CROSS REFERENCE SHEET

Name or Subject: Household Administration

File No.

Regarding

Date

SEE

Name or Subject: Talbot, Marion

File No.
Dear Miss Tallbot

As we agreed last week, I send the check of $200" dated ahead July 5 with the intention of sending the other two hundred early in November. You may need to remind me. I am most heartily in sympathy with the plan to have scientific administration included under high education for women. When household keeping becomes the applied science you need to make it fit, it will no longer be regarded as drudgery. I should always be glad to take any personal concern of yours.
Dear [Name],

I hope this message finds you well. I wanted to update you on the progress of our project. We have been working on it diligently and I am confident that we will meet the deadline. However, there are a few issues that need to be addressed. I have attached a list of the concerns.

Please let me know if you have any questions or concerns. I am available for a call at your convenience.

Best regards,

[Your Name]
Dear Professor Small,

In the outline of my proposed work which I sent to President Harper before accepting an appointment in the University, I stated that I should feel much hampered if I could not have the use of a library and laboratory. The pressure of the resources of the University has been so great that I have delayed urging the fulfilment of conditions which are essential to the success of my work. Further delay would seem to be inadvisable.

I greatly need books for reference whose cost would approximate $200.00. An annual appropriation of $50.00 would be the least sum which would keep this small library in good working order.

Beginning with January 1st, 1896, a room fitted with gas and water should be at my command for laboratory purposes. An outfit costing about $300.00 with an annual outlay of $50.00 to $100.00, and the services of an assistant would enable me to put the work on a basis much more in accord with my original plan as approved by the President. These expenditures could be made in such a way as to render effective and immediate service in instruction and research, while they would give an equipment of permanent value and capable of further development in the future.

Trusting that my requests, if approved by you, may receive favorable consideration from the Board of Trustees.

I am, very sincerely,
Dear Professor Smith,

I'm sure you're aware of the outline of my proposed work which I sent to Philadelphia.

Your part in having the所需的材料到实验室? I am grateful for the use of a library and laboratory. I am now making arrangements for the continuation of the University, and am therefore unable to return the materials to the success of the work.

I hope you will have time to join us in the next meeting.

Yours truly,

I'm very anxious to return the materials.

Yours sincerely,
My dear President Harper;--

Will you be good enough to glance over the enclosures which I send? There is a great deal of similar evidence, which makes me confident that the new work which I propose would attract immediate and wide-spread attention and meet a very general need and a desire that there be strong leadership in developing the subject. I am also confident that no time should be lost if we are to undertake this leadership; at the same time, when we start we must be strong. It is possible that we could get on without Miss Clark for the first year; but she will be available next year, because she is unwilling to work longer among the deteriorating influences which now exist at the University of West Virginia. Miss Goodrich, however, is absolutely essential for the practical and administrative side of the work. Under her direction, we could, without doubt, carry on a Hall (some large house in the neighborhood) which would accommodate a considerable number of girls. If she is to be approached, it must be done, I am sure, very soon; she may be already pledged for next year. Mrs. Norton's plans for next year will depend somewhat on this general scheme. Mr. Jackman wants her to give special instruction in Domestic Science; but Col. Parker prefers that the School of Education students should get their instruction as to matter in the University proper.

Mrs. Norton and I are both receiving a number of inquiries as to the instruction offered by the University in our subjects. If an extension of our work seems practicable for next year, we should begin soon to make it known.

Yours truly,

Marion Talbot.
Dear Dr. Harper,

Here is more evidence of the need of our making a start soon. I fear how ever that Miss Goodrich has already been engaged. I shall see her in Boston next week. Shall I make any proposition to her? I have heard indirectly that she would not accept $200 at Lewis Institute.

Yours faithfully,

Marion Talbot.
The Lack of Domestic Science in Women's Colleges

A problem which has been assailing the parents of the West and Middle West, with more urgent necessity than many others, is the lack of domestic science in women's colleges.

...
and literature for the layman, and the demand for the jurist, was distinctly recognized as worthy of special training. It added such sciences as it recognized, largely for the purpose of meeting the very practical demands of these three professions, the curriculum remained almost without change for generations.

Professor W. O. Atwater of Wesleyan University, noted as a Government expert in the analysis of foods, argues as clearly in the March number of Good Housekeeping in the same direction. He says; "The difficulty with what is called home science is that the subject is comparatively new. Like agricultural science, like medical science, like engineering science, like philosophical science, its disciplinary value depends upon its form. Unlike philosophy and medicine, home economics is not yet brought into this scientific and pedagogical form. It can be made just as useful for discipline as any other subject.

"One thing which gives home science a peculiar title to a place among the things which we call the humanities, is that it takes hold on life; for, after all, in the history of education, from the time when the first university started in Italy, nearly eight hundred years ago, until the present, the things which have been most useful for discipline have been and are the things which take hold upon human experience, upon the life and thought of man."

Mrs. Alice P. Norton of the University of Chicago, herself a graduate of an Eastern college, and one of the foremost of educators of women, faces the problem in this practical manner, through the same magazine. "Domestic science is only the application of sciences, of zoology, botany, psychology, physics, chemistry, biology, to the problems of home life. It is by no means a matter of cooking and sewing alone—useless as these arts may be. It deals with the study of home itself, its evolution, its function; with the problems of the family: with the architecture and decoration of the house, and the sanitary conditions which affect the welfare of its inmates; with the whole great food problem; with clothing in its hygienic and aesthetic aspects; with the physical, moral and intellectual training of children; with the division of the income and the economics of consumption. Certain phases of this subject should form part of the education of every woman and every man.

"It may not always be feasible or desirable that our women's colleges establish departments of domestic science, but they should add to their teaching of pure science training in the application of science. They should recognize the dignity of every day problems. They should give the student of chemistry the opportunity of electing sanitary chemistry in place of more abstract phases of the subject. Householder applications of bacteriology should receive at least as much attention as industrial applications; while yeast might well take the place of some less useful microorganisms in microscopic work."

The case in a nutshell is presented by Professor W. O. Atwater of Wellesley College: "Domestic science should be offered as an elective study in the curriculum of every woman's college. As now taught, the subject has no educational value as well as practical utility. It offers the essential advantage of a college course, namely, training in scientific method. Just as botany and biology illumine and direct study, psychology helps to the understanding of human beings, and economics and history cultivate a sense of social and political affairs; so domestic science develops a trained intelligence that may be brought to bear upon the problems of the home."

Perhaps no better evidence could be found of the pressure in this direction already felt by the more conservative of the colleges, than the covert concession of several institutions to the demand. In the Smith College catalogue, for example, appears no course in domestic science. Yet under the head of advanced chemistry is a thorough and excellent course in sanitary science and the nutritive values of foods. The fact that this exceedingly difficult course is elected by fully half of the students would seem to speak volumes.

Miss Carollina Hazard, president of Wellesley College, writes that "it is the hope of the college in the near future to have a distinctive course in domestic science." Missies Woolley, the president of Mt. Holyoke College, believes that domestic science should be added as a part graduate course.

"I can see," she says, "a very wide and helpful future for the study and its students. I think it is more thoroughly realized day by day how much nutritious, well cooked, well selected food has to do not only with the physical well being but also with the mental."

CASTORIA
For Infants and Children.
The Kind You Have Always Been
Bears the Signet of

W. H. H. O.

The case in a nutshell is presented by Professor W. O. Atwater of Wellesley College: "Domestic science should be offered as an elective study in the curriculum of every woman's college. As now taught, the subject has no educational value as well as practical utility.
Dear President Harper,

The Ammer Institute people want me to write a test. Both on House Sanitation in their correspondence work. Am I at liberty to do this as far as the University is concerned?

Yours truly,

Marian Talbot.
June 12th, 1903.

My dear Miss Talbot:—

I should like to talk with you about the proposed text book for the Armour correspondence work before you undertake it. Perhaps we may get an opportunity sometime soon.

Yours very truly,

W. R. Harper
June 16th: 1929

My dear Miss Tattle:

I should like to talk with you about the proposal for the American correspondence work before you undertake it. Perhaps we may get an opportunity sometime soon.

