to accept a gift of a million or a million and a half dollars to be used in erecting on a separate block of land dormitories, gymnasium, club house, assembly hall, recitation halls and laboratories, to be used exclusively for women, and as concerns recitation halls and laboratories by women of the Junior College?'

In my judgment the proposition should be divided, for desirable and very undesirable propositions are coupled together. To provide an attractive home life for the women of the University, that will include proper provision for their social and physical culture, is a proposition that meets my entire approval. But to provide separate recitation halls and laboratories for the women is a proposition that meets my unqualified disapproval. It is to this phase of the general proposition that I would speak.

1. The essential feature of coeducation is coinstruction. That a social contact with university life meets the definition of coeducation cannot be claimed seriously, since its logical outcome would lead to an evident absurdity. To disguise this attack upon coeducation under the plea that it is merely progress in its administration can come only from an unconscious attempt to harmonize an unalterable opposition to coeducation with a pledge to continue it. It is a noteworthy fact that all the arguments presented by Senators to support the proposition were arguments against coeducation rather than in favor of its further development.

2. Coinstruction is a great safeguard. For immature men and women, who are in social contact, to have also intellectual contact is to my mind the strongest argument for coeducation. In the majority of cases it removes the unhealthy sexual glamour that is the curse of separate education. It is a matter of record that the follies arising from social contact in coeducational institutions are not to be compared with those in institutions for separate education.

3. The provision of separate recitation halls and laboratories for Junior College women is a needless expense. The present laboratories can accommodate much larger classes in separate sections, provided the number of laboratory assistants is increased and even if that were not the case, the great loss from losing the direct touch of the university laboratory should suggest some other method of enlarging the space for work. Moreover, this unnecessary duplication of equipment would put another blockade in the way of university departments that are waiting with remarkable patience the opportunity to develop along university lines.

4. Men will be attracted if the life and work are attractive. This is mentioned, since it has been put forward that this provision, in keeping women out of recitation rooms, will result in attracting a more desirable class of men. I beg to suggest that desirable men are attracted by a chance to do strong work; and they will be attracted when the departments can give them as good or better opportunities than they can get elsewhere. If this be a prominent thought in connection with this proposition, I would suggest that the experiment of developing the university departments be tried, an experiment that could probably get unanimous consent, before one that involves so much money and encounters such strenuous opposition be attempted.

5. The form of the proposition is very objectionable. Such a subject should be discussed entirely apart from financial pressure. To suppose that the opportunity to secure a larger sum of money for the university could influence the judgment of any Senator is not a pleasant suggestion. It seems to me that it would have been better to have kept the money consideration out of sight.

Yours respectfully,

(Signed) JOHN M. COULTER"
Reverend A.K. Parker, D.D.,

Dear Sir: —

In reply to your letter of January 9, I hope I may excuse myself from attempting to answer the question propounded in the Senate, I do not feel sufficiently acquainted with the operations of the university to have an opinion on the question referred to.

Very truly yours,
(signed) J.F. Jameson.

President W.R. Harper,

Dear Sir: —

In reply to the request for a written statement regarding the Senate action of Dec. 14th. I would state that I am heartily in favor of the proposition.

Very truly yours,
(signed) A.A. Michelson.

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

Dear Sir: —

I wish to say that I would favor the establishment of a Woman's quadrangle especially adapted to the peculiar needs of the women in the Junior Colleges. The suggestion that duplication of existing laboratories may be avoided by the enlargement of the present buildings, coupled if possible with the introduction of the unit system of connection, seems to me worthy of consideration. I remain,

Yours very respectfully,
(signed) L. Hektoen.

President W.R. Harper,

Dear Sir: —

I wish to cast my vote in favor of the acceptance of the gift of one million and a half dollars for a woman's quadrangle.

I hope that this gift will be a step towards a separation of the Junior College from the University. This, however, is only possible if the acceptance of the gift does not burden the University with new additional expense which exceeds the income to be derived from the new gift to such an extent as to curtail the graduate work of the University.

I remain, Yours respectfully,
(signed) Jacques Loeb.

I should strongly recommend the proposed Woman's Quadrangle; additional Halls for women must in any case be built to meet the demands of the future. Nor can I see that the provision of lecture rooms for women only contradicts or is inconsistent with the University's fundamental policy of co-education.

(signed) A.K. Parker.

The Recorder,
University of Chicago.

Dear Sir: —

I wish to record my vote in favor of the proposition submitted to the members of the Senate some weeks ago relative to the proposed removal of the women of the Junior Colleges from the present campus for the major part of their instruction, as well as for their life in general. As a teacher I have always felt that a large proportion of the men students are influenced for the worse by the presence of women in the classroom with them, and the same effect is noticeable to a less extent in the case of women. This is especially, if not almost wholly, true of the...
early part of the course, in my experience. In the second place I do not believe in the same kind of higher education for the women as for the men; the proposed change will open the way for the fullest development of the best type of education for both sexes.

