My dear President Harper:

I am not personally acquainted with Dr. Chrisman. I only know what was currently reported of him at the time I was in Jena, and his general reputation in scholarship at the time of his taking his degree.

It was said that his work in Pedagogy was so poor that Prof. Rein, professor of Pedagogy in Jena University, hesitated about allowing him the degree. His work had also been hastily done in other subjects. Only two subjects are required in Jena for the Doctor's degree.

I was told that both he and his wife do not represent a high grade of general culture. Yet Dr. Chrisman worked exceedingly hard to accomplish what he did in the limited time. — I ought also to add that the Doctor's degree in Jena, as in all German universities, has now less value
My dear President Humphry:

I am not personally acquainted with

Dr. Othmer. I only know what we commonly report of him at the time I was in London and

the general reputation in scholarship of the

time of his staying in Germany.

It was only that he was known in Pennsylvania as so keen that Prof. Ray's promotion of the

in the University. His work has also been noticed

in the George. His work may also been noticed.

I am not that nor do I know what he will do not

I appreciate a fair chance of doing anything. Yet

Mr. Othmer worked exceedingly hard and to success

perhaps not as I am in the field that. I cannot

go to say that the Doctor's Degree in Tenerife

in the German universities, the next year an
than formerly since the State examination is the ambition of German Gelehrter, and it is commonly said that the doctor's degree has little value; that a young man can easily take that degree, since the requirements are in no sense rigid.

I may do Dr. Chrisman great injustice by this statement. I hope that it will be taken with the allowance that should be made for any report. I cannot hold myself responsible for what was currently said, but when I heard from Prof. Dewey of Dr. Chrisman, my loyalty to you, to the university, and to the interests of Pedagogy seemed to demand that I should simply state what I had heard.

Yours respectfully,

Julia E. Buckley
My dear President Harper,

The rapid reading of
the article on the proposed new
plan of teaching Greek has not
prepossessed me in its favor.

This plan in teaching modern
languages is, as we know, commonly
practiced. The psychological fact
on which this method is based is
generally admitted. On page
five, the writer has awkwardly
expressed his idea, when he
describes the "failure at first to
comprehend," one of the things
"which help to make a first
impression vivid."

The end in view in teaching
a modern language is, however,
quite other than that in teaching
Latin and Greek. We are not
expected to transfer these languages
to daily living as to connect...
them with objects in our immediate environment. In the latter case, the connection is to be made with the forms and literature of a language from which we expect discipline and culture. This training therefore does not appeal primarily to the ear.

In the proposed plan we are doubting labor in acquiring a vocabulary which connects us with the environment, since this has as adequate compensation either in present or future use. We are not gaining the knowledge of forms in a systematic way. To yield a result in exact scholarship such a knowledge must constitute the basis for careful discrimination requiring close analysis, fine distinctions and subsequent synthesis.
The time element in such a method of training is also important. Modern Greek differs sufficiently from ancient Greek to make it distinct. Facts of language introduced in this conversational way through modern Greek must be numerous and broad in their range before any generalization can be made and even then the transfer must be made to classic Greek to make it serve the purposes of scholarship. This transfer even for native Greeks is not so easy and involves time subtracted from scholarship attained by using the results of former experiments.

**Summary:**

The whole proposal to introduce the study of Greek by the use of modern Greek is based on an
Analogy to modern languages without a careful analysis of the differing aims and uses of the two. It is therefore illogical, impractical and wasteful for purposes of scholarship in connection with college work.

Feb 11, 98

Yours truly,

[Signature]

Julia E. Buelker
My dear President Harper

Miss Bennett offers to take the summer University Primary School for $25 + a week and expenses. What shall I write her?

You will remember that a teacher from Col. Parker's school, as better than Miss Bennett, asked $30 a week and expenses.

Miss Bennett was one of the most suggestive, though not perhaps one of the most brilliant, of my former teachers. She can't not remain later than Sept 1st. Do you wish to have her the eight weeks or only six?

Yours truly,

Julia E. Buckley

P.S. I will suggest that we do not reduce the price of tuition unless found necessary
Danbury, Conn.
March 27, '96

My dear President Harper:
The enclosed note is moderate in estimate of Mr. Eby's work and attainments. I hope he may be allowed the fellowship. I expect to see Miss Bennett before failing to-morrow. With your assent to the proposition that she be provided for in one of the halls, Dr. Sewer's proposition that some advance be made on next year's appropriation, the tuition and my own willing ness to supplement I think the summer school must succeed.

Yours sincerely,
Julia E. Bulkley
ON Danbury, Conn.
March 27, 1896

President Harper,
Dear Sir:

I understand that Mr. Frederick Eby is intending to make an application for a fellowship in the University of Chicago.

He is a graduate student and has made Pedagogy his main subject since entering the University.

He has shown marked critical ability in the discussion of pedagogical and related questions and great earnestness and steadiness of purpose in class work.
and Seminar.

His preference for the philosophical and psychological questions involved in Pedagogy has been marked, and he gives evidence of good preparation in these subjects. He makes careful study of fundamental questions involved in the discussion of subjects.

He has voluntarily undertaken special work in Pedagogy during my absence. The quality of this past work justifies expectations of independent investigation.

Yours truly,

Julia E. Bulkley
Associate Professor of Pedagogy.
My dear President Harper:

I have engaged passage on the "Spree," North German Lloyd, sailing from Bremerhaven June 1st. As I wrote you, my work of revision was delayed at the outset by the non-arrival of my trunks. My first revision is just finished, but I find that revisions must again follow the correction of the typeset. They work too slowly here to do the work to day because it is the day after Thanksgiving and other holidays have interfered, so that I shall not see my work in print.
as I expected, but must leave
that in other hands for final
revision of proof.

I have received a letter
from a President of a College
in Georgia, who has resigned
his position to study Pedagogy
in the University of Chicago
next year. I had had previously
done correspondence with him.

My students of last quarter
were good workers, but I hope to
have more. The undergraduates,
however, are poorly prepared for
that work. I hope later to be
able to give a higher course.

I noticed a scarcely defined
tendency to a prejudice against
German Pedagogy. This was
partly due to the superficial
way in which it was treated.
by Col. Parker. He can carry Lucast at and amusing things, but his judgment is often narrowly based and is based in value by his unmethodical rambling habits of thought.

But Prof. Dewey also spoke of that when I offered my place for next year. I hope Prof. Dewey will not take that stand against "German" pedagogy so called (it is not "German") for after all it must be un
versal to be true. We have nothing so good to offer in America, and we can offer better until Psychology gives us more help. The general system that I teach is in harmony with the best known on the subject and all other work offered is always compared with these the latest views are brought into comparison and critically
examined. This rush into unregulated "child study" this collection of a mass of detached facts without a power of unifying in systematic form the drawing of hasty and unjust conclusions was painfully apparent in the so-called "pedagogical" work in America. I shall take up my work again in Chicago with far more confidence, better health, and with great pleasure I know you, better the conditions that I was then studying.

I have just received a letter from Dr. Snow of Constantinople. You will remember he spoke of his work in connection with Mottain. She is a careful scientific worker and a fine character and I hope will one day be in Chicago University. Her brother has had an interview with Prof. C. W. With many thanks for the opportunities offered and your kind consideration, I am

Yours sincerely,

Julia H. Bulkley
It is a fact well known to teachers that children lose much of what was learned the previous year during the long summer vacation. It is also true that if children are happily employed for a few hours daily for a part of this vacation, steady progress can be secured with no injury to health.

The University of Chicago offers them opportunity to secure these results through the University Primary School, which will be continued for six weeks beginning July 6th. Only a limited number of children will be taken. The school will be under
the direction of the Department of Pedagogy. But in direct charge of Miss May Bennett, a graduate of Framingham, Mass. Normal School, a successful teacher of experience in the direction of primary work.

Fees for six weeks, five dollars. For further information or registration, address
May 1, 96

My dear President Harper,

Miss Bennett will come to take charge of the University Primary School for six weeks during the summer, beginning July 6.

I know that you approve the plan and only hesitated in account of the funds. I preferred to assume that responsibility in order to secure the best conditions for successful work in pedagogy. Miss Bennett is a most conscientious and
successful teacher, a graduate of Framingham, Mass. Normal School, with advanced study, and was for some three years one of the most suggestive primary teachers in the Public Schools of Fairfield, N.J. Since then she has successfully conducted a primary school in Elizabeth, N.J.

Announcement should be made of the summer school in order to secure pupils. It would be a good plan if you approve, to have a brief printed notice to send to parents and with the cooperation of the Public School nearly the ten or fifteen pupils might be thus secured.
Many parents would prefer that their children have instruction during the summer for that length of time during the summer. Teachers know well that there is great loss of time during the long summer vacation and this fact might be used in the announcement.

I have concluded to enclose a form of notice which may serve with such modifications as suggest themselves for the printed form.

As you will observe, I am at my former home in Zürich. My books and trunks are, however, unaccountably detained and I have not yet at work. I have telegraphed without result and may go on to Genoa to get them. This blowness is
the more difficult to endure after an experience in Chicago hoping that you will approve of the enclosed plan. I am

Yours sincerely,

Julia E. Bulkley
June 23, '96.

My dear President Harper,

We are nearing New York after a rather rough and foggy voyage. My work is in the hands of the printer in Zürich. The correction of proof I have had to leave to others.

I must visit Danbury in order to attend to some business in connection with the settlement of my father's estate. As we expect to arrive the 25th or 26th, I shall probably not be able to leave for Chicago before Monday the 29th, arriving in Chicago the 30th.
Will that be too late for the registration for the quarter? If you wish it I could probably leave Sunday 28, arriving there Monday 29th. If I can wanted earlier a letter or telegram will reach me at the following address.

Yours sincerely,

Julia E. Bulkley

Danbury.

Care of N. J. Bulkley.
Brief Report of the Work of the University Primary School for the Summer of 1896.