Yours very truly,

W.R. Harper
March 12th, 1904.

My dear Miss Talbot:-

Your note of March 11th has been received. I read its contents with much interest. I am glad to know that the department is going to succeed. As soon as I am able to come back to the University we will be able to take up some further details in connection with it.

Yours very truly,

W. R. Harper
My dear Miss Talbot,

Your note of March 11th has been received.

I read the committee with much interest. I am glad to know that the government is eager to succeed. We soon see we can help to come back to the University and we will be able to take up some important material in connection with it.

Yours very truly,

W.H. Henry
The University of Chicago

CHICAGO  March 11, 1904

Dear President Harper,

I am glad that in adding to your title of correspondence I am not adding to your care or labor. If you could know how enthusiastically everybody is endorsing the plans for the new department you would not need another voice! The program has been sent by Mr. Andrews to press. Two details need official action at the earliest moment.

1. My title should be changed so as to substitute "household ad. ministration" for "sanitary science.

2. Mrs. Norton should receive an appointment without salary as
assistant professor of household administration.

You will share my pleasure in the fact that, although the department hasn't a head, it will have a fellow. Mrs. Milnartt promises four hundred dollars for this purpose and Mr. Shepardson assures me a scholarship. I have an admirable woman in mind and hope arrangements may be made to have the appointment made at the regular time.

With the hope that you will take ample time for a complete review.

I am faithfully yours,

Marion Talbot.
The University of Chicago  
Founded by John D. Rockefeller  
Office of the President  

Chicago October 17th, 1904.

My dear Miss Talbot:—

I wish to congratulate you upon the opening of the work of the Department of Household Administration. Sometime soon we must sit down and talk over the whole matter. I think you have made an excellent beginning.

Yours very truly,

[Signature]
Mr. Dear Mr. [Name],

I am to communicate from below the President of the Board of Education of New York City. I have been in the City and have some work to do. I wish to see you soon and have some letters to write. I think you will have made an excellent progress.

Yours very truly,
Dear President Harper,

Late on Saturday I received word that the material from the department of household administration for the budget must be ready this morning. I had a brief talk with Dean Jordan and have hastily drawn up some recommendations. I wish I might have had a talk with you as to the future of the work whose opening has been in my opinion very unsatisfactory. In spite of Dean Jordan's emphatic and disconsolating statement that no extension of the work could be considered, I have ventured to indicate some needed additions to our facilities. You may not remember that of the 45 students registered in the department 8 are taking 3 courses, 13 2 courses, and of the remaining 24 more than 10 are here solely because of this work and they as well as the 13 are working in other departments under our direction.

Very truly,

[Handwritten signature]
My dear Miss Saltet:

It seemed to be the general opinion of the leaders at the conference last summer that there should be a more thorough breadth of view adopted in the meeting this year; that home science should be considered as part of general social science, instead of a whole in...
May I add just one personal word?

Acting on your suggestion, I wrote to Miss Lathrop and have had a cordial answer expressing her readiness to give me any information she may get, but saying that she had not yet commenced her paper.

I have not yet heard.
If any thing desirable myself, I am lith a Minor that misled it to increase its work in Sociology and sanitary science, but I do not know any thing definite about it. Do you?

Very sincerely yours,

Hannah B. Clark.

Chairman Committee on Sociology.
[Handwritten text not legible]
itself.
Mr. Richards is looking to the committee on sociology to plan a program and we are now seeking for papers which will offer this broader view. We hope very much that you will consent to furnish one of these papers, the special subject to be of your own choosing; the general theme the real significance of the study of specialists in dietetics, specialization in home industries, scientific methods of
Dr. Brown, Ph.D

May 1st, 1920

Dear Sir,

I am writing to express my sincere gratitude for the kindness and assistance you have shown me in my recent endeavors. Your guidance and support have been invaluable to me during this difficult time.

I would like to express my deepest appreciation for your help in obtaining the necessary funding for my research. Your generosity has enabled me to continue my work and make significant progress in my field.

Thank you once again for your unwavering support. I look forward to continuing our valuable collaboration.

Sincerely,

[Signature]

P.S. Please accept my warm regards and best wishes for your continued success in your academic pursuits.
Women

Pat. No. 301,311, others pending.

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Are made with a flexible rubber tubing vulcanized on the inside of the rubber, which hugs close to the shank of the boot, preventing water, snow or mud from passing it and making them water tight.

Manufactured by the Hood Rubber Company of Boston.

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Save Your Hair

This is the season when everyone is in a run-down, nervous condition. Both men and women are overtired nervously. The Gillespie Method of Hygienic Treatment and manipulation of the head, not only will revolution, but stops the hair
DAY, MARCH 12, 1902

A UNIQUE INSTITUTION

SIMMONS COLLEGE FOR WOMEN'S TECHNICAL EDUCATION

Its President Presents the Problem and Outlines the Policy of the Trustees, Which Will Develop More Definitely as the School Grows Into Usefulness

BY HENRY LEFAVOUR, PH.D.

When the will of John Simmons of Boston was offered for probate in 1870, it was found that the larger part of his property, consisting of valuable pieces of real estate, was intended as a foundation for a technical or industrial college for women. To his two daughters was given a life interest in the estate, and his granddaughters were provided with annuities. The trustees of the estate were directed to care for the property after the death of his daughters until the accumulations should amount to $500,000. At that time a charter for the college which he wished to found was to be sought for and the whole property was then to be transferred to the trustees of the new institution. This was done in 1899, and a charter with broad powers was granted to twelve persons as trustees. By death and resignation several changes have already taken place in the board of trustees, which consists at present of Fanny B. Ames, Edward H. Bradford, Mary Morton Kelew, Horatio A. Lamb, Frances R. Morse, Edgar H. Nichols, William T. Sedgwick, Joseph B. Warner and the president of the college.

The first problem confronting the trustees...
to establish the character or grade of the institution. Should it be an industrial school, reaching the larger number with the least cost, it will be an institution of an entirely different character, offering the intellectual, artistic and industrial advantages, in advanced technical occupations open to women. The trustees, after carefully con-
scious of the mission that the best use that could be made of an important foundation was to be made of it, are endeavoring to raise the standard of the occupation open to women, believing that what is now the exception will in the end do more for the general industrial status of women than could be done by a small number of women, however talented, to those already existing for the more elementary training. To this end, the school system a recognized movement toward the introduction of elementary training for women, which is probably develop rapidly. The instruc-
tions in the line will not be specific, the intention being to give an Institution, to be called Simmons College, "for the purpose of teach-
ing those branches of knowledge best calculated to enable the scholar the name given them is not essential; for it was similar to that of the first of the several colleges for women, and may reasonably be supposed to be the testator's desire to found an Institution of higher education. But as he purpose-
defered the time, and for nearly a generation, and left to the present, the question of the Institution will be theirs, the work will be drawn.

The trustees, that present committee of the Institution, will have with such entrance requirements as the courses in our high
school and with a period of four years, although those who part of the term will be welcomed. The work in various courses or programs, as has been preparation for a dis-
sect, so as to leave sufficient breadth to give to the academic value of the ordinary academic work, with a system of practical and technical courses for the student of the college, and a purely liberal studies within the means of the college to meet the student of the instruction. At present the trustees have decided to offer courses in household economics and practical work, in library technique, in the practical and technical work. In addition, there will be a general art course, and in addition a general service course will be established which will have the object of being of use to those who are to study medicine, and to those who wish to enter the medical profession, and the training of nurses. Only a part of these can be offered at the outset.

The exception, perhaps that of such as the larger part of the time is devoted to be teachers of science, to those who are to study medicine, and to those who wish to enter the medical profession, and the training of nurses. Only a part of these can be offered at the outset.

1 Household Economics: This is naturally considered the most important of all the courses offered, and in the conduct and management of the home, and although the purpose of the full time in addition to the practical work, the student will gain a thorough knowledge of the home, and will be fitted to carry on in every effort made in the col-
276 boys and girls of this year's high school send word that they have a "determination to do their best," and wish to say this to their Northern friends. They are hard at work with books and also with plough and needle, hammer, flatiron and cook stove, learning by doing, and to look up, forward and out and lend a hand. Our students this year teach five hundred or more in our county schools.