Yours respectfully,
(signed) Edward Capps.

"Chicago, Dec. 16, 1901.

Dear Sir:—
At a meeting of the Senate held Saturday, Dec. 14, 1901, it was voted that the Senators send before the 10th of January next their opinions in writing to the President upon the following proposition to be submitted by the President to the Board of Trustees:

"Will the Senate advise the Trustees of the University to accept a gift of a million and a half dollars to be used in erecting on a separate block of land dormitories, gymnasium, club house, assembly hall, recitation halls and laboratories to be used exclusively for women, and as concerns recitation halls and laboratories by women of the Junior Colleges?"

Yours truly,
(signed) A.K. Parker,
Recorder. K."

(COPY)
I vote yes on the above proposition.
(signed E.D. Burton.)

(COPY)
"Morgan Park, Dec. 28th, 1901.

President W. R. Harper,
Dear Sir:
I am heartily in favor of advising the Trustees to accept the million and a half for the purpose mentioned above.
Yours most truly,
(signed) Galusha Anderson.

(COPY)
"December 20, 1901.

My dear President Harper:— Replying to the Recorder's communication of the 18th inst., I will say that I am quite in accord with the views expressed by the President in his last quarterly report, on the subject of coeducation. I believe that the plan to erect separate buildings for women and to carry on separate work is quite within the letter and spirit of the University charter. I would therefore advise the trustees of the University to accept a gift of a million or a million and a half dollars to be used in erecting on a separate block of land dormitories, gymnasium, clubhouse, assembly hall, recitation halls and laboratories to be used exclusively for women, and as concerns recitation halls and laboratories, by women of the Junior Colleges.
Yours very truly,
(signed) Eri B. Hulbert."
President Wm. R. Harper,

Dear Sir:

On the question of the acceptance of a gift of a Quadrangle for women, with the condition that it shall include recitation halls and laboratories to be used exclusively by women of the Junior College, I vote no.

I should heartily welcome the building of a Quadrangle for young women, with dormitories, gymnasium, and grounds for exercise, upon the proposed site, just as I should heartily welcome the building of a quadrangle for young men upon some other site, preferably to the west of the present grounds.

I am strongly opposed to the establishment of separate instruction for women in the University of Chicago in any year or years of study, from the Kindergarten to the end of the work of the Graduate School. My reasons in the present case are as follows:

1. The proposed line of distinction in the education of the sexes is a purely artificial one.

It was at first argued in the Senate that there is a period in the life of every girl when she is in a temporary state of physical sensibility and unrest, and that during this time she should be educated apart from the young men. The physical fact is as stated. But I believe it to be the experience of parents that, in the life of a normal girl, this temporary state of sensibility and unrest has, to the girl's own consciousness, nothing to do with her relations to the actual persons of the other sex whom she meets in her daily life. Moreover, if the conclusion were drawn that there should be temporary separation, the time at which the alleged reason exists is not between the ages of seventeen to nineteen, or eighteen to twenty (as in the Junior College) but three or four years earlier. If there be a separation on this ground, then, it ought not to be in University education, but in the High School. The argument under this head, though strongly urged at first, has been abandoned in the Senate, and I hope will not be revived.

It should be noted also that the proposition before us, though it ostensibly separates the young women of the Junior College from the young men, would actually do this completely for a single year only. One third of the work of the second year of the Junior College is by our system elective, and is actually taken in the Senior College. It has not yet been proposed to separate the sexes in the Senior College--though every argument advanced, except the hansom and stated above, is really an argument against co-education at any point.

2. Co-instruction is the best corrective of the dangers of co-education.

The sole danger in co-education lies in the undue interest of the one sex for the other, which in individual cases is generally founded on illusion. Sympathies which would not bear the strain of actual life easily spring up in the years of inexperience. The more open the intercourse is, and the more largely it has to do with intellectual pursuits, the safer its results will be. The best corrective of youthful romanticism is the daily work of the classroom, pursued by the two sexes in common. By giving up co-instruction, we should give up the greatest safeguard which we now possess, and plunge ourselves into an utterly false and fictitious life which we should some day regret.
... the bodies of students, living near each other, could not possibly be kept apart; and the mere attempt to establish a partial separation would make intercourse more attractive, while robbing it of its natural safeguard.

(3) The proposed separation would entail a waste of money and of energy.