The school began July 6 and closed August 14, holding daily sessions from 8-30 to 11-30. There were enrolled six children from five to ten years of age, of varying grades of capacity and preparation. Illustrative drawings showing constant progress in a knowledge of the content of words and in power of observation have been filed.

Their work was observed by the class in General Pedagogy, consisting of twenty-four members, and frequent reports were made with comment and criticism. These reports have also been filed.

The final meeting in which the plan of the school was reported, with the outline of a first-year's course, was discussed in a two-hour session, in which the following questions, one of similar sets presented by members of the class, were considered:

1) How far can methods used in this practice school be adapted to the large classes in our public schools? Has a continuation of this course been planned?

2) Is a single book, poem, or story the best possible basis for work in primary grades? If so, is Hiawatha the best selection possible?

3) The proper treatment of defective or badly-trained children; whether best to keep them with others or to give them special treatment?

The general intelligent interest as shown in the voluntary reports by the observers, their careful preparation in the analysis of the poem of Hiawatha, consideration of its literary form; the influence of locality in deciding the character of the first year's work; the individuality of the teacher as a determining factor in
The report covers July 5 and August August to date.

The report indicates a decline in sales from June 10 to July 10. This may be due to the recent economic recession or other factors.

The intermediate quarterly report contains a comprehensive overview of the year's performance. It focuses on the changes in the market and the strategies employed to adapt to these changes.

The report also includes an analysis of the company's financial position and the strategies for future growth.

I have included a presentation of the data for the second quarter.

The report concludes with a summary of the key findings and recommendations for future action.

Thank you for your patience during the preparation of this report. I look forward to discussing the findings in more detail in the upcoming meeting.
the decision; the question of the treatment of defectives, mental or moral, and many other minor and incidental questions showed the value of the opportunity of this observation to teachers, Superintendents, and other students of Pedagogy. The value and economy of the laboratory method were forcibly illustrated by the results in focusing and stimulating the thought of observers.

Parents have also been daily visitants and have secured a plan of the work in order to carry it along in the further education of the children.

Aug. 31, '96

Julia E. Bulkeley
July 16, '96

My dear President Harper,

Please give yourself no further trouble about the pedagogical library.

In Prof. Dewey's absence we will do the best we can with the material as he has left it.

Yours truly,

Julia E. Birkley
My Dear President Harper:

You can not see me before Thursday and ask me to write, but I am so completely in the dark as to the cause of your suggestion that I leave Beecher Hall that I scarcely know where to begin.

You speak of my having a place for my books. I had no other thought than to follow your suggestion and put my books on literature, art, travel and history in the parlor as among pictures, and souvenirs of travel. My little parlor would then be a work room with books in pedagogy, psychology and philosophy with my style writers and sketches. The jardiniere of which I spoke was broken accidentally in my absence in the spring and has just been replaced by Miss...}

As to going to another house for my meals, that is very little, for one who has been about the world as much as I have been. I had only thought that if it were possible, it would be more home-like and agreeable since we were a table full at Beecher to have the food brought here. So I asked Miss Yeomans about sending it offering to pay the extra expense of a man for the time. She never gave an answer to what I considered a reasonable proposition.
the servants and with two sick people in the house. I provided food at first out of my own store; and as the bell gave out, answered the calls one entire day, showing the house, and going myself for a doctor since I could get no one to send even at Kelly. Then I took my accustomed survey of the house before going to bed. I heard a noise in the room opposite mine. Two servants had been placed there. My thoughts of possible burglars in the uncertainty induced me protest next day and ask for notice of changed rooms and for proper service. Has that influenced you? I speak of this because she said at the time, "Why do you not go out of the hall and live like Mrs. Crow? I'm a later talk. I think she never intended to make it to uncomfortable. Then I found that my girls needed me. I accepted Miss Pratt's kind invitation and took a table at Foster.

Then I came to Beecher, it was with the desire to make the association one of good comradeship. But I soon found that I must accept as much existing evil as that was done. You know how their rooms had been filled up to deceive their gentlewomen callers and their disappointment when such promiscuous calling could not be allowed. I recognized your generous help in adjusting matters at that time. But it takes time to restore confidence and until the second quarter did I feel assured of the co-operation which would enable me to introduce some of my schemes for aiding them. Earlier than that, I thought the spirit of my advancement would be misunderstood. The then had our weekly current to foes club which all enjoyed.
I felt their returning confidence and had gratifying assurance of the approval of their better judgment in my decisions. When I reached the station on leaving the House there was not only a circular letter from Urgot, but several others wrote from their homes. This spontaneous evidence of their appreciation was most encouraging.

One element though I knew I had not yet reached. They were those who went home fridays. It was on Saturdays and Sundays when our pleasant social life was felt more decidedly, and only those who remained could comprehend the spirit of higher courtesy, of generous kindness and helpfulness which I wished to introduce. To overcome the prejudice arising from the thwarting of selfish schemes by the persuasive spirit of good will, however required time.

I do not know now if I have touched upon the thing that has interested you, the most difficult thing to adjust is my relation to Mrs. Talbot. In my opinion this should involve a mutual recognition of the golden rule. If she had said to me when the crowd surged around me at that first registration, "You are noticed to registration Miss Cary shall assist you the first day and I will take that untrained assistant. She would have won my lasting gratitude." Then I found that whom I told them freely in confidence reappeared in various guises and was used with the young ladies of Beacon. You can readily see how unpleasantly this could react. I would not have done that with her, and so I stopped...
all confidences. I have never shown myself unwilling to co-operate officially on a basis of mutual courtesy. I want to do more than that. I came back with the intention of doing my best to change the relation. So I offered to help where her large number of unclassified women exceeded my small number of regular students. She wrote asking she about the courses and I represented fairly as well as I could and as I should like to have had it done the general opinion. I had never before said more than I had said to you that they ought to be better cared for.

When I was abroad, you once wrote for me to return saying that you thought I had had enough vacillation. Not until then did I realize that I had not written you of any plans to take a degree I always want to do better than my word. I shall never forget the promptness and kindness of your reply. Did I fail you then? So now I blame myself that I did not earlier let you know of the other side of some things of which you have evidently heard but one side.

I know that it requires patience for an executive to wait for his own plans to mature; much more to wait for his subordinates to work out plans. But if I am working in the right direction is it too much to ask that you give me a little more time? Only two quarters for such a great problem I found in the Hall the hard, exclusive selfishness which is only found in connection with uneducated men and women, poor housekeeping and impudence among the servants. The offending maid who was ill has been dismissed. The housekeeper replaced by a better one and most of the house responded to the influence of a happy home atmosphere.
He and his family were planning for our current topic club. To give an entertainment, to supply ourselves with dictionary and encyclopedia, I brought back from the college songs of Germany and the success of the summer with those older and more difficult to satisfy urged me to give assurance enough for further trial.

I am so fond of my girls as you of your family, my heart is broken at the prospect of removal, and I am sure that the positive way in which I shall meet them in promoting good fellowship this year will meet with cordial responses.

If you displace me now, it will give the stamp of official approval to what they attempted last year. There is no hardness or unkindness or selfishness meant in my attitude toward any one but the "good will" which should reign on earth as it reigns in heaven. But there are certain just bounds within which rights must exist else there is nothing educational or administrative. This you recognize as do I, but it takes time to establish a new view of things. Will you not extend to me patience and time just as you have done in the past? I was so confident that you would approve of my general aim if you knew that I never took into account that you did not know all. I have often told you that you do not demand the "pound of flesh" of human beings but that generosity tempered justice in your administration. My future life is in your power in a larger sense than you realize.

Yours most sincerely

Julia E. Blakeley
My dear President Harper:

Your presentation of the subject yesterday has made me wonder if I had done the injustice of wholly misconceiving Miss Talbot's attitude and the whole situation. If so, I would be glad to do all in my power to repair the injury and would be more than pleased if we could, in mutual forbearance until we know each other, practice the golden rule.

The matter of the students would time adjust itself if you could assure me that this dreadful nightmare is over and that the halls could remain as now. With that, at least, I know I could be of some service to the university.

Prof. Miller has asked me if I will visit some affiliated schools in this vacation and make report to the committee. Shall I do it or remain here and prepare to leave? I am to see him tomorrow if I visit the schools.

Yours sincerely,

Julia L. Bulkeley
My dear President Harper:

When I made my decision in regard to the important questions in Beecher last year, I knew that it involved my leaving the University in case you did not approve. But I understand that you did and do approve.

Beecher is told is full with the exception of three or four rooms, although most of the old members had finished their courses. I have personally met most of the visiting applicants. If it were known parents would want no better than was asked.

The question then of my remaining resolves itself into a personal one of my relations to Miss Talbot. It remains to be seen if she is as willing as I to show good will and to do as she would be done by. My first letter shows my view of the case.

Yours sincerely,

Julia E. Bulkley
The University of Chicago.

Sept 22, '96

Mr. President Barker

Would you like a copy of the letter I sent Miss Talbot in regard to the Commons?

I did not give it from my own standpoint, but, as nearly as I could from the view of the Student Body Winter. The board has been much better this summer.

I did not consider it personal but more in the form of a report and wrote only because it was asked. Should a report be construed personally? I hope it was not by intimation received by the morning mail. The enclosed circulars. How it came to be
The University of Chicago.

and I do not know, but there is no such alternative, in my opinion.

Yours Truly,

Julia E. Buckley
Prof. Bulkley,

Faculty Exchange,

University of Chicago.

Dear Sir:—

We mail you this day one of our booklets descriptive of Hotel Del Prado.

We will be pleased to have you call and inspect our accommodations at the following rates: $10.00 to $17.00 per week according to location of rooms.

Trusting to have the pleasure of seeing you in the near future. I remain

Very respectfully,

J. A. Preisch,  
Vice Pres. & Treas.

W. S. Sailer,  
Mgr.

Del Prado Co.
Dear [Recipient],

I am writing to inform you of the following:

1. [Insert information here]
2. [Insert additional information here]
3. [Insert any further details]

Thank you for your understanding.

Best regards,

[Your Name]
My pleasant vacation among the schools has but intensified by contrast the hopeless outlook in Chicago.