Standards of every kind are slowly going up; the land movement means, as never before, good family life. A new epoch is beginning with the coming in of our young men, or best graduates, to buy farms, twenty-five-acre ones, practise the new agriculture and help build the community life. Calhoun stands for industrial education plus industrial opportunity or ownership of land plus American home and neighborhood. This is the aim of its social settlement method.

Dr. Frissell at the recent Hampton meeting in Boston said he regarded Calhoun as an "experiment station of great value."

It is doing what it can to develop the "plan of campaign." It urges county work and the enlistment of neighborhood battalions, in each black majority county; battalions of small independent farms and homes planted within sound of school and church bell, within reach of library, model farm and town meeting house. It calls for groups of settlement workers.

Checks will be gratefully acknowledged by Pitt Dillingham, 178 Commonwealth Avenue.

For an Unfortunate Widow in Need
To the Editor of the Transcript:

I beg space in your interesting paper to make an appeal in behalf of a most pitiable and deserving woman, who, through appalling circumstances has been for the past two years the victim of misfortune.

She is about thirty years of age, and was made a widow two years ago, her husband having died in a railroad accident. She has a daughter of three years and a babe two years old. This would not make it so hard, but she is in ill-health, which condition often makes it difficult for her to earn her living. As evidence of her industry, up to a few days ago she had not even a washtub or flatirons to do the washing she took in, to get food for herself and needy babe, which she clings to with a mother's love. Her pitiable condition she has constantly tried to conceal, fearing that her child will be taken from her. Following several terms of severe illness, she has contracted a cough, that has weakened her to such an extent that she must receive immediate attention or be taken by force to a charitable refuge. If there was ever a worthy case this is one, and in her behalf I appeal to those whom God has blessed with earthly comforts, to do what they can to bring the immediate relief so necessary to this deserving widowed woman, for whom I can vouch, and about whom I am ready to communicate by letter or in person with interested parties.

Miss Mary L. R. Woodbury
80 Huntington Avenue.

Priestley's
"Cravenette"
Dress Goods
(Blacks and Colors)
Sponged, Shrunk, Ready for Use.
"Rain will neither wet nor spot them."

[**]
of women.

The permanent location of the college has not yet been determined. It will probably be within the city of Boston, or at least in an adjoining town not far from the city limits. It is hoped that at least a portion of the permanent buildings will be ready for use in the autumn of 1903. Meanwhile the offices of the college will be maintained in Huntington Chambers. But the trustees wish to begin the work next October, even though in a limited way. The courses to be offered will be restricted to household economics, secretarial and library work and general science, and with the exception of household economics only first-year students will be received. Provision will be made in household economics for the advanced work for those students who have had a college course. The School of Housekeeping in St. Botolph street will after this year be amalgamated with the college, and the two courses now offered by them, namely the homemakers' course and the professional course, will correspond in large measure to the first and fourth years respectively of the college course in household economics. The two houses occupied by the School of Housekeeping will be used the coming year for class rooms, but the larger part of the instruction in science and languages will be given in the Institute of Technology until the permanent building of the college is ready for use. Especial attention will be paid to securing suitable and satisfactory boarding accommodations for those coming from a distance, but it is likely that eventually the college will have its own dormitories.

2. The course in secretarial work should not only prepare a woman to be a stenographer and typewriter, but give to her that general education which would enable her to carry out her employer's ideas with intelligence and accuracy, to care for his accounts, if he is a professional man, to care for his library, if he is a literary man. In an office she should have such a command of foreign languages as to be able to co-
March 25th, 1904.

Mr. Alexander Smith,

My dear Mr. Smith:—

I have Mr. Judson's memorandum of your suggestion in reference to the separation and establishment of the Department of Household Administration, and its bearing on our talk in reference to the Department of Chemistry. I think that possibly you are not aware of the fact that the separation of the Department of Household Administration is, after all, merely a nominal matter, since there has never been any real connection between it and the Department of Sociology. Further, it was voted just a year ago by the committee to make this separation. The question was not presented to the Board for ratification because at that time the specific arrangements for grouping the courses could not be made satisfactorily. I have, however, taken it for granted for over a year that this action has been practically taken.

Hoping that this will put the matter in a new light,

I remain

Yours very truly,

W. R. Harper
Mr. Alexander Smith:

My dear Mr. Smith:

I have no objection to the memorandum of your suggestion in reference to the separation and establishment of the Department of Commerce Administration, and the petition on our part in reference to the Department of Commerce. I think that possibly you are not aware of the fact that the separation of the Department of Commerce Administration is after all a non-controversial matter, since those who have never seen any real connection between it and the Department of Education, know that it was noted just a year ago by the committee to make this separation. The suggestion was not presented to the House for consideration because of the earnest and persistent efforts made on behalf of the Commerce Department to turn it over to the House for consideration. I have, however, taken it for granted that this suggestion has been provisionally taken.

Hope that this will put the matter in a new light.

Your very truly,

W.R. Harper
March 28, 1904.

My dear Miss Talbot:

I have your note of March twenty-fourth. You evidently do not quite understand the situation, since it is not understood "that no new expenditures are to be authorized by the Trustees no matter in what way they are provided for." As I suggested, when we are able to see the new students come in for this work we shall be able, of course, to increase the expenditures, and I am quite sure that after all a gift for this particular purpose would be received. I can understand that the presence of Miss Breckenridge will make it possible for you personally to do work in connection with the new department more satisfactorily to yourself. I have not thought that her connection with the proposed department was in any sense a vital one. I think myself that we should make an effort to hold Miss Breckenridge and I have been thinking on this subject since our interview. It would be quite a serious matter now to take a backward step in view of the fact of the announcement to the public and also in view of the fact that with the Trustees the case of Miss Breckenridge has never been a sine qua non. I am hoping that we may be
able to work out some plan. It may take a little time, but I have no doubt it will be accomplished.

Yours very truly,

W. R. Harper
I hope to work on some plans. It may take a little time, but I have no doubt it will be accomplished.

Yours very truly,

W.R. Huber
Dear President Harper,

As I understand the situation in regard to the new department, it is that no new expenditures are to be authorized by the Trustees, no matter in what way they are provided for.

It is of course impossible to ask Miss Breckenridge to give instruction without compensation, or even to remain in an executive position with only the small income allotted. The result will be that the conditions which made it possible to outlive work which I am willing to present to the educational world as worthy of academic recognition and under which Mrs. Milnath gave the fellowship are so
changed that I raise the question whether the whole project should not be withdrawn, in spite of the very serious obligations I have incurred with this day, the candidate for the fellowship.

With the loss of Miss Beckwith's trained and valuable services among the women, much of the work which I am now devoting would have to be performed, if at all, in rather a perfunctory manner, if I attempted the new work even in its unsatisfactory and one-sided form.

It may be that you have thought of some way of securing a modification of the Trustees' action so that this great step forward may be taken in a way which will afford me great personal satisfaction.

I wish it were not necessary to trouble you just now and I am.

Faithfully yours,

Muriel Talbot.
undergo naming at your leisure in a more personal manner. The
answer to this question will be the first step in understanding the
game with your own experiences and
theoretical work you will add to the
old grammarian's discussion. Since we are
now shown a new course of study, we are
beginning a new chapter of our
undertaking and your
teaching and your help are much needed.
January 4, 1905

My dear Miss Talbot:

I do not remember whether I wrote you about the Summer Quarter or not. It seems to us that your department should be rather strongly represented at that time. As I understand it, both yourself and Mrs. Norton will be away. This leaves then only the particular phase of the work which Miss Breckinridge carries. Could not something be done to represent your side?

