DELEGATES to the PAN-AMERICAN SCIENTIFIC CONGRESS appointed by members of THE ASSOCIATION OF AMERICAN UNIVERSITIES

Heber D. Curtis, Astronomer, Universities of Michigan and California.

Bernard Moses, Professor of History and Political Science, University of California.

Albert A. Michelson, Professor of Physics, University of Chicago.

Leo Stanton Rowe, Professor of Political Science, University of Pennsylvania.

Christopher W. Hall, Professor of Geology, University of Minnesota.

Paul S. Reinsch, Professor of Political Science, University of Wisconsin.

Hiram Bingham, Ph. D., Lecturer on Latin-American History, Yale University.

Archibald Cary Coolidge, Professor of History; J. Backus Woodworth, Assistant Professor of Geology; Thomas Barbour, Zoologist, Harvard University.

William H. Shepherd, Professor of History, Columbia University.

Orville Adelbert Derby, Cornell University.

October 14, 1908
DECLARATIONS TO THE PAN-AMERICAN SCIENTIFIC CONGRESS, OPPOSED BY MEMBERS OF

THE ASSOCIATION OF AMERICAN UNIVERSITIES

Henry D. C. Cruttwell, Professor of Medicine and Anatomist of California

Bernard Moore, Professor of History and Political Science, University of California

A. N. M. B. Coursey, Professor of Physics, University of Chicago

Lee Edwin Howe, Professor of Political Science, University of Pennsylvania

Arthur G. G. H. W. Professor of Geology, University of Minnesota

Perry E. Keenan, Professor of Political Science, University of South Carolina

Herbert Tilden, Professor of Latin-American History, Yale University

A. R. S. Professor of History, University of Michigan

W. J. R. Professor of History, University of Pennsylvania

A. J. A. Professor of History, Columbia University

October 14, 1938
THE PAN AMERICAN SOCIETY OF THE UNITED STATES

52 William Street, New York
Telephone John 4917.

THE Pan American Society of the United States will give its first dinner since the organization of the Society at the Waldorf-Astoria, Monday evening, May 27th, at seven o'clock.

This Dinner will be one of the most notable ever given in New York. The guests of honor will be the Secretary of State of the United States and the Ambassadors and Ministers of all Latin America who will come from Washington, especially for the occasion.

The Secretary of State will make the principal address of the evening, in which he will outline his views on Pan American relations in the light of his recent visit to Latin America.

In order that due preference be given the wishes of the members they are requested to make their reservations at as early a date as possible.

The subscription price of the Dinner is Ten Dollars, including wines and cigars. Members may subscribe for as many Guests as they desire. The Committee will be glad to send invitations to all others to whom the members may wish them sent.

The Dinner will be served at small tables of ten unless otherwise requested and every endeavor will be made to grant requests as to seating. It is suggested that members make such arrangements with their friends and guests as will permit full tables to be made up.
All requests for reservations should be accompanied by check to cover same. Address all communications to Frederic Brown, Treasurer, 52 William St., New York.

All names of members and guests attending the Dinner should be sent in before Thursday, May 23rd, as after that date no reservations can be made and the names cannot be printed in the table diagrams and lists.

Nicholas Murray Butler,
Chairman of the Dinner Committee.

Cabot Ward,
Chairman of the Sub-Committee on Arrangements.

Hon. Henry White, President.

Hon. Lloyd C. Griscom, Vice President and
Chairman of the Executive Committee.

Hon. John Barrett, Executive Secretary.

THE DINNER COMMITTEE.

Nicholas Murray Butler, Chairman

John Barrett
Nicholas Murray Butler
Cleveland H. Dodge
Thomas A. Eddy
James W. Gerard
J. P. Grace
Lloyd C. Griscom
Ramon Guiteras
Archer M. Huntington
Minor C. Keith
Seth Low

John Barrett Moore
James M. Motley
Lewis Nixon
Charles D. Norton
Charles M. Schwab
Albert Shaw
R. A. C. Smith
James Speyer
Frank A. Vanderlip
Paul Warburg
Cabot Ward

SUB COMMITTEE ON ARRANGEMENTS

Cabot Ward, Chairman

John Barrett
Ramon Guiteras

James M. Motley
Charles D. Norton
RE-IMPRESIÓN DE

EL MUNDO DE HOY
CHICAGO, E. U. A.