As yet I have said nothing of how the question of my resignation affects me personally. You know that for years my surplus income has gone to help needy students. The year I left for Europe was supporting students in Princeton, Yale and MASS. Inst. of Technology. As part of this I repaired crippled me to bring my Doctor's degree to Chicago, but my dissertation was printed this year.

God will be facing the world unemployed...
nothing ahead of me and nothing available to fall back upon. Better to
thoughts says to have always gone entirely from my head.
All it not be business-like,
fair to you and to the Univ. and
simple justice to me to make
my resignation in all relations
late fable at a date that will
enable me to look about and
find some other worthy work
do? I shall be as constrained
to the last as if my work were
to continue. My Professor with whom
I wanted to work abroad has recently
died. I propose this in my hopeless
ness of any other solution which
I know you have sought. You
have always been my good friend,
my counsellor in time of need,
and in this matter, are my only
confidant. But, unless I am
mistaken, there is wanting in
this Talbot the Christian spirit
to meet the emergency, for
this has failed me before in time of need. I could give instances extending through the year in which she has not treated me as a colleague and coordinate, but unless my sudden leaning of the University makes my justification to my friends necessary, I shall say nothing. I have not started distrust among her acquaintances, nor have I used my influence to disturb her relations in the University. You know how reluctantly I have said what I have said to you. I felt obliged in self-defense to use the principle of exclusion. But I would be glad to forget it all if she would make mutual helpfulness the rule. But her influence covers all relations that
the end for me is inevitable. So I ask you for a brief respite before death or its equivalent.

You spoke of my delay in assuming the duties of Debra. Even after I knew how it would relate to others, you cannot realize how hard it was for me to meet all obligations alone. It took time to understand what was required; and not until Mr. Gurney and Mr. Millers had kindly introduced me to the significance of the terms in their relation to the student did I think I could act so that no one would suffer from my mistakes. You will be reminded that I gave credit where credit was due and would have transferred the balance.

Whatever occurs will not lessen my gratitude to you and to Mrs. North for what you have done for me. But the whole can not be what the parts are, and from that I am the sufferer.

Whig yours sincerely, Julia S. Buckley
The University of Chicago.

Oct. 6, '76

My dear President Harper,

I find that I have four students—instead of two—in my seminar. I can not think that any personal reason exists for Prof. Thurber having only one student in his seminar.

Is not the assurance that a student learns pedagogy in any department as fallacious as that he gets English as a science in any class? A teacher needs both sides. I saw Miss Talbot last night. She saw that the principles of justice and mutual courtesy were involved in my view of the case mentioned.

Yours sincerely,

Julia E. Bulkley
My dear President Harper:—

At the time I saw you yesterday I did not know of the second article in the Evening Post. One of the young ladies gave it to me as I returned.

The interviewer, one of the college students, whom I have often met and with whom, in a light banter, I have exchanged comments aside from news items, told me of the exaggerated reports of Sunday evening,—the patrol wagons, etc. I simply carried out the whole thing in our usual spirit of banter into the extreme and absurd. But it was distinctly understood, as it had been before between us, that that was not to form a part of his report. I said that I regretted even the simple statement of facts because the report would be further spread, and added, "If you must mention it to deny the exaggerations, I hope you will say that a citizen's right of security ought to be regarded in a police report". (I should have added in a journalistic report).

Instead of the simple denial of exaggerations and the statement of facts which I expected, he has greatly distorted, enlarged and misinterpreted the interview. After this experience and from what Dr. Goodspeed has told me, I shall favor instruction in journalism with special reference to the establishment among journalists of a code of social ethics.

I see how helpless one is before such base betrayal of social confidence. I still think that so far as the police are concerned, citizens, especially those drawn into the enforcement of law, ought to claim security from public mention. I had not expected you to do anything, and since you advise otherwise, shall do nothing myself except write you this explanation. and be more than before on my guard.

Yours truly,

Julia E. Bulkley
My dear President Homer:

At the time I saw you yesterday I did not know of the recent retiring to the evening post of a few of the young fingers. I have it to report. The information, one of the most surprising I have heard, has come to me from a trusted source. The report is that the college professors, whom I have often met and with whom I have talked, have exchanged comments since the news came. I have been told that Dr. Johnson, one of the college presidents, has sent a copy of his report to the president of the university, and that he has asked me to forward it to you. I am sure you will be interested in the statement.

I am enclosing a copy of the entire report, and I hope you will find it helpful.

Yours truly,

[Signature]
December 16, 1896

My dear President Harper:—

Would you like to have me help in a plan for the next Junior Finals? I have perhaps hesitated too much in the way of suggestion and helpfulness because of fear of intrusion. But where I think I can aid, do you want me to offer? I shall not feel at all sensitive if you say 'No.' I am sure I could have helped to the more successful carrying out of the plan last evening, had I known about it. Will you not ask me where I can be of service?

Yours sincerely,

Julia E. Bulkeley

Dean of Junior Women
My dear President Haberle:

Would you like to have me help in a year's work next spring? I have been
preparing too much in the way of success to stop and help improve passage of laws or
safety. But where I think I can give you
information if you ask. If not, I shall not feel so well.

Will you not ask me where I can be of service?

Yours sincerely,
My dear President Harper:

I enclose a note so worded that if you think best you can forward it to Mr. Osborne. I am sure the charges made are unreasonable and unjust, and in the light of the careful review I gave it with my Secretary yesterday the facts were distorted and exaggerated by the young lady for that reason and, because it has received the dignity of a notice from the President, I believe this note to the father through you better than any interview with the daughters.

I am sorry that I feel forced to add, because you know so little of me personally that nothing that the young lady has done will influence me to any other than a calm, judicial, and impartial review of the case with the father.

Yours sincerely,

Juliet E. Bulkley
Dear President Harper,

With the aid of my secretary, I have been trying to recall the minor details of Miss Osborne's case. She had handed in her card for a fourth course, and, as usual, I asked why she wanted to take it. She stated that her sister had tried the same plan when beginning German. In reply, I said that the plan was not a success, for I had received reports of unsatisfactory work, while she was taking the four courses. However, at her request, I would send her the usual form to instructors. Two of these instructors thought she could take the fourth course; the third, that she could not. As usual, I then examined her past
records, and found her general standing had not been as high as her sisters. I thought myself justified in saying that I would not advise her a fourth course. I wrote this in order that it might not be stated in the presence of others.

In the first interview, I have the impression, as has also my secretary, that she sat in a chair by my side, and that, though there were a few waiting in the corridor, there were none in the office, near enough to hear, had she not herself spoken in a loud, insistent tone. In the second interview she used the same tone in her objections to my decision. I had in view her own reputation for scholarship, in my advice, and knew that, as a rumor, there was no immediate need
for her taking a fourth study.

Her own disappointment, I believe, has exaggerated
in intensity the actual case, for there was no intention
of, and no cause for severity. It was, on my part,
simply a case of passing judgment on recorded facts.

Yours truly,

Julia E. Buckley
CHICAGO

[Handwritten text not legible]
My dear President Harper:

If Mr. Osborne will call upon me, I shall be pleased to confer with him on the subject of a fourth course for his daughter. From all the data at that time in my possession my decision seemed best. Taking into account her health, her scholarship and the interests of the University.

The facts attending the consideration of the case were sent you yesterday. If Mr. Osborne will call, I shall take pleasure in reviewing the details as remembered by myself and others present. This much dry gentleman who approves of justice and of fair dealing in administration should be willing to accord, I am willing to meet a special appointment at Mr. Osborne's convenience.

Yours truly,

Julia E. Bulkeley
Dean.
My dear President Harper:

There are certain difficulties which present themselves in the present administration of the dean's duties which I would like to present for your consideration.

(1) The complications which arise from permitting students to register for four courses with the division officer. This and other irregularities permitted in this registration made it necessary to summon students, in many cases to change entire courses, and increased the difficulties of refusing a fourth course where it was evident from physical reasons, or a scholarship record that such a course was unadvisable. This has occupied from two to four hours daily since the registration.

(2) The plan of having women summoned by division officers leads to occasional embarrassment and has an undesirable educational tendency. Some absences are justified. The penalty for absence is fixed; a constant reminder tends to diminish the feeling of individual responsibility; too strict a supervision may produce one of two results,—evasion and disregard for truth, or a general indifference to official summons. Of course there are cases where poor scholarship and absence indicate a low standard; but such cases require specially careful and long-continued treatment, and should belong to the Dean.

I understood that your original plan involved a relation of woman to a woman as Dean on exactly the same basis as the relation of men to a man as Dean. The wisdom of this plan seemed to be justified by the history of such older institutions as Zurich university abroad, or Ann Arbor in this country, where women had no equal representation in official relations, and developed accordingly.
I therefore respectfully offer the following suggestions:

(1) That at the time that the students register with the division officers the Deans of men and women be present in their respective offices, and that all irregularities, fourth courses, etc. be immediately referred to them.

(2) That the Deans summon each student personally prior to the registration and furnish a statement to the division officer of the work of the current quarter (omitted from the card) and where necessary the required work of the next quarter. If prompt return be made of cards and statements to each Dean, an accurate revision can be promptly made and difficulties will be reduced.

(3) That the absences of women be referred to the Dean of women.

(4) That the Dean of men and the Dean of women stand in the relation not of interference, but of mutual cooperation as proposed in your original plan.

Yours sincerely,

Julia E. Bulkeley
I propose resolutely after the following amendment:

1. That at the time after the election register with the claim for the division the party of men and women be present in equal numbers.

2. That in each of the divisional courts a woman be present and be empowered as a full and equal member of the court to act.

3. That the basis for the selection of persons to the division of the claim for the division be the registration and a statement to the division of the claim for the division with the party of men and women.