Very truly yours,

W. R. Harper
Students of social movements look with apprehension on the tendencies of the time which draw men more and more in the direction of commercialism and women into industrialism, to the detriment of home and family life and the consequent injury of the larger social interests of which it is the foundation. Moreover, there is a growing conviction that as the universities take cognizance of the future activities of their men students and provide courses leading to medicine, law and commerce, it is fitting that similar provision should be made for the training of women in the direction of their probable activities. In the belief that the time has come when these needs should be met, I announce with satisfaction, the establishment in the University of a department of Household Administration, whose function will be to give students a general view of the place of the household in society, training in the rational and scientific administration of the home, and preparation to serve as teachers of domestic science as as social workers through various household activities. Theoretical courses dealing with the economic, legal, sociological, sanitary, dietetic, and aesthetic, interests of the household will be supplemented by practical work, all to be conducted on a strictly collegiate basis, presupposing the regular training for the admission to college.

From the University Record
March, 1904.
Students at social movements look with appreciation on the experiences of the time which have shown some way in the direction of commercialism and women into industrialism for the advancement of home and family life and the economic interest of the family. In this interest, however, there is a growing conviction that the university-

lie has consciousness of the future activities of men and women.

Students are encouraged to participate in and contribute.

In the practice of this time, there can be seen a clear need for practical activity in the classroom. In the preparation of the, the new has been with the encouragement of the administration in the University of the department of business administration, whose function will be to provide a center of research and the basis for the advancement of science, and the training in the preparation and scientific education of the home, and the problems to become essential and practical of commerce and science as an economic factor.

The recent commerce research with the economic factors, economic, sociological, and statistical, and energetic, interest in the commerce will be supplemented by practical work. It will be carried out as a practical commerce service, preparing the technical training for the commerce colleges.
President W. P. Harper,

Dear Sir:—

I beg leave to submit for your consideration the following views:—

1. The constantly growing demand throughout the middle west for the introduction of the household arts into the primary and secondary schools has led neighboring institutions, notably the University of Illinois and the University of Wisconsin, to offer new courses for the training of teachers, and local institutions, like the Chicago Normal School and the School of Household Arts, to lay plans for the extension of their curricula.

2. The demand for instruction of real collegiate or university grade in so-called domestic science is very pressing, especially from teachers in normal schools and agricultural colleges and is as yet not adequately provided in any university in the country.

3. In view of the fact that the most prosperous universities are taking cognizance of the future activities of their men students and are providing semi-professional courses in law, medicine and commerce there is a conviction on the part of many thoughtful persons that similar provision should be made for the training of women in the direction of their probable activities.

4. Students of social movements are looking with apprehension on some of the tendencies of the time which are drawing men more and more in the direction of commercialism and women into industrialism, to the detriment of home and family life and consequent injury to the
I hereby express my appreciation of your cooperation in the following:

1. The continuation of the summer session, and the fall term, as arranged.

2. The extension of the academic year into the summer months.

3. The initiation of the University of Washington's extension programs.

4. The establishment of the School of Education.

5. The extension of the College of Liberal Arts.

In view of the advantages that these programs offer to the students, I am confident that they will be well received by the community.

Sincerely,

[Signature]
larger social interests of which they are the manifestation.

5. The University of Chicago is now offering in the Department of Sociology, in the School of Education, and in other departments, scattered courses bearing on the scientific control and administration of the household.

In view of these facts, I would urgently recommend that the University of Chicago confidently express its belief that the interests of the home are worthy of serious and prolonged study by providing for the establishment of a new department whose function shall be to give students as a means of liberal culture a general view of the place of the household in society, training in the rational and scientific administration of the home as a social unit, and preparation to serve as teachers of domestic science and the household arts or as social servants in institutions whose activity is largely expressed through household administration.

The immediate steps to be taken are the organization of those already engaged in such work into a departmental faculty, with a co-operating faculty made up of representatives of those departments which offer fundamental, supplemental, or closely allied courses, such as physiology, bacteriology, and sociology.

Trusting that these suggestions may prove practicable, and holding myself in readiness to aid in their execution,

Faithfully yours,
July 29, 1905.

Miss Marion Talbot,
Holderness, N. H.

My dear Miss Talbot:

In reply to your inquiry Dr. Goodspeed tells me that no special fund has been provided for books and apparatus for the Department of Household Administration. There remains $46.00 in Sociology which ought to be turned over to you, and you ought to have a portion of the appropriation made for books. There is a balance of $50. in the Department of Sociology for equipment last year which has not been used and has been reappropriated; and this also could be used. If now we could make a beginning with this and you think that something more is necessary, it is altogether probable that we could pick up something. We will have to have some adjustment between the Budget of the University proper and that of the School of Education in reference to this, and when you come back I should be glad to take up the matter with you and try to get it into satisfactory shape.

Yours very truly,

W. R. Harper
April 20, 1909

Mr. Harter

My Dear Mine Tippett:

I am replying to your inquiry.

Occupying the position, I have had no experience on the Department of Health, with the Board of the Administration. Apart from any expenditure for the purchase of equipment, any appropriation made for purchase.

I have to say that the expenditure has not exceeded the amount of $50. in the Department of Sociology for equipment that year. I would like to see some equipment, and to some extent, would like to see it in use. It is together perhaps that we can make a beginning with that and you think that some of the more necessary equipment. We will have to have some equipment between the budget of the University and the other one at the School of Education in reference to the Library and when you can possibly can possibly to take it in the matter.

Yours very truly,

W.R. Harter
Dear President Harper,

I had some correspondence with Mrs. Goldsmith last winter and she knows that I do not approve of her plan. She is a wonderful teacher of chemistry and should stay in that field.

May I trouble you to let me know what provision was made in the budget for this year for books and apparatus in the department of household administration? If you have time, please glance over the enclosed leaflet. I attended the conference.

The movement is a strong one and the University of Chicago is looked to as the Pilot Leader along certain lines, in spite of the advances the universities of Illinois and Wisconsin are making.

I hope we can push ahead.

With the hope that the summer is proving you renewed strength.

Faithfully yours,

Marian Talbot.
February 14th, 1906.

My dear Miss Talbot:—

I have your note as to Mrs. Norton's work. It is a question of ways and means and we shall do it if it is possible. You of course will understand that there many problems connected with the School of Education which are not just the easiest for their solution.

Very truly yours,

H. P. Judson
My dear Miss Tipton:

I have your note as to your
Hornu's work. It is a question of ways and means and
you of course with
we shall go if it is possible. You and many
important that these many programs connected with the
School of Instruction which we not just the answer for
Chief Editor.

Very truly yours,

H. F. Judge
Dear President Johnson,

Mr. Butler has told me recently that the budget for the School of Education is under consideration. I trust that means will be found to enable Mrs. Norton to continue the admirable work she is doing and which is increasing so rapidly as to seem to justify our belief that a well orsanized department would fill a real need.

Very truly,

Marina Talbot.
March 2nd, 1906.

My dear Miss Talbot:—

I have your note of the 1st. inst. We are, as a matter of policy, not planning any extensions of our work during the coming year. Nevertheless, I shall be glad to talk with you at any time about your hopes for the future of your department.

Very truly yours,

H. P. Judson
My dear Miss Tapp:

I have your note of the 1st inst. We are, as a matter of fact, not preparing any extension of our work during the coming year. However, I am pleased to say I was able to talk with you at some time about your hopes for the future of your department. I am.

Very truly yours,

H. B. Jackson
Dear President Judson,

Although our great Motor is with us only in memory, I still feel the inspiration of his personality and would be glad to have my department take a step forward. When you have time to talk with me will you send for me and let me submit my plan?

Very truly yours,

Marion Talbot
March 29th, 1906.

My dear Miss Talbot:-

Your suggestion as to the fellowship in your department is approved on condition that you meet your pledge by raising the funds from other people. We do not want you to pay it yourself.

Very truly yours,

W. R. Harper
My dear Mrs. Tiptop:

Your suggestion is to the

fellowship in your department to approve an contribution

that you meet your pledge in raising the funds from

other people. We go not want you to pay off yourself.

very truly yours,

W.R. Hather
Oct. 3rd, 1907.

My dear Miss Talbot:—

I have your note of the 3rd inst. in regard to Mrs. Norton. I have arranged with Mr. Butler to provide such assistance as Mrs. Norton needs. The suggestion of yourself and Miss Breckenridge is very kind but I am glad to say that it is not necessary to avail ourselves of it.