Revista importantísima, publicada para distribuirse en la América Latina
DOS DELEGADOS AL CONGRESO DE SANTIAGO

JAMES LAURENCE LAUGHLIN

James Laurence Laughlin, uno de los delegados de la Universidad de Chicago al Primer Congreso Científico Pan-Americano, ha alcanzado el honor de representar institución tan importante debido a su excelencia como profesor de Economía Política, así como su conocimiento de los problemas fiscales particularmente en la esfera del dinero y de la banca, así como su inteligencia como organizador en campo práctico de los negocios y su reputación como consejero en los asuntos políticos de las finanzas públicas.

Después de alcanzar su grado en el Colegio Nacional en 1873 y de haber permanecido por un período de tiempo dedicado a la enseñanza en una escuela clásica de Boston, Mr. Laughlin regresó a Harvard en 1878 como instructor en Economía Política; más tarde asumió el carácter de Asistente Profesor. Su entusiasmo como maestro se hizo patente no tan sólo en el salón de las aulas, sino en el desarrollo del proyecto del Club Financiero, en la fundación de la Revista trimestral de Economía Política; organización en cuyo seno figura el nombre de la talla de Simon Newcomb, Charles Francis Adams, E. Benjamin Andrews, Arthur T. Hadley, Abrahm S. Hewitt y del General Francis Walker. En Cornell también, en donde durante los años de 1880 y 1882 fue Profesor de Finanzas y Aprendizaje comercial, la excelencia pedagógica contribuyó poderosamente a aumentar el número de estudiantes en su departamento. La riqueza de la facultad de la escuela departamental y al establecimiento de adiciones secciones en materias de Economía. En Chicago, en donde desde 1892 ha sido Profesor y Jefe del Departamento de Economía Política, sus talentos como aventurado instructor se han puesto en absoluto relieve. El Sr. Laughlin, que es autor de muchos textos de enseñanza en materia que especialmente se ha dedicado, textos escritos no solamente para los alumnos de los planteles educacionistas, sino para quienes fuera de las universidades se consagraron a dichos estudios, ha hecho patente la importancia que hay en el contacto personal entre el profesor y el alumno no únicamente en el aula de la cátedra sino en las asociaciones y Clubs de estudiantes. Es el estímulo debido a su personalidad que en Harvard, Cornell y Chicago ha dado por resultado el reconocimiento hecho a sus grandes capacidades como Profesor.

En la moderna Universidad Americana su excelencia como profesor se ha puesto de manifiesto en su actividad como investigador. Desde la época en que, durante los intervalos de la enseñanza, produjo una obra acerca del Procedimiento legal Anglo-Sajón, obra que le hizo alcanzar el grado de Doctor en Harvard y la distinción de ser citado como autoridad por John Richard Green, el Señor Laughlin ha continuado siendo un investigador eficaz en las cuestiones de dinero y banca. Su estudio acerca del bimetálico está contenido en un volumen dedicado a la "Historia del Bimetálico en los Estados Unidos." Su último importante libro, versa sobre "Los Principios del Dinero." Considerable número de escritos publicados por él en Atlantic Monthly, International Review, American Review, Science, Popular Science Monthly, Quarterly Journal of Economics y Journal of Political Economy dan testimonio de la existencia de su trabajo. Los estudios que ha hecho por razón de sus investigaciones, conocidas sólo por los que se interesan en estas materias. El artículo presentado el escrito por el Professor Crew, presenta el asunto tan claramente como se puede en materia tan técnica. Es siempre difícil, juzgar el trabajo de un contemporáneo. Sin embargo, a causa de la inspiración que se recibe, tratar de entender y apreciar toda la velocidad de un descubridor tan modesto como el Profesor Michelson, bien vale la pena. Y todos comprenden que tienen entendido que la ciencia consiste de ideas, tanto como de hechos observados, y que de este juzgan trabajo que se dice de él, es un ejercicio del pensamiento. El profesor Michelson, podra ser útil. Su primer descubrimiento de importancia —la medida exacta de la velocidad de la luz— se expuso en una mesa pequeña, de Nature (1879, 1879), unos tiempos años hace. Pocos de los parámetros de la naturaleza, importan tanto como la velocidad de la luz, puesto que tanto tiene que ver con la computación de las distancias que mantienen las estrellas y con las fórmulas que en el estudio de los fenómenos cósmicos.
El mundo de hoy

El efecto del trabajo de Michelson en París fue, sustituir por el metro, considerado, no como unidad de medidas, sino norma de medidas, la longitud de la ondulación de la luz de cadmio.