4. That the division of the claim for the division be made by the court and the division be made by the court.

5. That the division of the claim for the division be made by the court and the division be made by the court.

6. That the division of the claim for the division be made by the court and the division be made by the court.

7. That the division of the claim for the division be made by the court and the division be made by the court.

8. That the division of the claim for the division be made by the court and the division be made by the court.

9. That the division of the claim for the division be made by the court and the division be made by the court.

10. That the division of the claim for the division be made by the court and the division be made by the court.
Dear Dr. Harper,

I have read the enclosed paper with much interest. The project, however, seems to me impracticable unless we amend our House constitutions. If I am not mistaken, the understanding has always been that House membership should be held for life, unless withdrawn for some special cause. The Heads of the Women's Houses have in the past discussed what the possible privileges of non-resident members should be and have decided that they could not be determined without further knowledge and experience. One step in this direction was taken last winter when the Heads of Houses were given authority to grant the use of rooms, rent free, for a limited time, to non-resident members visiting the University. I shall be very glad to discuss the subject further, if it seems best.

Will you allow me to suggest that I think it would aid in the business-like management of the House organizations, if they were requested to submit their records to you from time to time for inspection.

Faithfully yours,

[Signature]

Jane [Signature] Leland
Dear Dr. Harper,

I have read the enclosed paper with much interest. The project, however, seems to be impractical unless we enroll our home community. I am not mistaken, the unorganized and trivial ways used in house governments only tended to be nullified.

I am not aware of the departmental appeal for more devoted service. The Board of the Women's Home for Life appeals for your assistance in this particular cause. The members of the Women's House have been most generous with the financial privileges of non-resident members, especially Mr. Halsey. I have been told that the Board of the Women's House is giving extra effort to grant the use of rooms. I am willing to

very likely to furnish the support necessary. If it seems possible

will you allow me to suggest that I think it would be in the best

interests of the entire organization if you were willing to

favor me with a few lines of time for inspection.
Plan for House Auxiliary Association

A. Aim
1. Formation of a House Constituency
2. Enlarged and efficient representation

B. Name
For the Association—Auxiliary Association—Hall
For the member—Auxiliary of—Hall

C. Membership qualifications
1. Graduation from The University of Chicago
2. Residence in the House two years

D. Organization
1. President, the head of the House officers
2. The Secretary and Treasurer elected annually by the Association

E. Functions
1. Annual meeting of the Association in connection with the Summer Convocation of the University
2. Social, religious
3. Business meeting
   a. Report of events in the House life during the past year
   b. Review of measures adopted
   c. Considerations of plan for future welfare of the House
House Auxiliary Associations, Co.

Privileges of Members:

1. Assistance in all public social events of the House.
2. Advisory interest in the management of House affairs.
3. Provisional entertainment in the House for limited periods at nominal cost.

Respectfully submitted,

[Signature]

The University of Chicago.
The University of Chicago.

Tuesday Feb. 8th '97

My dear President Harper:

After much careful self-examination and a pleasant talk with Miss Vanderwalker, I have concluded that this criticism of my teaching is as unfounded and unjust as was Mr. Osborn's complaint in regard to any Dean's work and the misunderstanding in regard to the House.

Without interference, the life of the House goes on smoothly. Mr. Osborn ended by inviting me to his home, but it will still be far more difficult to bring these Normal School workers with their smattering of what is taught to see the value of more exact as well as more philosophic work.

I had already seen this prejudice against so-called German Pedagogy. Prof. Parker who wants to be credited with a Pedagogy of
The University of Chicago.

He is own, introduced the first quarter. I think with you it is better to undermine his position by teaching a "Chicago" pedagogy which nevertheless cannot be true unless founded on universal principles. Think of teaching a "Chicago" psychology or of ignoring the germ element in Biblical criticism.

The charge of high school training is wholly false. I have had far more supervision than of high school teaching in my life. I have long been accustomed to take and give counsel in difficult problems and hope in time to overcome the effects of both subjective and objective which this universal atmosphere of distrust causes. I am greatly obliged to you for bringing criticisms, however unfounded it probably.
My dear President Harper:

Now that I am away I see more clearly some facts in the important matter we were discussing.

I do not of course see all that you see in the new plan. I only know that it replaces hopelessness by some degree of hope in relation to my work in pedagogy.

But I also see that the adoption of your complete scheme will remove me from every sphere of influence in the university except that of the class-room.

I can furnish you with data showing in how much better condition the entire work of the women is than when I came. I will say nothing of my growing
interest in the work, but Dean MacOchlan and Dean Capps knew the special difficulties with one case under their direction, in which I was able to influence one of our brightest but most willful young men. I believe I can do much more in that direction with both men and women, but until this summer I have not had courage and strength enough to undertake here that work in which I have formerly had acknowledged success.

May I not hope that I may be retained as Dean for registration when necessary, that my present experience may not be lost to the University and for such special cases as you may assign. May I not also hope to keep place as well as aid in future in the legislative and educational work of the Council and Board of Student Organizations?
If there is nothing behind the more than the demand that you see in another sphere, may I not hope for this concession, at least temporarily, instead of the dishonor of removal from an honorary position for myself. I see that alternative that I ask for an investigation in House and Deans relations and send in any resignation to the Board of Trustees I have never before had to consider such a change.

I am perfectly willing to give up the routine of official work (which has taken hours beyond the scheduled time) for the greater work in Pedagogy, but not even for Pedagogy and I know willing to remain in an institution where I do not have some relation to the students in an administrative way. This is a statement of a fact fixed by habit in my nature. There may be so much in the proposed plan that I may see some work...
lieg entirely in that direction. My health need not be a matter for consideration in this case. Last spring, I was visiting the Chicago schools, was discouraged by some features of the primary school and the general outlook in pedagogy, and had a fear of this field of studies. But after my interview with you at that time, I decided not to worry, if even I were to leave to sorrow. The summer shows how the changed attitude aided my health.

I assure you that pedagogy will not suffer through the fact that I may be in a position to bring into more harmonious relations those who will be of more value to themselves, to the university, and to the world.

Yours sincerely,
Juliet E. Buckley

I am having my first as I have a lecture to give in Chicago, Thursday.
October 18, '97

My dear President Harper:

I have been thinking still further of your important proposition. Are you willing that I act as Dean, as it seems much desirable for the summer or for special times of registration? It was with that administrative position in view that I came to Chicago University and it will seem in academic circles and elsewhere as if I had dishonorably failed if I lose the title of Dean.

If so, I am ready to transfer present duties to any successor that you may name and to endure at once on any pedagogical work that you may indicate. I had invitations Saturday to address schools and to visit with a view to affiliation and could see more fully the breadth of the work and its great opportunities.

Yours sincerely,

Julia E. Buckingham
My dear President Harper:

If you are to hear from me before the middle of February as you wished no case should not be back in the spring, I must write now.

I am like a tree, transplanted and again pulled up by the roots before growth has begun, and that not because of any relations to the students as Dean and Head, but as the result of a policy which took a changed form in my second year. In support of this view, I will only mention that the cases of discipline for one as Dean were furnished by Kelly and, when I realized this I hesitated, out of official courtesy, to say that they belonged to the office in administration or at least in cooperation. If cooperation were ever intended, it was never apparent to me, although my ultimate aim was always cooperation. The "muttering" might well have gone on until this was feared.

In the Houses there are few who are well who do not feel obliged
to supplement the food. Through indifference or carelessness it periodically runs down, but there were few who cared to speak before the "tongue episode" of last year. Since then the food has been better but now all protest will be effectually checked. I speak with knowledge when I say that neither the repressive policy of Kelly nor the easy-going policy in which formerly prevailed in Beecher is educational. That gossip and pettiness, discourtesy, finnubbing and selfishness under the disguise of a pleasant exterior should be displaced by breadth with intelligence, sincerity and generosity is certainly possible and a worthy aim. For women it is possible to include in the House all the good features of a Fraternity, including continuity. Such as was indicated in the crude outline I sent you and more. There are those in Beecher to day who came there because I was there and parents have corresponded with me with a view of having their
daughters under my influence. Would it be fair to say that the Easterners
were also informed through an official source of my opinion of fraternities
for the houses. I have inferred that it was an official of the office whom officially
I might conclude that my desire
for these relations as Dean and Dean
was a mistaken view did not the
greater part of my previous work
support my view.
It has always been my aim
to rise above pettiness and thus
policy. Steadily pursued as it has
been, it would not have been consis-
tioned by me, except for its known
results. It is not only what I see
now but my entire work for the
second year was affected by the
element of unreality of which I
was conscious. Although I have
now decided that no such influence
shall ever again affect me but it
may be better that I remind my
request that you will kindly help
me to secure a position where I
can continue in my work in Edu-
gogy and hold an administrative
relation. I know that such positions
are open under your hand.
Perhaps my attitude toward
Miss Fulbot may be misconstrued. I have no personal feeling against her and could work with her to-day in co-operation for any worthy aim. I give it to you and it my self to write plainly and to state facts as I see them, that I may be corrected if I am wrong.

With a cordial appreciation of all you have done and with thanks for what you will do in thus giving me your assistance,

Yours truly,

Julia E. Berkeley.
Rome, Italy
May dear President Harper:

I realize most fully that in your broad plans there must be re-adjustment of forces. I came to the University of Chicago to aid, not to hinder, in a great work.

In a very broad sense it ought to make no difference where my administrative work is. If your wishes do not coincide with my conceptions of what I can best do, I can at least try your plan. But will you not date more definitely what you want me to do, in order that I may re-adjust myself in thought to the new situation? If you can give a name to this new official and administrative position which you once spoke of, but did not define it may eventually, if not at once, replace the Dean's position for which I was first engaged.
and thus explain the changes not satisfactorily to my friends.

I have just received the Record with the President's statement full of new and excellent plans. The plan of the loan horses seems the best possible solution of the problem in regard to outside students, an ad
grement which overcomes many difficulties and is full of possibility. In the implicit, rather than expressed, relations to the Rush Medical School is one of the greatest schemes for raising the standard for the
medical profession. The University will then need only the Dept. of
law to complete. The old ideal while it goes far beyond in fir
ing a wide and unfilled range of practical needs in the College
of Commerce and Politics.