Very truly yours,

H. P. Judson
My dear Miss Field:

I have your note of the 31st Inst. In regard to Mr. Morton, I have sympathized with Mr. Butler to provide such assistance as Mr. Morton needs: the suggestion of yourself and Miss Brockenhurst is very kind and I am glad to say that it is not necessary to satisfy our purpose of it.

Very faithfully yours,

H. E. Judson
Dear President Jordan,

Mrs. Shrapne has had to give up her work. Mrs. Norton's friends and associates are greatly concerned about her condition and it seems necessary to provide her with an assistant competent to relieve her of some of the college work which is very heavy this fall. If the University has no funds available Mrs. Meckinridge makes one hundred dollars drawn from her salary, and I will furnish the balance up to four hundred dollars.

Very truly,

Marion Talbot.
Dear Dean Slichter,

You referred the other day to "a delicate situation" regarding home economics. If you think the same may be true of household administration, I hope you will say so frankly. Lack of frankness is at the root of some of our confusion, I think. You also referred to my approaching retirement. There are still five years remaining, but I am entirely ready to make any adjustment of my personal plans in the interest of the welfare of our students and the efficiency of the University.
as I always have been. Because they are very dear to me.

With sincere appreciation of your courtesy and help.

Very truly yours,

Marion Talbot.
Dear Dean Tufts:

I find myself unable to get a good perspective on the situation regarding household administration and home economics. It still seems to me that it would be well to ask counsel of some of the persons whom I named who are familiar with the new developments in government, industry, and applied science as they affect the home and family life and with their counsel work out lines along which advanced work and research should be conducted. The policy of the University, as far as the older household techniques are considered, would be a different question to be answered possibly by another group.

Yours truly,

Marion Salbot
Dear Dean Jansen,

I took great pleasure to hear a copy of the graduation presentation and look forward to reading the final draft. It seems to be much better than I had anticipated. I think I am going to enjoy the experience of the lectures, my life in the future, and the presentations.

I am looking forward to the opportunity to be part of the university and participate in its activities. I am grateful for the opportunity to be a part of the university and look forward to its future.

Yours sincerely,

[Signature]
First draft of a plan for a

DEPARTMENT OF HOUSEHOLD TECHNOLOGY

in the

UNIVERSITY OF CHICAGO.
OFFICERS OF INSTRUCTION.

Marion Talbot, A.M., Professor of Household Technology.

Alice Peloubet Norton, A.M., —— of “” “”

Hannah Belle Clark, Ph.D., —— of Social Economics.

Henrietta Isman Goodrich, S.M., —— of Household Administration and Director of the Practice House.

Sophonisba Preston Breckinridge, Ph.D., Legal and Economic Relations.

Bertha Payne, Instructor in Kindergarten Training.

Caroline Crawford, Associate in Physical Training.

INTRODUCTORY.

The aim of this department is to treat the household with reference both to "what exists as a revelation of what ought to be, and to the method of realizing what ought to be." The correlation of different special subjects to the interests of the home is a great social need of the present day.

The object in the instruction will be threefold:— to give men and women as a means of liberal culture a general view of the place of the household in society; to train men and women for the rational and scientific administration of the home as a social unit; and to give professional training for teachers, health engineers, social servants, and officers of household administration of institutions. No elementary courses will be given in the arts of cooking and sewing; but ample opportunity will be afforded to gain this form of knowledge to those whose training has been defective in this respect.

An important feature of the Department will be the maintenance of a Practice House, where supplementary practical work and experimentation can be carried on and where the effort may be made to realize the theoretical instruction of the class-room. The house will be open to resident students.
I. JUNIOR COLLEGE COURSES.

(Open to all students without prerequisites.)

THE HOUSEHOLD. A brief survey of general conditions of sanitary housing, food, clothing, and the administration of the house with a view to the proper apportionment of the income and the maintenance of suitable standards.

Professor Talbot.

PERSONAL HYGIENE. Functions of the body; rest, recreation, exercise, clothing, sleep, bathing, emergencies, home nursing.

Assistant Professor Clark.

II. SENIOR COLLEGE COURSES.

THE HOUSEHOLD AS A SOCIAL UNIT. Elementary sociological principles, including some study of social reforms emanating from the family and the home.

Assistant Professor Clark.

ECONOMICS OF CONSUMPTION. The activities from the economic view of the Consumer as saver, investor, and spender; the economic aspect of fashion and indulgence in luxuries; the wastefulness of underconsumption; consumption as a means of increased satisfaction.

Assistant Professor Clark.

HOUSEHOLD ECONOMICS. Purpose of the Home; ideals and standards of living; wants and activities of the family; division of the income with reference to these functions.

HOUSE SANITATION. Situation; surroundings; ventilation; heating; drainage; plumbing; lighting; and furnishing. Special attention will be given to modern conceptions of cleanliness and to the investigation of general sanitary conditions from a practical and scientific standpoint.

Professor Talbot.
FOOD AND DIETARIES.-- Food principles; the nutritive and money value of food-stuffs; the principles of cookery; methods of preservation; combinations of food. 

Professor Talbot.

TEXTILES AND CLOTHING.-- Fibres and processes of manufacture; hygiene; economics, and aesthetics of clothing. Miss Goodrich.

HOUSEHOLD ART AND ARCHITECTURE.-- Fundamental principles of art in construction; decoration; and furnishing. Principles underlying the intelligent cooperation of the householder with the architect. Miss Goodrich.

THE FAMILY IN LAW.-- The personal relations at law of husband and wife, parent and child; guardian and ward; property rights of women and minors. Miss Breckinridge.

SANITARY LEGISLATION.-- The rights of the householder under the common law; municipal, state, and federal legislation affecting the food supply, communicable diseases, and general sanitation. Miss Breckinridge.

MUNICIPAL HOUSEKEEPING.-- The relation of the individual housekeeper to public health; municipal responsibilities of the householder; hygiene of public activities affecting the household. Assistant Professor Clark.

PRINCIPLES OF THE HOME.-- Aesthetic, social, intellectual, and moral qualities, differentiating the home from the household. Assistant Professor Clark.

HYGIENE OF CHILDHOOD.-- Growth and development; work; rest; recuperation; diet; clothing; preventable defects; school diseases. Miss Crawford.

PSYCHOLOGY OF CHILDHOOD.-- Memory, attention, and concentration; selection of elements of interest; growth of imagery and attainment of skill; use of constructive plays and games. Miss Payne.
Sanitary Science and Its Place in the University.

By Professor Marion Talbot.

It is a fact worthy of notice that the work which is offered by The University of Chicago under the term of sanitary science is included in the department of sociology. This arrangement implies a recognition of the principle that a very close relationship exists between sanitary conditions and social progress. Sanitation and sociology must go hand in hand in their effort to improve the race. The instruction offered in The University proceeds on the assumption that "life is not merely to exist, but to be well." As the individual is the essential element of society, so his social value depends largely upon his health, while in turn his health is partly determined by the conditions which society imposes. Further it is believed that although the disheartening status of mankind today is undoubtedly the result of the sanitary and social conditions of past ages, yet their effects are not necessarily permanent. The influences under which men of the present generation place themselves are assumed to be more or less within their control and may be made to work for both present and future good. It is then the duty of sanitation to show what steps must be taken by society collectively and individually to secure the best conditions of living, not only for today but for coming centuries.

The error is not infrequently made that the sole object of sanitation is the prolongation of life. Many sanitarians seem to be satisfied with diminishing the death rate. Such results should undoubtedly be the immediate fruits of sanitary reform, but the sanitarian should consciously and persistently regard his special field of work in relation to the higher activities of mankind. He should require that in his own mind, at least, every principle studied, every reform advocated, every plan made, should be considered in the light of its rôle as a part of the foundation for the highest and best expression of all life, whether it be physical, intellectual, moral, or spiritual, for the sound body is of little use save as it can help in the manifestation of sound mental and spiritual activities.

It follows from these principles that the subject of sanitation is not presented in The University solely
from the practical or material side, as it might be in a technical school, but an effort is made to treat it as well from an intellectual and ethical standpoint, as befits a subject given a place in a university curriculum. The facts which are discussed, although drawn largely from a purely physical sphere, are constantly correlated to the broadest interests of mankind.