Poco después de venir á la Universidad de Chicago la cuestión de la distribución de la luz en líneas espectrales, fué resuelta, y uno de los resultados fué enseñar que la onda luz depende en cambios relativamente pequeños de la temperatura del origen y sobre la la mole atómica. Sus estudios sobre esta materia parecen estar abriendo un campo comparable al de Kereff y Bunsen en 1853.

En 1896, el físico holandés, Zeeman, descubrió el efecto producido, poniendo un origen de luz, por ejemplo, una chispa eléctrica—en un campo magnético. El Profesor Michelson pronto comenzó á estudiar este fenómeno, con su habilidad de costombre, y el resultado fué la sorprendente complejidad del efecto Zeeman, tanto como muchas de las leyes que reducen esta aparente complejidad á una relativamente simple, fueron anunciadas del Laboratorio Reyser. Y tan pronto como el efecto Zeeman y fenómenos semejantes en la espectroscopía, causaron una nueva demanda, par resolver la potencia, un nuevo espectroscopio, diez veces más poderoso que la réplica más fina, fué hecho en el mismo laboratorio. En la última junta de la American Association for the Advancement of Science, El Sr. Michelson mostró una nueva combinación de su espectroscopio, llamado el “echelon” —con una refulgencia que aumentará mucha rapidez y facilidad en su manejo, y lo hará un instrumento normal para medir la longitud de las ondulaciones, con mucha exactitud.

Nos queda aún mucho que decir, sobre los descubrimientos de Michelson, pero sólo mencionaremos, otro de sus trabajos —el método ó arte de trazar las refulgencias de difracción —el método para producir especra. La empresa es tan ardua que solo Rowland de John Hopkins, pude en esta generación, llevarla á cabo. Hacer otra refulgencia como la de Rowland es mucha ambición. Pero hacer refulgencias más y más grandes que las de Rowland, es lo que ha sido actualmente llevado á cabo, en el Laboratorio Reyser.

Enseñan el movimiento de los electrones en el átomo. La exactitud de estas medidas no se puede imaginar con mucha facilidad. El resultado final es, que la luz camina á cien, con una velocidad poco menos que trescientos millones de metros por segundo. El problema es, pues, medir la distancia que la luz atraviesa en un segundo, que viene á ser poco más que siete vueltas alrededor del mundo. Esta enorme distancia, el Profesor Michelson mide con solo un probable error de la distancia que un hombre camina en unida.

Después lo vemos en Berlín y Potsdam, arguyendo contra uno de los más difíciles problemas de la Física, "la cuestión de la aberración." El mudlo, el vacío, el éter, é lo que sea, que nos trai la luz del sol ó de las estrellas, permanece fijo en el espacio, mientras la tierra se mueve, ó es la tierra la que lleva al éter consigo en su movimiento?

El brillante descubrimiento de Bradley, hace unos doscientos años, que el movimiento de la tierra en su órbita, causa que las estrellas fijas parezcan variar, indican que el éter está fijo en el espacio. El telescopio indica que la tierra en su movimiento permite al éter pasar por ella tan libre como la brisa sopla por entre los árboles. Pero, cuando el Sr. Michelson construyó su interferómetro con propósito de medir el éter, no halló indicios de mudlo relativa entre la tierra y el éter; si la teoría que se aceptaba era correcta, él hubiera hallado un pequeño desaliento. Experimentos hechos después, prueban con certeza que él tenía razón. Hoy el interferómetro de Michelson se usa para medir distancias muy pequeñas, y posee la ventaja de que lleva en él su propio norma de longitud.