I want to see what is done at present in the practice school in
Penn and that is my next visiting place after the promised resi
t here. Then I hope to visit Cambridge,

England, and sail from Lisbon. I want broader work on Pedagogy.
Where can I best get time to think of my thoughts? I wish Siddwick of Cambridge or Buchan of Selkirk. What do you advise? I wish we could have the room corresponding to the Jubilee Library for the library of Dr. They there would be a closed room, the enlarged space for the pictures of Botany and herbarium. I wish too that the Library could rent it to me to collect some books etc.

You do not know, and can give what this letter has cost me, but with the confidence, expressed in the minds and by the President, in giving up my former position in the three years abroad and all that it meant, I surely ought to treat the President in his present place. I could have proved all and more than he expected if instead of that letter at the end of the first year I had been given a hearing and the time for educational plans which would slowly but effectively for the highest studies for any reason you think it better that I return in April. I can come. But I would prefer to start in the fresh for the exceedingly difficult and important summer Quarter. You stated that you would like to have me during that Quarter.
one of the States can it not be
reached? Then my new work
would begin with the autumn
quarter. And there would give
me time for re-adjustment.
My address will be "Care of
Herr Wm. Koehler, Jr.,
Germantown, Pa." Any reason
why the child should return, the
any communication before hash
14, when I shall be in Paris,
can be reached through
Thos. Cook and Son, Naples, Italy,
who forward any mail until
that time.
I have wondered how the ped-
ergy, Bible work is progressing
with the fullest desire to meet
your wishes in forwarding your
plans and hoping that any
experience will be utilized in
the fullest sense in these
plans. I am

Yours, sincerely,
Julia E. Bulkeley
Jena, Germany
March 9, '98

My dear President Harper:

You may like to know what I learned while visiting a few days in Zürich. Two professors have recently died, leaving large and well-selected libraries. Prof. Avenarius and Prof. Baeckhold. Prof. Baeckhold is said to have the largest and most complete collection of early German literature and of Swiss literature. His executors are preparing a list for publication preparatory to a sale of the books. They might be sold for the benefit of the family. Prof. Avenarius had a finely selected philosophical and pedagogical library. His widow has expressed a wish to keep it together during her lifetime.
And will probably will it to some institution of learning at her death. She is well off and they had no children so that she feels at liberty to dispose of it in that way. I have no doubt that she would be favorably disposed toward the great new University of the West. She is a friend of mine and a correspondent and asked many questions about the University of Chicago which she had some day hoped to visit with her husband. Nothing definite has however ever been hinted at.

Prof. Dr. Forel, the recognized authority in the Medical Faculty of Zurich on Hypnotism, Psychiatry, who was also Director of the Insane Asylum and is a specialist in the study of auto, has resigned and is coming to America.
a rest. If you wished you could probably get him to lecture on any of these subjects. He is bright, intense and interesting as a lecturer. He has given popular courses in Zürich on "Aids" and on "Psychology" with great favor. I had a course in Psychiatry with him and thought him at times unnecessarily coarse but he was lecturing to medical students. I am told this does not appear in his popular lectures. He was given a large dinner and a "kneipe" by professors and students and all expressed great regret at his leaving.

For personal reasons in connection with a possible inheritance I expect to remain in England during the spring. My address will be "De Groot Bank, Trin. Barstgouwen, Lambeth, London, England." I hope that your Southern trip has improved four
health, that your cough is gone, that every thing is progressing to your satisfaction, and that I may some day hear from you. I am yours sincerely,

Julia E. Bidwell

In June I visited the school for self-minded children conducted by Prof. Rein o Gielen, the Stojahe Institute, founded on Herbartian principles and the Prueckers School, in connection with the Dept. of Pedagogy.

In the latter I saw some interesting psychological work conducted by Prof. Gielen, suggesting of a new function of the teacher. With the fresh courage that has come to me from there, I am anxious to carry this out practically.

It is scarcely matured enough to furnish material for theory or to put in a written form.
My dear President Harper:

Your reply to my letters sent from Tokyo is just received. I want to thank you most cordially for the confidence implied in my re-appointment for the summer quarter.

In your absence, do you want me cautiously and judiciously to look after Kelly, if I find matters going as last quarter? Not that I want more to do, but in the interests of the University, do you wish it? Of course, I do not know who has been appointed as Head and this offer only means cordial co-operation.

If I had not seen President Harper not only the great President with broad plans, but also the judicious arbiter, the generous interpreter and friend in dealing with individuals, I would never have come to Chicago. It is to this arbiter and friend that I write once again concerning my ultimate removal from administrative positions. I have considered the matter carefully, am physically strong and psychologically right.

When I came to Chicago, continuous hard work and the lack of proper food were telling on a Constitution naturally strong. I should have taken then the rest which I have now had. I was on the verge of nervous prostration.
As a new-comer into a very department of an elaborately organized institution, more English than German, and as a subordinate in my plans, before I could do any efficient constructive work, it was necessary for me to make a careful study of details and of existing conditions. I did, however, more quiet work than you know. But my mistakes—some of them due to nervous tension, my passive resistance to encroachments and evils, my frequently misconstrued silence on subjects that did not seem to me vital or ripe for speech or action—these are what I, in some measure, removed now. It would have been better never to have undertaken the administrative work for which I was asked to come. It is all.

In the interests of the higher education of women, which you could, in such a representative way for the country and the world, I want to pursue another reason why I should be retained until I have a chance to do some constructive work.

It is a matter of profound and increasing regret to find that this Talbot and I should be so at variance.
So you remember that you would have recalled me from Zürich at the end of two years when you did not know of my plan for taking my Doctor's degree? But I have always been grateful to you that you fully appreciated and heartily supported the plan when you knew. I am not going to fail now if I have the chance which you can give me. Neither you nor I can afford the mistake that would thus be made.

I had hoped not to leave any position without first doing in the some worthy representative work. The pathetic test of Garfield's question on his death-bed is true to me with sympathetic force. Have I done enough to justify my election? I would have asked, but for more time.

Since it is not death, which limits me, nor health nor what I have to offer now that I have strength to give it, may I hope for more time in the University of Chicago?

There are great educational foa
fitches in the Dean’s work and in the house and I am looking forward to any work in these relations as in any teaching for the summer with great pleasure.

Thanking you again for this opportunity as for all you have done for me, and hoping that the summer will bring you all that you can desire.

Sincerely yours,

Julia E. Bulkley

Do you still think this attempt at reconciliation of more value than any educational work that I can undertake in another decade.

Of course any knowledge of the place would buttress the purpose. I am simply rethinking well and longing to take up more actively the duties to which I was originally called.

I shall be ready for any hints or suggestions in cooperation. The slightest of yours has the greatest weight, but in important changes I must be my individual life. At the same time my familiarity with my duties will permit any sharing with you any scheme that may reasonably demand my entire time. I hope never to be unreasonable.

Julia E. Bulkley
Will you consider the possibility of bringing two such dissimilar natures into harmony of action? I have perhaps waited for her to make advances when I should have taken the initiative. I have expected from her what my wider and more varied life and larger administrative experience dictated. As it was, I simply let her alone from the first of her unwarranted interference until I began to realize her aggressive policy of the second year. I was not physically strong enough for any other treatment of that problem. But it is a public reflection on the higher educated woman and a social retrogression, if we cannot cooperate. It takes a large and generous nature to live down differences and I am not sure of success, but I have succeeded in similar cases. I would like to try cautiously and judiciously to mitigate another relation. This is essentially an attempt of our positions remain on the co-ordinate basis which you established before I came to Chicago. Or any other case advances would be mistaken by both and would but lead to further estrangement on the supposition that it would be possible for me to remain under the vital significance of changed relations. Also Talbot has been graduated woman with an elective system.

To explain further, Miss Talbot is doing graduate work with an elective system. Inside her exclusive advice.
work is designed mostly for graduate students. It should seem the rational and sensible plan for college women, who expect to teach, that they get some knowledge of fundamental principles of teaching, for the various methods or devices which are secondary and largely individual, are taught in their official classes and by normal school. But although the majority of graduates expect to teach, I have never had a real graduate of the University of Chicago. I had hoped in time that this would change, for I have valuable principles to present to teachers in a systematic way and in accord with the latest scientific progress, but it will be futile to remain what I am so handicapped. If I leave now, I shall consider Miss White's treatment courteous or just or right, and she may think so of me if she cannot see that I acted simply on the defensive. If I have the opportunity to work for the establishment of other relations and succeed, the early impressions of both may be replaced by the better which may arise. I do not ask for permanency, I only ask for a fair trial in administrative positions. Do you think four quarters enough for all the problems that I had? I am sure that you desire to treat impartially in view the interests of those under your direction.
Chicago, January 2, 1899.

My dear President Harper:-

I enclose the brief article which I have written on the study of General Pedagogy. I intend it for the preliminary general survey of the book on General Pedagogy following the outline of the Syllabus already published. The material for the book is ready and I have started with the final copy. I shall be pleased to have your suggestions as to the use of this article.

I will send you later the more fully developed plans which I have in mind for the improvement and enlargement of the work in Pedagogy. Until now I had not considered this side of the problem.

The students now are few and by the nature of the subject and its treatment limited to graduates. No one person or the few who are giving instruction in the subject can touch it on all sides and it is unfortunate that the work of those few should conflict. It is evident that I could not and ought not to give instruction four quarters in a year and the announcement for the Spring Quarter was unauthorized by me. I am sorry that I did not notice this fact before inquiries were made by students at the time of registration.

Yours truly,

Julia E. Bulkeley
My dear President Harper:

I enclose the draft articles which I have written on the

subject of General Peabody. I intend it for the preliminary report

سينوراً على الفم على جنتيه يلتزمون. The material in the following outline of the

subject has already been published. I shall be pleased to have your

suggestions as to the use of these articles.

I will send you later the more fully developed plans which I have

pursued in mind for the improvement and enlargement of the work in Peabody.

Until now I had not considered the size of the problem.