The proposition (suggested in the recent convocation address of the President) to give each young man or young woman the choice between instruction in common and instruction apart would make it necessary, in many subjects, to have four separate places for laboratory work and instruction: one for young men and young women of the Senior College or Graduate School; a second for the young men of the Junior College who wanted instruction by themselves; and a third for young women of the Junior College who wanted instruction by themselves; and a fourth for young men and young women of the Junior College who wanted instruction together. The great waste of money involved in such a scheme should be obvious to every one. On our excellent system of keeping the classes down to a maximum of 50, we now divide the sum total of the students in a given subject by 50, and but one fraction need be left over. On the proposed system, we should have to divide each of four numbers by 50, with four fractions left over. And this would be the case with every subject in the Junior College. Moreover, the difficulty of superintending the work of a given department in four different places would be very heavy. It would in general not be well done; but if it were well done in any case, it would be at the sacrifice of energy which would be more valuable to the University if spent in ways less mechanical.

The teaching and laboratory work of the departments of Arts, Literature, and Science should all be conducted in the central mass included in the original four blocks of the University; and as it becomes necessary to duplicate buildings for a given department, the new ones should, in each case, be as close as possible to the old. A glance at the map of the University will show that this is still entirely possible. For example, buildings for Physics and for Geology could be placed on Lexington Ave., in reasonable proximity to the Tyson Physical Laboratory and the Walker Museum; and a building for Chemistry could be placed on Ellis Ave., in reasonable proximity to the Kent Chemical Laboratory.

4. No division of studies can be made according to sex.

It has been implied, in some of our discussions, that there are certain studies which belong peculiarly to women, and for which special buildings should therefore be provided. If by this is meant the study of art, in any of its phases,—for example music and painting,—these studies certainly could not be forbidden to our young men. It would be equally rational to forbid our young women to study political science or Sanskrit. There is then no reason for separate buildings reserved for subjects taken by women only.

(5) Partial non-coeducation would not meet the difficulties that are supposed to exist.

As the movement to establish separate education has come up before us, it seems to be prompted by the fear that the number of women in the University of Chicago will come to exceed that of the men. There are special reasons why women should come here in large numbers. It is obvious that there is no other place where the opportunities for them are so great. On the other hand, it is not obvious that there is no other place where the opportunities
For men are so great. Indeed, it may be questioned whether the statement would be true. The way to increase the number of our men is by making it true, and obviously true. This can be effected by giving them better places to live in, better opportunities for social life, and, above all, better opportunities for scholarship. It is unhappily the fact that the attention of the country at large is more attracted by our interest in the supposed expansion of our lower work by "university extension", "affiliation", and correspondence, than by our scholarly achievements, as evinced for example, by publication. And indeed, the conditions of life in the University of Chicago make productive scholarship extremely difficult. A great advance in this respect could be accomplished by the expenditure of a moderate amount of thought and money. And it is only an advance of this kind that will give the better people of the country the confidence in us which they do not now possess, and so set in motion the influence that will bring us large numbers of able men as students. If such steps were taken, I believe that the end of another decade would see us clearly the strongest University in America.

In expressing the above opinions, I have not been speaking from a one-sided experience. I have taught in an institution for men alone (Harvard), an institution for women alone (Radcliffe), and two co-educational institutions (Cornell and Chicago). In the last two named, I have taught mixed classes ranging from the Freshman year to the end of the Graduate School. I have never seen any embarrassment or difficulty caused by the presence of the two sexes together in the class-room. The difficulties that exist belong to the life outside of the class-room; and for those there is no natural and healthy corrective except the common intellectual life that centres in the class-room.

Very respectfully,

(Signed) W. G. Hale.

Jan. 10, 1902.
"January 8, 1902.

Dr. W. R. Harper.

My dear Sir:—I am opposed to the plan of accepting money for the establishment of a separate Junior College for women, for the following, as it seems to me vital, reason:

It is ethically inconsistent for the University to take such a step in view of its charter and its history during the past ten years.

Yours very truly,

(Signed)  J. U. NEF."

"January 9, 1902.

President W. R. Harper.

Dear Sir:—Referring to the accompanying question, I should consider the undertaking proposed to be undesirable from the standpoint of educational policy. Regarded as a final arrangement it would commit us to two policies. Regarded as a step merely in the segregation of the women, it would miss the point since such segregation is not practically obtainable when the institutions for men and women are in the same neighborhood.

Yours very truly,

(Signed) Henry H. Donaldson."
να μεν η ειρήνη μου επιστρέψει·

καὶ οἱ σωτῆροι ἔκζωσιν.

(ΟΦΗΘ) Κ. Τ.'Ο. Β' Τ."Π.

(ΝΕΑ 'Ημηρολογίον των Νευρικών Ευθυγραμμάτων) Π. 9943 μ. Χ' του 492 Α.Χ.

Τούμπα τού Κ. Τ' Ἡμηρολογίου του Νευρικοῦ Ευθυγραμμάτου ἐκ Νωύρης του Σωτήρος Πρήσσεως Ιεραρχού.