Después hallamos al distinguido profesor ocupado con otro problema fundamental, ¿es posible medir, por el norma internacional de longitud arbitrario, un norma natural é invariable? La respuesta del Sr. Michelson, es el número actual de la longitud de las ondulaciones de la luz roja de cadmio en un metro, con una incertidumbre, de seguro, no tan grande como una parte en un millón. Las medidas ahora hechas, muestran que el metro hoy, no es diferente del que el Sr. Michelson examinó unos catorce años pasados.
First Pan-American Scientific Congress
To be held in Santiago, Chile
December 25, 1908

First Bulletin
BASES, PROGRAM & GENERAL TOPICS OF DISCUSSION

Issued in Spanish by the Committee on Organization
Santiago, Chile

Translated into English and Published by the
International Bureau of the American Republics

JOHN BARRETT,
Director.

May 28, 1908
No. 2 Jackson Place, Washington, D. C.
Committee on Organization

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BASES AND PROGRAM
OF THE
FOURTH SCIENTIFIC CONGRESS
(FIRST PAN-AMERICAN)
To be held in Santiago on December 25, 1908.

ARTICLE 1. In accordance with the resolutions of the Third Latin American Scientific Congress of Rio de Janeiro, a Fourth Scientific Congress (First Pan-American) will meet in the City of Santiago, in the month of December, 1908, under the auspices of the Government of Chile.

The Congress will open on the twenty-fifth of said month of December, and adjourn on the fifth of January, 1909.

ART. 2. The work of organization and procedure of the Fourth Congress shall be in charge of an Executive Committee composed: First, of members appointed by the Third Congress at the full session held on August 16, 1905; second, of members elected by the said committee.

ART. 3. The Executive Committee shall elect the officers of the Congress, composed of a President, two Vice-Presidents, a General Secretary, one or two Assistant Secretaries, a Treasurer, and an Assistant Treasurer.

There shall also be interpreters, clerks for the Secretary's office, and such other employees as may be deemed necessary.

Said committe shall appoint such Honorary Presidents as it may deem advisable.

ART. 4. The Executive Committee shall be subdivided into Sub-committees, each of which shall be composed of a chairman and two members selected by said Executive Committee.

ART. 5. The duties of the Executive Committee are:
1. To arrange for the Fourth Congress and to represent it with the Chilean Government, the Universities, and other scientific, national and foreign corporations.

2. To appoint, at the capitals of the American States, committees whose duties shall be to co-operate in the holding of the Congress, to prepare the list of the persons to be invited to participate in its proceedings, to procure an adequate representation from the several countries, and to suggest questions as, because of their evident American interest, should be submitted to Congress.

3. To authorize disbursements and to approve accounts before being presented to the proper accounting authority.

4. To prepare the final questions to be propounded in accordance with the reports presented by the sub-committees.

5. To prepare a list of names of the members of the Congress, in conformity with the provisions of article 10.

6. To appoint such spokesmen as may be necessary to set forth before the proper sections the status of the question on such official topics as the executive board may consider of special interest.

Art. 6. After the election of the officers of the Congress the aforesaid committee shall cease to exercise its functions, but shall reassemble them upon the adjournment of the Congress. It shall then have charge of the publication of such papers as may have been submitted, and shall sufficiently authorize the members of such new committee as may be appointed to arrange for the Fifth Scientific American Congress.

Art. 7. The sub-committees referred to in article 4 shall correspond to an equal number of sections of the Congress, and shall be the following:

1. On pure and applied mathematics.
2. On physical sciences.
3. On natural, anthropological and ethnological sciences.
4. On engineering.
5. On medical science and hygiene.
6. On juridical science.
7. On social sciences.
8. On the sciences of pedagogy and of philosophy.
9. On agronomy and zootecnnics.
Each sub-committee may be subdivided into two or more committees when deemed necessary, and two or more sub-committees may become a single committee.

Art. 8. It shall be the duty of each sub-committee—
1. To prepare a list of the questions to be propounded to the proper section.
2. To prepare a list of the members of the same.
3. To receive and classify such statements, studies, and communications as are sent to the section, and to designate the reporting member thereof, who shall inform the Congress of the views of the committee concerning the conclusions adopted by it.
4. To see that a report is made of the papers sent to the committee, and which papers are not to be read by their authors.
5. To organize the proper section.
6. To receive the papers from the proper section and prepare them for publication.