The subject now is one of the factors of the subject and its

treatment limited to education. No one person or the few who are giving

information can scope it on my side, and if I should do

the part of the work of those few persons collateral. It is evident that

I could not make any effort to give information your destination in a

year.

I am sorry that I did not notice that these preliminary outlines were

made in advance of the time of registration.

Yours truly.
My Dear President Harper:

In accordance with your wish I enclose the two opening articles of a series which I am preparing on "The Needs of the Public School." I shall be glad to have your advice as to their disposal.

One paper is afraid of arousing resentment over criticisms of the schools outside the ranks of teachers. Another paper has asked for them and I can get from 5 to $5 a page for my contributions. But I am not sure that I have seen the wisest way of making them of value to the community. I have thought of a pamphlet rather than a serial form. As you see, the articles are intended to be constructive and helpful, but in the series, I have of course, an implied adverse criticism. There are suggestions in the schools for an unlimited number in the series. From my experience, I know that the suggestions are practical and can be successfully carried into the practice of the schools in Chicago.

As you will observe, I have signed them with a nom-deplume for various prudential reasons. Personally, however, I have no objections to their appearance over my own signature, and, perhaps, that would eventually be the wisest plan.

Yours truly,

Julia E. Bulkley

For reasons mentioned above, I would like to meet Supt. Andrews, if you advise it.
My Dear President Webster:

In accordance with your wish I enclose the two diagrams you asked for.

One of a series which I am preparing on "The Value of the Public Library.

I beg to write to have your advice as to their publication.

One paper is entitled to announce legislation and statistics of

the schools outside the cities of teachers. Another paper has already

been sent and I can get them so that I can have the week now of making them of value to the

community. I have thought of a booklet rather than a series of papers. You

see, the authorities are interested in the concrete case and pathetic, but in

the series I mean of course as multiplying number to the series from

experience I know what the suggestions are practical and can be reduced

fully carried into the practice of the schools.

As you will observe I have sketched them with a new-globe to

tor various purposes. I have drawn them with a new-globe to

their advantage over my own experience. If possible I wanted

eventually to use the gage plan.

Yours truly,
My dear President Harper:

I am obliged to you for the speedy return of my article on "The Study of General Pedagogy," and for your candid opinion of its value. In order to judge it fairly, however, its purpose should be considered. It was not written for the enlightenment of the authorities in that subject, but as a general survey of the subject for such students as the subject never has had an opportunity of touching and who ask, "What is Pedagogy?"

But I must beg to differ from you in some of your views. It is true that in this attempt at scientific presentation, nothing so startlingly rough or crude is given as will satisfy the modern Athenian. But it is not so many years since Sociology was introduced into the curriculum of the University and I know of no work on Pedagogy into which it is brought in significant and logical relations. I collected abroad facts in biology, neurology and physiological psychology and returned to find much of that valuable material in Professor Donaldson's Growth of the Brain, now of course, some four years old. But I know of no one who has used such material in a careful and systematic and scientific presentation of Pedagogy. I know of no such generalization of principles as has been published in the Syllabus, but much of it has been drawn from the wide range of empirical Pedagogy and can be confirmed in theory and practice. But for that fact its value ought not to be disparaged. The illustrations I am taking directly from the Chicago and University Primary Schools and this practice can not all be considered antiquated. I might mention still other features of the work which have never been published.

It is true that I am not offering the Normal work which semi-digests all material according to methods, and for which a ready market is at present found, since it offers a release from intel-
My dear President Harker: We are pleased to note the speedy return of my article on

The study of General Pedagogy and your candid opinion of it are

seemingly at variance with your previous undertaking of the educational

work of the National Education Association. We are not without for the enticement of the educational

student, and as a general outcome of the report for such activities

as the student review are had an opportunity of contributing and what ever

"What is Pedagogy"

...but I must beg to gather from you in some of your views

It is true that in this example of the scientific presentation of

accumulated facts of which I am proud, in my lectures and educational

I collected several facts in physical, economic, and psychological

optics and reference to the work of Mr. Walter's material in fact.

Professor Davenport's growth of the brain, you of course, some years
certainly and by the time I knew of it and all know such material in a certain

and separate and scientific presentation of Pedagogy. I know of no such

generalization of principles as are not applicable in the physical and

you will find none of the terms of empirical Pedagogy and

many of it was first given from the wide range of empirical Pedagogy and

am concerned. For example, I am taking directly from

the Chicago city University's primary schools and this practice can not be

From the Chicago city University

enough and I never altogether the former work which

seem-gistesse at material economic to methods and not without a receipt

market in the present condition of the embryo and from reproduct

1890.
lectual labor in the preparation of daily lessons to meet the needs of classes and of individuals, puts a premium on intellectual laziness and tends most surely in the end to mechanism, but there are others who will do that work.

It cannot be that a mistaken estimate was made of my work before coming to the University; in practice and administration in Plainfield, in theory in Zurich and in expression in the recent acceptance of articles by "The Forum" and "The Educational Review." What more can I do, aside from advertising, to give it a value to the University? I ask this with a real desire to profit from any suggestion. I am ready to join in any plans to enlarge the influence of a scientific presentation of Pedagogy.

Yours truly,

Julia E. Buckley
In accordance with the preparation of faculty to meet the needs of
interested in the preparation of a program on intellectual freedom and
liberalism, and to nurture a spirit of transparency and
care more actively in the end to understand and share the experience with
the staff.

If I can set forth and measure the scope of my work
before coming to the University, I believe my experiences in the recent
received to the National Council of Knowmen and the Educational Review of
write in print. To give it a title to the University, I can take
with sufficient to draft from my suggestion. I am ready to join
in any plans to exercise the influence of a scientific presentation of

Respectfully,

Yours truly,
My dear President Harper:

Your note of this morning brings the matter back to the principle I first stated that there should be no exceptions without the distinct approval of the President. I had not data enough to recommend it, for I am not personally acquainted with Prof. Gregory, even if under the circumstances connected with last summer, I would have been willing. I shall therefore write to tell Professor Gregory that the Court of Higher Appeal approves the request.

Yours truly, Julia E. Bulkley
CHICAGO

[Handwritten text not legible]
July 1, '98

My dear President Harper: -

From our meeting yesterday I inferred that the spirit in which I returned was mistaken.

I am here rested and ready to carry out your wishes in every respect. I supposed I was meeting those wishes in presenting myself yesterday, but my name does not appear with registering Deans nor have I any place assigned. Do as you wish that I help in registering the large numbers to-day.

I would like to speak on one of the topics involving the curriculum before the Congregation to-morrow. Is this any privilege? What are your wishes?

Yours sincerely,

Julia E. Bulkley.
July 6, 1898

My dear President Harper:

I supposed the proposition brought before the Congregation on July 2 to be in good faith, but since it was tabled, the opportunity did not present itself to speak. So there is a constructive suggestion in what I intended to say. May I present it in this written form to you as a practical scheme for improving the curriculum of the secondary school or for mutual aid which may profitably be undertaken by the Board of the University? I have underlined the suggestion with red pencil marks.

Yours sincerely,

Julia E. Blakely
July 11, '98

My dear President Harper:

As anything exceptional should have your distinct appro-
val, I would prefer that Miss Gregory's request that her brother
Professor Gregory, take his meals at Rockefeller Hall for your permiss-
on for refusal, without regard to my
approval.

I have already written her that the question was under
consideration and that I would send her a definite answer
within a few days. In any case
I would of course make the
matter interpersonal, but especially
in case of refusal.

Yours sincerely,

Julia E. Barlowe
July 14, '98

My dear President Harper:

I do not recommend the exception and have written Miss Gregory facing the decision on the professional ground of custom for student guests.

What a victory for the cause of better and higher education in the election of Prof. Andrews and what an admirable stroke of policy in the retention of Mrs. D. B. Lang! There will now be the greater opportunity for the cooperation of University and schools in the improvement of the curriculum.

Just as you have been convinced of the vital need of a proper curriculum for Bible study I do not who have worked in secular schools believe that the University could render no greater service to education than in working out a curriculum for both that should generally commend itself. Hence my practical suggestion for using the material at the disposal of the University through the Deans. Very sincerely,

Julia E. Bulkley
Jan. 11, 1899

My dear President Harper:

In reply to your note of Jan. 10, permit me to state that your criticism on my plan is as vague and indistinct to me as it evidently is original statement to you. Perhaps an interview would make the matter plain. I know that the plan can be successfully carried out.

Yours truly,

Juliet E. Buckley
My dear President Harper:

Please permit me to explain to you the plan which I presented. I know there is enough in it for the touch of your organizing genius to give it life and put it may be made to mean much for Pedagogy and for the University. If not just this plan be approved, it may suggest a better if I put the practical features before you.

Yours sincerely,

Julia C. Bulkeley
Suggested Plans for the Department of Pedagogy.

First Suggestion:

A closer relation to the affiliated and co-operating schools. The reasons for this proposition are:

a. on the part of those to whom the instruction is offered.

b. in the interests of the University.

a. 1st. Quality of teaching and material presented. A great deal of the best teaching in the vicinity must be done in these schools, if they are accounted worthy of the relation of affiliated and co-operating schools.

2nd. Knowledge of existing practice. An important step to the presentation of better schemes for a higher quality of work or a more comprehensive view of the subject is a knowledge of that which already exists in practice.

3rd. Interest aroused. A local interest will be aroused by the presentation of such material and students will be ready to listen to a description or statement and to take part in the resulting discussions. Any affiliated school invited by the University to represent the best of its distinctive work, will gain a reputation and win an honor which other affiliated schools will be glad to have and thus tend to enlarge the relation of affiliation.

b. The results in regard to the University are clearly beneficial.

THE PLAN:

1st. In the closer relationship which the President proposes between the affiliated schools and the University it is suggested that the representative, appointed to inspect and advise, make selection of some one distinctive feature of the best work done in that school. This
Suggested Plan for the Department of Pediatrics

First Suggestion:
A closer relation to the Alliliated and co-operating schools.