An introductory course in Practical Hygiene is given in the Spring Quarter and is open to students in the Junior Colleges and may be taken by students in arts and philosophy as one of their required courses in science. There are no prerequisites. The general elements of the subject are presented and no attempt is made at specialization. Few formal lectures are given. A text-book is used as a guide, but much stress is put upon collateral reading. This is especially necessary in a subject whose progress from day to day, as chronicled by scientific journals, is most noteworthy. Great stress is also laid upon the semi-weekly written quiz which is designed to give in a few words a helpful review or résumé of the subject, as it is developed. The occasional exercise in the laboratory serves to emphasize and make clear practical points which, if presented in theory only, lose much of their force and significance. But the method of instruction which is considered of greatest importance and upon which the real life of the course depends is the open discussion, for only in this way can suggestions of more than technical value be brought out and the true relation of the study to other interests be shown.

Following this elementary course, but not necessarily dependent upon it, comes a course in House Sanitation which includes a study of the sanitation of the dwelling as the unit of public health. Among the topics treated are situation, surroundings, ventilation, heating, drainage, plumbing, lighting and furnishing. Special attention is given to the consideration of modern problems in sanitation. Exercises in the laboratory and the study of actual conditions reinforce the more theoretical work done in the class room.

In the Winter and Spring Quarters courses are offered in the Study of Foods and Household Economics. Special study is given to the physiological and chemical principles of water and foods, including food analysis, food adulterations and dietary, with a discussion of the scientific principles of the application of heat to food materials, the chemistry of cleaning, domestic service and other problems included in household administration.

In view of the fact that such work as this has been given but a small place in university curricula, it has not been deemed advisable to lay down any stringent prerequisites, yet it must be plain that the ground covered makes a large knowledge of other sciences almost essential. In fact, the chief work is done in coordinating the results obtained in many branches of science to the problems of practical living.

A seminar in Sanitary Science is offered in the graduate school. The work is designed only for students capable of carrying on independent investigations. It deals with new and unsettled problems whose solution will help place the subject of public health on a more secure scientific basis. The topics assigned are chemical, physiological, bacteriological, economic, or sociological, according to the preferences and training of the individual student.

The present laboratory is one of very few in this country which provide opportunity for practical instruction and investigation in sanitary matters. Its resources will be further enlarged when it is removed to its new quarters in the Hull Physiological Laboratory.

It is a curious fact that it is not the women of the country, but the men, who are most actively engaged in applying the results of scientific investigation to domestic administration. The assertion is frequently made, and seldom challenged, that men are better housekeepers than women. It certainly seems true that not only do men have a better knowledge of right sanitary conditions than women have, but the proper feeding of soldiers, athletes, prisoners, the sick and the insane is receiving more scientific study from men than the food of children and families is receiving from women, in spite of the fact that this has long been considered woman's special sphere.

It is right that The University of Chicago, which is leading in so many new activities, should offer an opportunity to both men and women to receive instruction and carry on investigations which lie at the foundation of social progress. The recent munificent gifts of Miss Culver will afford advantages in many respects unparalleled in the world, and the work which The University has already undertaken will be steadily developed in the future.

The University's Students in Other Institutions.

The following is a list of persons connected with The University during the past year who have taken positions in other institutions. The name of the instructor is given, the post-office address where known, and the department of study with which the student was connected while in The University. This list by
no means represents all students who have during the past year gone from The University to take positions, but only those whose institutions were definitely known and whose post-office address could be given with reasonable certainty. Where no state is mentioned, the institution is in Illinois.

J. A. Anderson, Lake Forest University, Lake Forest.
Helen H. Armstrong, School of Domestic Science, Chicago.
Emeline B. Bartlett, Iowa College, Grinnell, Iowa. Greek.
Katherine Bates, Assistant in Rhetoric, Univ. of Eng.
Alles Bresland, Public School, Chicago.
Adolf Bernard, Assistant in Chemistry, Univ. of Chicago. Chem.
Harriet G. Blaine, Frances Shimer Academy, Mt. Carroll, Ill.
Jeremiah W. Bray, Principal High School, Freeport, Eng.
H. S. Brode, Academy of Beloit College, Beloit, Wis. Zoology.
Charles J. Brown, Ferry Hall Academy, Lake Forest.
Arthur Burnstead, Instructor in Classics and Biblical Literature, Atlanta University, Atlanta, Ga. Semitic.
P. S. Calvin, Manchester College, No. Manchester, Ind.
C. F. Capps, High School, Bolton, Miss.
Cleveland K. Chase, Oberlin College, Oberlin, Ohio. Latin.
C. M. Child, Assistant in General Biology, Univ. of Chicago. Zool.
Hannah B. Clark, Lecturer at School of Domestic Science, Chicago.
Herbert E. Cobb, Lewis Institute, Chicago. Mathematics.
Champey P. Colgrove, State Normal School, Cedar Falls, Iowa. Pedagogy.
Agnes S. Cook, Illinois State Normal (3). English.
Elizabeth Cook, Lewis Institute, Chicago.
Elizabeth T. Coolidge, Hyde Park High School, Chicago.
Lulu C. Daniels, Lewis Institute, Chicago. Political Science.
Arthur W. Dunn, Univ. Ext. Dept. of the Univ. of Cincinnati, O. Anthropology.
W. L. Evans, University of Ohio, Columbus, O. A. A. Ewing, Wabash College, Crawfordsville, Ind. Semitics.
Otto P. Fairfield, Alfred University, Alfred Centre, N. Y. Latin.
Grace Freeman, High School, Decatur.
Mary Galvin, High School, Ishpeming, Mich.
Ida Mason Gardner, Dean Frances Shimer Academy, Mt. Carroll.
Walter E. Garry, West Aurora High School. Biology.
Geo. P. Garrison, Assoc. Professor of History, Univ. of Tex. History.
Elmer D. Grant, Lewis Institute, Chicago. Mathematics.
Wm. S. Gaut, Shattuck School, Faribault, Minn. English.
Irving Hardisty, Laboratory Assistant, Univ. of Chicago. Zooll.

Bernard C. Hesse, Badische Anilin- und Sodafabrik, Ludwigshafen, Germany. Chem.
Frances Inez Hopkins, High School, Peoria.
Mary Hubbard, High School, Decatur.
William B. Huff, Milwaukee High School, Milwaukee, Wis.
Robert Les Hughes, Coulter's Preparatory School, Chicago. Political Science.
Susie H. Hull, Lake Forest Academy, Lake Forest.
Cora B. Jackson, High School, Indianapolis, Ind.
B. B. James, State Normal School, St. Cloud, Minn. Elizabeth Jeffreys, Ascham Hall, Chicago. Chemistry.
J. I. Jogi, State Normal School, Milwaukee, Wis. Psychology.
Jessie L. Jones, Lewis Institute, Chicago. German.
Albert David Keller, Heidelberg College, Tiffin, O. English.
Edith Kellogg, High School, Spartan, Wis.
Charles Kimney, Drake University, Iowa. Chemistry.
Antha Knowlton, Frances Shimer Academy, Mt. Carroll. Eng.
Philomen B. Kohlsaat, Lewis Institute, Chicago. English.
William H. Kruse, Hastings College, Nebraska. Greek.
Henry K. Krum, Lewis Institute, Chicago. Geology.
Daniel A. Lehman, Univ. of the Pacific, California. Math.
Edwin H. Lewis, Lewis Institute, Chicago.
Mary E. Lewis, Univ. of So. Dakota. English.
Samuel A. Lynch, High School, West Superior, Wis.
T. O. Mabry, Univ. of Mississippi. Geology.
Caroline S. Maddocks, Lady Prin. Washburn Col., Topeka, Kan.
Charles W. Mann, Lewis Institute, Chicago.
S. S. Maxwell, Professor of Biology, Monmouth College. Zooll.
Joseph M. McCallie, High School, Mt. Carroll. Psychology.
Samuel S. McClintock, Armour Institute, Chicago. Polit. Econ.
Albert E. McKinley, Pastor's College, Philadelphia, Pa.
Carrie S. Moore, Wayland Academy, Beaver Dam, Wis.
Ruth E. Moore, High School, Farmer City.
Jane F. Noble, Lewis Institute, Chicago. Semitic.
John E. Northrup, Principal of Schools, Elmhurst. Polit. Econ.
G. W. Paschal, Professor of Latin and Greek, Wake Forest College, No. Carolina. Greek.
E. C. Pierce, Principal of High School, Elgin. Latin.
A. H. Purdum, University of Arkansas. Geology.
Irene E. Robinson, State Normal, Cheney, Wash.
William Rulkecotter, Drury College, Mo. History.
E. P. Shock, High School, San Antonio, Texas.
Carrie E. Silliman, High School, Marseilles. History.
Kenneth G. Smith, High School, Dixon.
Margaret Smith, High Schools, Chicago. Zoology.
Jessie L. Spafford, Rockford College, Rockford.
Harriet Stone, Forest Park University, St. Louis, Mo. Chem.
H. W. Stuart, Instructor in Polit. Econ., Washington University, St. Louis, Mo. Political Economy.
Hein A. Taylor, Lewis Institute, Chicago.
Mary S. Thomas, Public Schools, Bolivide. Zoology.
W. I. Thomas, Assistant Professor of Folk Psychology, Univ. of Chicago. Soc.
Jane C. Tunnell, Frances Shimer Academy, Mt. Carroll. Eng.
The work in literature of this group will be a description of the Greek Host as found in the Iliad, illustrating the character of the great heroes and suggesting the places from which they came and the journeys which they took.