Art. 9. A preliminary session of the Congress shall be held within three days of its formal opening, in order to approve rules and regulations for the Congress and to select the final officers thereof.

The officers of the Executive Committee shall preside at these preliminary meetings.

Art. 10. The following persons shall be regarded as members of the Congress:

1. The official delegates of the countries represented.
2. The delegates of the universities, institutes, societies, and scientific centers of the countries represented as well as of other countries of America.
3. Such persons as attend the Congress invited by the Executive Committee, on motion, or at the request of, the proper sub-committees or of the committees of the different countries.
4. The supporters of the Congress who contribute with the quota of £1 sterling, and who are accepted by the Executive Committee.

Art. 11. All the members of the Congress shall be entitled to attend its sessions, to take part in the debates, and to receive a copy of such publications as the Executive Committee may issue.
Art. 12. Before the proper membership card is issued the payment of the quota referred to in paragraph 4 of article 10 shall be made to the Treasurer of the Executive Committee, after the proper advice of the General Secretary or of the respective sub-committees.

Art. 13. Of the full sessions held by the Congress, the opening and the closing sessions shall be formal ones.

The sub-committees shall hold separately such meetings as they may deem necessary for the discussion of the matters submitted to them.

Art. 14. Such Americans as have become prominent in the field of science may be appointed honorary members of the Fourth Congress whenever the Executive Committee deem proper to confer this honor upon them.

Art. 15. Papers for the Congress shall be received as late as September 30, 1908.

Authors of papers not forwarding the same in due time should forward the titles thereof to the General Secretary within the time specified.

Art. 16. Each sub-committee shall designate at the proper time the places, institutions, or special establishments to be visited by the members of the Congress and shall indicate how these visits are to be made.

The Executive Committee.

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GENERAL TOPICS.

FIRST SECTION.

Pure and Applied Mathematics.

1. Theoretical study and practical application of conduits for streams of water.
2. Formulas and practical methods for the measurement of unusual flows of water.
3. Hydraulics of rivers with respect to their navigability and the stability of their shores.
4. Theory applicable to the passage of water through net meshes.
5. Theory of the deformation of articulate systems.
6. Formation of abacuses of formulas of frequent use.
7. General review concerning the present state of American chartography.
8. Most appropriate standards and methods for the preparation of a general map of the American countries in such manner that the topographic survey will answer the requirements of the technical survey and the primary geodetic triangulations on the study of the shape of the earth, in conformity with the provisions of the International Geodetic Association.
9. Rapid methods for the topographic survey of the route of railroads, roads, and irrigation ditches in wooded regions, and in case of the absence of detailed maps.
10. Simplification of the instruments and topographic and geodetic surveys for the purpose of increasing the result now obtained, but without diminishing their accuracy.
11. Mathematical and technical nomenclature employed in American countries.
12. Application of the theory of the quaternions of Hamilton or the numbers of Grassmann to the complete solution of the equation:

\[
\frac{d^2 \nu}{dx} + \frac{d^2 \nu}{dy^2} + \frac{d^2 \nu}{dz^2} = -4nk.
\]

14. Contribution to the theory of modules of elasticity and rigidity of rocks in their applications to seismology.
15. Study of the propagation of spheric waves in a non-homogenous sphere, based on the supposition of a continued variation of the elasticity from the center to the surface of the sphere. Application to seismology and comparison with the results of the observation.
16. Expediency of establishing a chain of magnetic observatories on the American continent, and bases for the formation of a magnetic map of that continent.
17. Application of mathematics to statistics and political economy (For example, in the calculation of insurance; in the calculation of proportional tariffs on railway lines, whether the latter be of the adhesion, rack or combined types).

SECOND SECTION.

Physical Sciences.

GENERAL THEMES.