Reason for this proposition:
1. On the part of those who work the instruction is always
   better to the interests of the University.

2. Great control of the Alliliated and co-operating schools. Best
   centres in the activity must be done to these schools. If they
   are encouraged worthy of the relation to Alliliated and co-op-
   erating schools.

3. Knowledge of existing practice. An important step to the
   present.

   Such a knowledge of existing practice.
   A local interest will be strongly felt for the present.

   Any Alliliated school involved in the University to undertake the
   best
   of its alliliated work, will gain a reputation and win a position
   which will
   other Alliliated schools will feel to have and the need to enhance
   the relation of Alliliated.

   The desire in regard to the University the University and to better
   Pedagogy.

   THE PLAN:
   For the close relationship with the Pedagogical Bureau

   The Alliliated schools and the University is to inaugurate the
   administrative system, to improve, and give the selection to some
   administration. The factions of the best work done in each school.

   The Alliliated Department of the best work done in each school.
work should be not only that which illustrates devices, but has distinctive pedagogic merit; not mechanical nor tending to mechanism, but inherently valuable in observance of educational principles, stimulating and inspiring. This work can of course also be viewed from the side of the University in the quality of the work done by the students representative of that institution in the University. Not all good teachers can describe or refer to principles of teaching the work that they do. If qualified, this description and reference to principles should be made by the one who gives the instruction. If the instructor is not fitted to prepare a paper on his work, the report could be made by the authorized agent or representative of the University.

2nd. This work could be presented in groups of subjects in which comparison could be made of different affiliated and co-operating schools. The discussion of the merits of the various practical schemes presented would stimulate a reference to principles and a desire for further knowledge of the subject of Pedagogy.

3rd. By giving from one to four or five hours to a subject an entire course could be presented in the Summer session of the University, for which credit may or maynot be given. It will certainly attract teachers and particularly those who are enough interested in their subjects to continue their work in the Summer.

REMARKS:

It would be desirable to enlist the interest of each department in the work thus presented from the side of the affiliated and cooperating schools. The professor present or appointed to advise as an authority in the broad range and outlook of his special subject could advise, correct misapprehensions and suggest plans and, perhaps, be stimulated by the needs of the schools as they become apparent in the discussion.
The work done not only that which influences services, put one also -

in the teaching of not material not important to mechanics, but in-

the teaching of not material not important to ethico-physical principles, stimulate

and improve. This work can of course also be viewed from the side

of the university. The work of the university is the duty of the work done by the students above-

satisfaction of that institution to the university. Not all good teachers

can guarantee to reveal to principles to principles the work that they go

as important. The dissection of the university to principles is a principle of principle, go

If the work done by the one who gives the instruction, the instructor, is not

fitting to prepare a paper on his work, the report could be made by the

instructor, signify the representative of the university.

Such the work could be prepared in groups of subjects. In which case

the instructor could be the only to give the instruction. The dissection of the various principles could be

wonderously a reference to principles and a guide for further

knowledge of the subject or pedagogy.

And - finally, one can turn to the person to be subject of an exercise.

If anything, could be presented in the summer session of the university, for

which could be given, on the model to given. After certain number of number to

and practically become the model to in summer, to

continue their work in the summer.

REMARKS:

If one wanted to mention to matter the importance of each department.

In the work done one of the parts of the whole, they contributed to medicine.

Since 80, the professor presented an opportunity to change as in natural,

in the path and note on account of the special department, could advance,

connect with my paper on nutrition and nurture, improve, be stimulated,

by the need of the audience as they become apparent in the dissertation.
It should be understood, however, that the department of Pedagogy is responsible for the carrying out of the plan, for referring the work to general principles of teaching and for relating it to the broader universal features of a comprehensive view, and that the professor be invited especially as an authority in the knowledge of his subject, to advise and suggest in connection with the material.

In the course of the Summer Quarter the entire range of the subjects required for admission to the University could be presented in an organized way that should give an adequate view of existing practice, of broader aims, and a more complete scientific treatment of subjects in their relation to education as a whole.

If it be objected that not enough good and really attractive material could be presented by the affiliated and co-operating schools for such a course, it may be added that Chicago alone could furnish sufficient material in the vital urgent questions of the present. The college must eventually go further back than the secondary schools for the reasons of its poor results. These conferences would tend to prove the unity which exists in all education, elementary, secondary, college and university.

OTHER SUGGESTIONS:

1. That the large room next the philosophical library be used for a library for Pedagogy and suitably furnished, first, of course, with books and then with pictures. The best illustrative material could be sent here at request from the affiliated and co-operating schools. Changes of the latter with improved quality of work could be secured yearly.

2. That a pedagogical club be maintained during the year in which are presented critical reports of the latest educational books, reviews
It would be more effective, however, if the department of pediatric in
responsible for the care of young at the play. For the
teachers, the principle of teaching and the relation of
to the teacher unit.
nevertheless a compensating view, and that the profession go to-
which specificity as an essentiality in the knowledge of the subject to
save space and subject to cooperation with the material.
and on the same year the summer course the entire range of the end-

year leading to admission to the University can be prepared to as
organizing may that scheme an adequate view of existing practice.
more complete scientific treatment of subjects.
in their relation to education as a whole.

If it be accepted that not enough good and quality administrative

certain could be presented by the administrator and co-operating schools
for such a course, it may be stated that calcium is the main ingredient.
The
sufficient material in the ability under direction of the president. The
colleges must eventually to further back upon the secondary schools for
the increase of the poor. Hence.

the faculty which exists in all branches, elementary, secondary, college,


OTHER SUGGESTIONS:

That the large room next the philosophical library be used for a
library for boys and girls. The effort to create a
books and clean with pictures. The best illustrations material could be
sent for to run after and co-operative societies.

changes of the teachers with important duty of work cannot be screened.

That a cooperation of the teachers of the lower subjects, books, teachers.
of educational material appearing in different journals and reports of the latest legislation affecting educational interests. A representative might be appointed by the department of Pedagogy to make a report of every educational gathering. Occasional lectures from successful teachers could be made a feature, but this is often wearisome and unprofitable unless connected with free discussion of practical work, which is more interesting to teachers.

3. The law existing in California that all teachers even if graduates of colleges, shall have one year in Pedagogy before being permitted to teach is highly important in fixing a standard for the community and for those who employ teachers as well as for the candidates themselves.

4. Another important factor in giving an estimate of the value placed upon Pedagogy is that teachers employed in the elementary school connected with the department of Pedagogy shall not only have had this preparation but that they shall be actively interested in the work offered in the department of Pedagogy. Pedagogy will always be estimated more or less according to the practical estimate of the University as it would be.
of educational materials available in all areas, including teaching and testing of children. The testing committee of the Department of Psychology will make a report on the problems of teacher education in general and on the relation to the testing of professional work. It is more important to teachers in problems connected with the selection of the faculty and the training of professional work.

The purpose of the committee is to help teachers and students in the selection of the faculty, to provide and distribute a standard in the training of professional work, and to make a recommendation for the improvement of the faculty in the selection of the faculty and the training of professional work.
My dear President Harper:

That an article, on the practical side, written from actual experience, should not appeal to Prof. Harris is not strange. He is well known for his moderation in judgment but it was known among practical teachers at the time of his appointment that he had not this experience. I have, had other and opposite testimony about "Social Ethics" as I have the commission in view.

Yours truly,

J. E. Barkley

You more than others should know why any best work as The Unintelligible has not been done. I know that I am giving valuable work now.
My dear President Harper,

I am always grateful for any suggestive criticism and I desire to give all criticism careful consideration. I am obliged to you for bringing to my notice this Harvard and graduate report.

Was this report made by the representative graduate of the University of Chicago, and if so, with what authority? It could not have been made from personal knowledge. My reply must be the evidence of my work in my printed Syllabus, prepared when I was overburdened in many other directions. I am improving upon it in this, my second presentation, in balance, in fullness of detail, and practical illustrations, as I hope to have it represented in the book I am preparing on General Pedagogy. On the ground of the criticism made, no one should be employed who has not the highest genius and its frequently attendant irregularity and lack of power in organization.

If this fact and the statement of the graduate critic represent your opinion, I have another letter to write. If you intend this as an incentive to broader, fuller work, to deeper thought on these great problems, your desire coincides with my intention. But time and patience are needed to await the ripeness for proper presentation and opportunity, if there is to be practical co-operation.

I know that I have carefully collected and new material, a well-unified and logical plan and a full knowledge of the minute details of my subject. But I am by nature conservative and I have learned fully the value of close, accurate, scientific work in contrast with with brilliant, popular, superficial presentation.

Yours sincerely,

Julia E. Burkley
My dear President Hubert,

I am aware that for some months now I have been the subject of criticism and attacks, and I am well aware of the necessity to give full evidence of my work in the University of Chicago and its effect upon my work. I have been criticized, and I am well aware of the necessity to give full evidence of my work. I have been criticized, and I am well aware of the necessity to give full evidence of my work. I have been criticized, and I am well aware of the necessity to give full evidence of my work. I have been criticized, and I am well aware of the necessity to give full evidence of my work. I have been criticized, and I am well aware of the necessity to give full evidence of my work. I have been criticized, and I am well aware of the necessity to give full evidence of my work. I have been criticized, and I am well aware of the necessity to give full evidence of my work. I have been criticized, and I am well aware of the necessity to give full evidence of my work. I have been criticized, and I am well aware of the necessity to give full evidence of my work. I have been criticized, and I am well aware of the necessity to give full evidence of my work. I have been criticized, and I am well aware of the necessity to give full evidence of my work. I have been criticized, and I am well aware of the necessity to give full evidence of my work. I have been criticized, and I am well aware of the necessity to give full evidence of my work. I have been criticized, and I am well aware of the necessity to give full evidence of my work. I have been criticized, and I am well aware of the necessity to give full evidence of my work. I have been criticized, and I am well aware of the necessity to give full evidence of my work. I have been criticized, and I am well aware of the necessity to give full evidence of my work. I have been criticized, and I am well aware of the necessity to give full evidence of my work. I have been criticized, and I am well aware of the necessity to give full evidence of my work. I have been criticized, and I am well aware of the necessity to give full evidence of my work. I have been criticized, and I am well aware of the necessity to give full evidence of my work. I have been criticized, and I am well aware of the necessity to give full evidence of my work. I have been criticized, and I am well aware of the necessity to give full evidence of my work. I have been criticized, and I am well aware of the necessity to give full evidence of my work. I have been criticized, and I am well aware of the necessity to give full evidence of my work. I have been criticized, and I am well aware of the necessity to give full evidence of my work. I have been criticized, and I am well aware of the necessity to give full evidence of my work. I have been criticized, and I am well aware of the necessity to give full evidence of my work. I have been criticized, and I am well aware of the necessity to give full evidence of my work. I have been criticized, and I am well aware of the necessity to give full evidence of my work. I have been criticize
January 28, 1899.