The sewing work consists in making presents for Christmas. The children are working on coarse material, and the sewing is largely in the nature of embroidery, for which they invent their own patterns. The older group will have number work also in connection with this in discussing the quantities of materials used and the price. They will also begin work on the school accounts, taking up the cost of the materials used in the kitchen and in the shop.

Groups IV and V have taken Chicago as the center of the work in geography and are working in two directions; one, the location of points within Chicago itself, starting from their own homes and the schoolhouse as centers, and the other in placing Chicago with reference to important localities of the United States. The latter ideas are being developed in connection with the idea of traveling and transportation, the data being collected about the places in which the children's parents reside before coming to Chicago, and the journeys the children themselves have taken. They are making a list of the railroads which they know to center in Chicago, and of the different kinds of cars indicating the various sorts of products conveyed. The problem of the origin and destination of these materials has been presented in the relation to Chicago as a commercial center. The map made to scale by measuring the size of the block is used to indicate the value of a map in locating states and cities with reference to Chicago. The drawing of the map to scale introduces linear measurement, and practice in multiplication is given in connection with inches, feet, yards and rods; division in working to scale.

The science work is connected with the pottery making. The subject of the formation of soils is reviewed, with the object of discriminating the formation and constitution of clay from that of sand and loam. The application of heat to the clay in baking is demonstrated and the clay itself studied with reference to the change which arises in its solubility through the application of heat.

In cooking, each of the Groups will prepare a lunch by itself, some one day in the week. Lunch of Groups I and II consists of fruits which they select and bring to school; that of Group III, of roots and corn; that of IV and V, of roots, wheat, and barley. Additional number work is introduced here through the consideration of time measure, besides that of the scales.
OFFICIAL ACTIONS.

At the meeting of the Administrative Board of Libraries, Laboratories and Museums held November 28, 1896, a committee appointed to consider the development of the department libraries in connection with the general library presented its report. The Board, recognizing the importance of the subject and the character of the interests involved in the decision of this question, voted to lay the report upon the table until the next meeting to be held January 30, 1897, and to invite all instructors interested to communicate in writing their views upon the question to the Board, or to be present to discuss it upon that date. In order that the report of the committee may be in the hands of all, it is presented here:

REPORT OF THE COMMITTEE ON THE DEVELOPMENT OF THE DEPARTMENT LIBRARIES IN CONNECTION WITH THE GENERAL LIBRARY.

The committee proceeded on the assumption that it is desirable to build up ultimately a library, or system of libraries in which an exhaustive investigation of any kind can be completed at a minimum of inconvenience to the student, and respectfully points out that this end can never be realized through a system of department libraries. The student, say of history, will always have an incidental interest, at least, in some of the books in the libraries of the departments of economics, political science, sociology, philosophy, anthropology, comparative religion, church history, English, Latin, Greek, classical archaeology, comparative philology, etc.; and students are now commonly referred for the reading of a single course to the libraries of five, six, or seven departments, as well as to the general library. It is therefore apparent that no comprehensive work, requiring reference to many books, could be undertaken under a system of department libraries, unless we assume that each department library will eventually contain all the books in all the others, and that all will be indefinitely enlarged, and provided with complete catalogues and corps of attendants.

Furthermore, the transactions of learned societies and other rare and costly publications are of equal value to many departments; and since these cannot be owned by all departments interested in them, they must be placed in a central library.

Two further considerations influenced the committee in reaching the conclusion that we must take steps looking to the development of a central library and setting limits to the enlargement of the department libraries, viz.: That books in the department libraries are subject to constant loss, and that the separation of the department libraries from the general library involves, if continued, the eventual duplication of their contents by the general library.

The committee therefore makes the following report:

1. That the annual appropriation for books in each department be divided into two portions, one to be used in the purchase of books for the department library, as at present, and the other by the head of the department in the purchase of books for the general library.

2. That any portion of an appropriation made to a department to be used in the purchase of books for the general library which is unexpended at the end of the year will be expended by the general library, through its committee, in the purchase of books, not necessarily in the line of the department forfeiting the appropriation.

3. That the heads of departments, in making the estimates on which the annual appropriations are based, be requested to suggest the proportion in which they wish the amount called for divided; and that these estimates be submitted to the Board of libraries, laboratories, and museums, for comparison and revision, and transmitted by this Board, with recommendations, to the Board of trustees.

4. That the number of books held at one time by a simple department library shall not exceed three thousand, and that in case of compound department libraries the limit be five thousand. The question of what constitutes a compound library to be determined by the Board of Libraries. When this limit is reached, an order for new books must be accompanied by an equal number of books from the department library. These will become the property of the general library. It is the judgment of the committee that some department libraries have already almost or quite reached the point where further modification should be in the substitution of new books for old rather than in further enlargement.

5. That the committee of the general library submit annually to the Board of libraries, laboratories, and museums, an estimate of money to be expended by the general library in the purchase of books, and that this be considered in connection with the estimates from the departments.

OFFICIAL NOTICES.

The regular meetings of Boards and Faculties, to be held Saturday, December 5, in the Faculty Room, Haskell Oriental Museum, are the following:

8:30 A.M.—The Administrative Board of Physical Culture.
10:00 A.M.—The Administrative Board of Student Organizations, Publications, and Exhibitions.
11:30 A.M.—The University Senate.

Students who desire employment outside of the regular university service may apply to Mr. Lennen who may be found at the registrar's office from 3:00 to 4:00 P.M. daily, and 9:30 to 10:30 A.M. on Saturdays.

The Final Examination of John Churchill Hammond for the degree of M.S. will be held Saturday, December 12, 1896, in Room 36, Ryerson Physical Laboratory. Thesis: "On the Conditions that a Polygon may be Simultaneously Inscribed in One and Circumscribed about another Conic." Committee: Head Professor E. H. Moore, Associate Professors H. Maschke and George E. Hale.

The Final Examination of C. A. Lemon for the degree of B.D. will be held in Room 15, Haskell Oriental Museum, December 17, 1896, at 8:30 A.M. Committee: Head Professors Anderson, Northrup and Hubert, and Assistant Professor Moncrief.
School Record, Notes, and Plan. VI.
The University of Chicago School.
November 25, 1896.