My dear President Harper:—

I have two invitations to give a course of lectures on the subject of Pedagogy; one in an elementary school and another in the Hyde Park High School. It will not be possible for me to accept both with what I am at present doing. But the Hyde Park High School is so near and the Council from whom the invitation came meets but once a month, so I have promised to give the first address next Tuesday.

Are there any regulations of the University which I should observe in making these arrangements? Does this extension of my work meet with your approval?

Yours truly,

[Signature]

Julia E. Berkley
February 11, 1899.

My dear President Harper:-

The plan which you proposed last autumn for a closer union of the University of Chicago and the affiliated schools has been a constant undercurrent in my thought. I can think of no better way of promoting the interests of both than by such visits as you proposed which will enable you through confidential reports to know the exact status of the school and enable the school to profit by suggestions in the light of the best known and latest theory and practice in education.

To make the plan a success no brief visit would suffice. The critic and reporter must spend from one day to several in a school, perhaps visit some classes more than once, discuss plans in special lines, get the general tone of the school and its attitude toward advanced work in education, get beyond the show work which if often presented to a casual visitor and know the undercurrents in the direction of the school which contribute to ultimate success or failure.

I am strongly drawn to the proposition which you made that I should visit these schools, but I see the impossibility of doing anything adequate with only one school day during the week at command, if the schools are without the limits of the city. I have been visiting the public schools of Chicago for illustrations in a practical way for my work. During the remainder of this quarter I can visit and report on such affiliated schools as are within the city, in accordance with your wish.

If you still wish it, I can give the two months of my vacation, April and May, the most valuable in school work, for the more extended
The three principal requirements of the Government of the United States are the following:

1. To make the people as free as possible to enjoy the benefits of the Constitution.
2. To secure and protect the rights of the people in all the States.
3. To maintain the integrity and stability of the Union.

The President of the United States has the power to enforce the laws of the land and to preserve the Union.

To the best of my knowledge, the President has always acted in the best interests of the country. The people of the United States have always been grateful for the President's services.
trips required for the schools at a distance. I shall not be hampered then by the lack of time and the consequent danger of making a superficial report through insufficient study of the conditions.

My own previous relations to schools of this character favor my undertaking this work. I have been accustomed to this relation so that I can read conditions pretty accurately. In confirmation of this I will mention the note received by Mr. Miller from Mr. Harris, the superintendent of the High School in Cleveland, in which he mentioned that in my brief visit I had given him more of suggestion than any other visitor to his schools, and Mr. Miller is able to report on the accuracy with which I observed conditions.

If you approve, I will lay out a scheme for these visits with Mr. Miller and will make my reports to you. My health now permits the offer of this period in my vacation.

As a result of conversation with Professor Coulter, a member of a Committee on Vacation Schools, I presented him a plan for a model vacation school in the vicinity of The University of Chicago. I hope it will meet with your approval.

Yours sincerely,

Julia E. Buckley
My dear President Harper:

Your note with reference to Miss Fuller was received. I did not bring her case to you without careful consideration and had her adequate hearing. Represented the opinion in general of the women in Beecher Hall and of many in the Quadrangle. Miss Fuller is continuing her work the same way in Green with the support of a friend. She Beecher she had no aid.

Under the circumstances, therefore I tender my resignation as Dean of Women in the University of Chicago.

Very respectfully yours,

Julia E. Buckley

August 16, 1899
August 22, 99

My dear President Harper:

The step which I took seemed to me the logical result of the situation. But do you realize that in this special case which has extended through the quarter I have never had the opportunity of stating the specific charge?

Yours truly,

Julia E. Bulkley
My dear President Harper:

I leave for your inspection the report of the colored waiters' school and the accompanying financial report.

Do you think it best to continue such a school? Some of the waiters desire it, and many would improve under expert direction. It would also give a comparatively new field for observation and practice in the Department of Pedagogy. The Principal, only recently paid, could be chosen from students who would give their services for practice and criticism in connection with the work.

Respectfully submitted,

Juilie 2. Burkley
My dear President Harper:

I see three ways of meeting the financial responsibility of the school for colored waiters. First, the University may assume it and conduct it as another experimental school. I know that Prof. Sewell approves the plan of the school in general. Second, the Board of Education may be asked to provide room and principal with the thought that much may be accomplished at little expense if the Department of Pedagogy will offer volunteer assistants. Third, an appeal may again be made to the guests of the hotels. The response is however uncertain and falls heavily on a few generous people. A fourth plan of taxing the waiters themselves was abandoned last spring. They either could not or would not respond. The managers of the hotels all favor the plan of a school. Do you see any other way? Which plan do you advise?

Yours truly, Julia C. Bulkley
Miss Bulkley's scheme.

It is a well known fact that children in elementary schools lose so much during the long summer vacation of the instruction of the previous year that a large amount of time, often a month or two months, is spent in review before any safe progress can be made in the work of the succeeding year.

It is also known that a child with normal physical strength is not injured but, on the contrary, benefitted by some light employment for a part of the time during the long vacation.

In establishing vacation schools the mistaken notion that they are solely for the benefit of the unfortunate children in congested districts and that children of this class alone need interesting and valuable employment during the summer vacation ought not to prevail.

That a proper character may be established in Chicago for the vacation school, the following suggestions are made:

1. That the vacation school Committee be induced to locate a model school in the vicinity of the University of Chicago. Such a school would conveniently serve as an observation school for the Department of Pedagogy of the University.

2. That a committee from the University of Chicago be invited with the principal to outline a plan of instruction.

3. That for every subject taught in the school a representative from the corresponding department in the University be appointed, who shall observe and make suggestions in his special line, with the aim of securing the harmony, the unity, and the special emphasis of important points in the relation of elementary to higher work.

4. That these representatives constitute a council in looking after the interests and developing the plans of vacation schools at large.

5. That a report embodying these suggestions and the results of experience be made to the Vacation School Committee.
It is well known that except in elementary schools from mid summer vacation of the Instruction of the
prevention were that a large amount of time, often months of two months,
spend in review papers and the problems can be made in the work
of the elementary year.
It is also known that a match with normal preparatory attendance to
not influence, but on the contrary, penalized by some light employment
for a part of the time during the long vacation.
In establishing vacation schools the question is often
the safety for the benefit of the elementary children to complete
activities and part of the time below those other areas, interesting and
vacation employment during the summer vacation subject not to prevent
that a proper character may be established in Chicago for the
vacation school.
I suggest the following suggestions made:
1. That the vacation school committee be charged to locate
a model school in the activity of the University of Chicago. Such as
school would constantly serve as an observation school for the
Department of Pedagogy of the University.
2. That a committee from the University of Chicago be invited
with the primary of outlining a plan of instruction
3. That every subject taught in the school be reported
five from the corresponding department in the University to supplement
and make suggestions in the special line, with the
aim of securing the paramount the work, and the special importance of
important parts in revision of elementary of American book
4. That the same representatives continue a committee in 10-
the interest of interests and development the plan of vacation schools
at large.
5. That a report embodying those suggestions and the results
of experience be made to the vacation school committee.
Dec. 2, 1899

My dear President Harper,

I am at a loss to understand fully why you suggest that I offer a course in Theory and Practice of Teaching in the College of Teachers next quarter. Of course, I am ready to give such a course at your suggestion and at your terms.

Yours truly,

[Signature]

Julia E. Buckley
Dec. 8, 1933

Mr. George President Harper,

I am at a loss to understand fully why you suggested that I alter a course in theory and practice of teaching in the College of Teachers next winter. Of course, I am ready to give such a course if your suggestion and or your reasons.

Yours truly,

[Signature]
Feb. 26, 1900

President Harper,

Dear Sir:

I think it would help to clear matters somewhat, if I had an opportunity to ask two questions and to make at least three statements, before the inevitable final paper is presented for the Trustees.

Will another interview be possible or shall I present them in writing?

Yours truly,

Julia E. Buckley
President Harper, March 9, 1900

Dear Sir:

Enclosed you will find my formal resignation for the Board of Trustees.

Perhaps you will recall the fact that I tendered to you orally my resignation the first summer, after receiving notice of my removal from the position of Head of the House, where I knew that, under the circumstances, the best possible had been done.

For the sake of women, I am sorry that so narrow a woman is at the head of The University of Chicago. It would have been better to "let live" as well as to "live," and better still, to have cooperated as you originally intended; but efforts for a broader, more generous relation met with no response.

It was failure of simple justice in this relation that left hope out of every effort, and changed confidence to distrust. With a sense of loyalty to an institution with which I was connected, how could I discuss this with my friends? Has not the this distrust been justified and cruelly confirmed?

With sincere regret, Julia E. Bulkeley
Ex-President of Ohio

President Harvard

Dear Sir:

Enclosed you will find my formal letter.

I return to you with regret the letter that I can
not answer by the present communication, for reasons
which are known to my colleagues whom I knew, and
which still remain.

I shall not, however, consider my letter as having
been received, and I have therefore no hope of
receiving the letters that you have promised to send me.

I have learned of recent events in which I am
interested, but I cannot say that I have shared in
them.

Yours truly,

[Signature]