The principal idea worked upon during this period is that of the industry of pottery, its materials, methods and products. The children are still engaged in making dishes for the hut which has been built of branches out of doors. They are modeling and baking a large variety of dishes, of natural size, for use in this hut. In connection with a visit to the Field Museum they have observed the primitive forms and kinds of dishes and have, without conscious direction, chosen these as models of reproduction. Groups I, II, and III, are shown pictures which illustrate, in a comparative way, the Indian, Egyptian, Greek, and modern methods of manufacture. Group III will have, in addition, stories of small d'Entrecolles, Palissy, Böttcher, and Wedgwood told. The younger groups will have geographical work in connection with this; pictures of localities in Egypt, Greece, and China, related to pottery. In connection with the visit to the Museum they are also making a map showing the relation of the schoolhouse to the Museum. The Shop work related to this idea is the making of tools for use in shaping the clay. In Number, the cubic contents of the vases and jars made will be compared to each other and some work done in the estimating the ratios of the contained liquids. This will also be connected with the measuring work done in the cooking.

Groups IV and V reproduce the treasure-house of Ateneus on a larger scale, and engage in making vases, etc., which they have expressed a desire to store in it. They also are making a study of Greek designs for decorative purposes. On the architectural side, the Walls of Mycenae and the Gate of Lions are studied. In connection with this they will visit the Art Institute for the study of primitive sculpture and archaic figures. They also make a study of the construction and mode of operation of the potter's wheel, with reference to the mechanical principles involved, and if possible will make a model of the same.

The work in literature of this group will be a description of the Greek Host as found in the Iliad, illustrating the character of the great heroes and suggesting the places from which they came and the journeys which they took.

The sewing work consists in making presents for Christmas. The children are working on coarse material, and the sewing is largely in the nature of embroidery, for which they invent their own patterns. The older group will have number work also in connection with this in discussing the quantities of materials used and the price. They will also begin work on the school accounts, taking up the cost of the materials used in the kitchen and in the shop.

Groups IV and V have taken Chicago as the center of the work in geography and are working in two directions; one, the location of points within Chicago itself, starting from their own home and the schoolhouse as centers, and the other in placing Chicago with reference to important localities of the United States. The latter ideas are being developed in connection with the idea of traveling and transportation, the data being collected about the places in which the children's parents resided before coming to Chicago, and the journeys the children themselves have taken. They are making a list of the railroads which they know to center in Chicago, and of the different kinds of cars indicating the various sorts of products conveyed. The problem of the origin and destination of these materials has been presented in the relation to Chicago as a commercial center. The map made to scale by measuring the size of the block is used to indicate the value of a map in locating states and cities with reference to Chicago. The drawing of the map to scale introduces linear measurement, and practice in multiplication is given in connection with inches, feet, yards and rods: division in working to scale.

The science work is connected with the pottery making. The subject of the formation of soils is reviewed, with the object of discriminating the formation and constitution of clay from that of sand and loam. The application of heat to the clay in baking is demonstrated and the clay itself studied with reference to the change which arises in its solubility through the application of heat.

In cooking, each of the Groups will prepare a lunch by itself, some one day in the week. Lunch of Groups I and II consists of what they select and bring to school; that of Group III, of roots and corn; that of IV and V, of roots, wheat, and barley. Additional number work is introduced here through the consideration of time measure, besides that of the scales.
Among the more notable addresses were those of President Eliot, of Harvard, who took the position that every subject thoroughly taught in a high school should be accepted for entrance to college, showing a clear understanding of the conditions under which secondary schools work, and Dr. Talcott Williams, of the Philadelphia Press, who presented an extensive array of statistics which showed that in spite of advancing requirements the proportion of the students entering secondary schools that completed the course and entered college is constantly increasing, while it is also true that the proportion of the students entering college that remain to graduate is increasing. The system of admission maintained by The University of Chicago was explained in some detail by Dean Thurber. One college president, at least, was so favorably impressed that he asked for fuller information with the purpose of introducing the system into his own college. The sentiment of the meeting voiced itself in the following resolution offered by President Schurman of Cornell, the incoming president of the association, and unanimously adopted:

"Resolved, that it is the sense of this meeting that the present standard of requirements for admission to colleges should not be lowered."

This expression of opinion by such a representative body is of great importance. At the same time it sounds a little strange in this longitude, where there is no question as to lowering admission requirements, but rather a strong sentiment in favor of placing them on some uniform business-like basis.

**Religious.**

The University Chaplain, Associate Professor C. R. Henderson, can be found during his office hours, from 1:00 to 1:30 P.M. in C 2, Cobb Lecture Hall, Tuesday, Thursday, and Friday.

Vesper Service, Sunday, December 6, will be conducted by the Rev. W. W. Penn, D.D., who will speak in Kent Theater at 4:00 P.M.

Churches in the vicinity of The University hold services as follows:


**Hyde Park M. E. Church** (corner Washington avenue and 54th street)—Dr. A. W. Patton, Pastor, will conduct services Sunday, at 10:45 A.M. and 7:30 P.M.; General Class Meeting at 12:00 P.M.; Sunday School at 9:30 A.M.; Epworth League at 8:30 P.M.; General Prayer Meeting, Wednesday, at 7:45 P.M.
University Congregational Church (corner 56th street and Madison avenue)—Rev. Nathaniel L. Brinton, Ph.D., Pastor. Preaching Services at 11:00 A.M. and 7:45 P.M. Sabbath School and Bible Classes at 9:45 A.M. Junior Young People's Society of Christian Endeavor at 6:30 P.M. Young People's Society of Christian Endeavor at 9:30 P.M. Wednesday Devotional Hour, at 6:30 P.M. Chautauqua Literary and Scientific Circle (non-denominational), second and fourth Mondays of each month, at 6:00 P.M.

Hyde Park Presbyterian Church (corner Washington avenue and 56th street)—Rev. Hubert C. Herzing, Pastor. Public Church Services at 10:30 A.M. and 7:45 P.M. Sunday School at 12:00 M. Young People's Society of Christian Endeavor at 6:00 P.M. Mid-week Prayer Meeting, Wednesday, at 7:45 P.M.

Woodlawn Park Baptist Church (corner of Lexington avenue and 63rd street)—B. F. Wood, Pastor. Bible School at 9:30 A.M. Worship and Sermon at 11:00 A.M. Young People's Devotional Meeting at 7:15 P.M. General Devotional Meeting, Wednesday evening, at 7:45. All seats are free.

Hyde Park Church of Christ (Rosalie Hall, cor. 57th street and Rosalie Court).—Services: Sunday at 11:00 A.M. and 7:45 P.M. Sunday School at 9:45 A.M. Young People's Society of Christian Endeavor at 6:00 P.M. Preaching by Rev. H. L. Willett, Ph.D.

St. Paul's Protestant Episcopal Church (Lake avenue, north of 50th street)—Rev. Charles E. Bess, Rectory. Holy Communion, 8:00 A.M. every Sunday, and 11:00 A.M. first Sunday of each month. Morning Prayer with Sermon, 11:00 A.M. Men's Bible Class at the close of the eleven o'clock service. Sunday School, 9:30 A.M. and 3:00 P.M.

Unitarian Church.—Rev. W. W. Fenn, Minister. Services held in Masonic Hall, 276, 57th street Sunday at 4:00 P.M.

CURRENT EVENTS.

A course of lectures on "The Philosophy of Jewish History" will be given under the auspices of the Chicago section of the National Council of Jewish Women by Mr. Joseph Jacobs of Oxford. The lectures will be given at Sinai Temple on the evenings of December 6, 8 and 10. Tickets for the course, $1.00. Mr. Jacobs is well known to students of Archaeology and Anthropology as a brilliant investigator in these fields.

The Rev. E. O. Taylor, an alumnus of The University, class of '88, and of the Divinity School, class of '71, and temperance lecturer since 1888, will give a lecture on "Alcohol and the Later Science" in the Haskell Assembly Room, Thursday, December 10, at 5:00 P.M.

A recital was given in Kent Theater, Wednesday afternoon, November 18, by Mr. Wilhelm Mielde-schultze, pianist. Mr. Bruno Kuehn, violinist, Mr. Carl Bruenckroth, violinist, and Miss Emma Brachvogel, contralto.

A recital was given in Kent Theater, Wednesday afternoon, December 2, by Mr. C. E. Seeboeck, pianist, and Mr. August Yunker, violinist.

Material for the UNIVERSITY RECORD must be sent to the Record office by THURSDAY, 8:30 A.M., in order to be published in the issue of the same week.