1. Expediency of adopting uniform methods of assay and analysis in litigious or disputed cases, and especially in the selection of the most appropriate, rapid and exact methods for mineral substances. Creation of a permanent Pan-American Committee for the official adoption of these methods.
2. That it would be desirable to celebrate international treaties and to enact local laws to prove and to avoid the falsification of food products and industrial substances; and the expediency of creating for this purpose a “Codex Alimentarius” in which the composition and character of food products are fixed.
3. Raw materials—animal, vegetable, and mineral. Their transformation; manufactured products. Their interchange among the different countries of America.
4. To study in one of the countries of America the relation of its earthquakes to the geography and geology of the same.
5. To study in one of the countries of America its present and past volcanic activity and to compare it with its seismology from a geographic and chronologic point of view.
6. The new theories of physical phenomena. (Electronic

Theory.) Its true scope from the point of view of scientific speculation.
7. Social influence in the development of the use of electricity.
8. Physiological-chemical considerations concerning colloides. What part does it play, and how are catalytic actions to be understood?
10. Necessity of modifying the methods of instruction of physics and chemistry for the purpose of giving greater development to curistic-experimental study.

SPECIAL THEMES.

1. Radioactive elements; their transmutations and those which they originate; considerations derived from their study. Their possible existence in South America. Radioactivity of the soil and of the waters.
2. Generation of electric energy. Which is the best solution for the American countries? Possibility of obtaining in them fountains of energy unused up to the present time.
3. Transmission of electric energy. Comparative study of the different systems. Limits of distance. Scope of the experiments concerning transmission without conductors.
4. New systems of electric lighting, especially the incandescence with minimum consumption.
5. The commutation motor applied to traction for electric railways.
6. Deflectors for alternating currents. (Redresseurs.)
7. Improvements in long distance electrical transmission and manipulation.
   (a) Telephones. Limits of distance.
   (b) Wireless telegraphy. Syntonization.
   (c) Experiments by means of Hertzian waves.
   (d) Resonators for distance signals.
8. Progress of electro-chemistry. Ionic theory.
9. New methods of exploitation of Chilian nitrate. Their applications to the chemical industries.
Advisability of adopting a uniform method of nitrate analysis, determining directly the proportion of nitrogen, for the
purpose of establishing a scale of payment proportional to the number of hundredths of this element.
10. Iodine, its exploitation, present condition of the industries using it. Possibility of giving it new applications.
13. Methods of selection and pure cultivation applied to ferments; principally to the leavens of wines and fermented products of America and especially of Chile.
14. Difficulties encountered in new medicines in the toxicological investigations of the alkaloids.
15. Development of electro-metallurgy:
   (a) Smelting in electric furnaces especially of copper ores.
   (b) Electrolytic extraction of copper directly from copper ores.
16. Present condition of the concentration of ores:
   (a) Oil method (Elmore).
   (b) Electro-magnetic method.
17. New industrial applications of liquid gases.
18. Modern methods of the production of motive power; especially motors for use of inferior gas.
19. Industrial photography and processes of colored photography.
20. Gyroscopes applied to stability.
21. New demonstration apparatus for the teaching of chemistry.
22. Bases of a Pan-American agreement for exercising the profession of expert chemists.
23. The ozonization of potable water, its expediency and possibility of application in some of the cities of Chile, especially in Valparaiso.

THIRD SECTION.
NATURAL, ANTHROPOLOGICAL AND ETHNOLOGICAL SCIENCES.
I. Anthropology and Ethnology of the American Races.
   GENERAL THEMES.
   1. Concerning the antiquity of the American aborigines according to geologic and anatomic investigations.
2. The classification and geographic distribution of American races and sub-races.
3. Concerning the origin of American culture and civilization.
4. Concerning the social and moral organization of the American aborigines.
5. Did the troglodyte or the cave dweller exist in Chile or in other tribes of America?
7. Concerning animism among the American tribes.
8. Manner of communicating ideas by means of signs, articulate language, hieroglyphics and writing (mnemotechny).
9. Comparative study concerning the origin, development and geographic distribution of the principal arts or industries with their applications.
10. What was the relationship between the Araucanos and the neighboring tribes?

SPECIAL THEMES.
1. Influence of Peruvian domination in Chile.
2. Metal and stone utensils of the aborigines.
3. Animals and plants used by the aborigines of Chile.
4. Caves in Chile.
5. Writings and drawings of the ancient Chilians.
6. Kjokkenmoeddings (Kitchen middens or leavings on the coast of Chile).
7. Religious beliefs of the Chilian aborigines.
8. Chilian pictures and engravings: hills, caves, stones, walls, etc.
9. Concerning the fabrics of the Araucanian Indians.
10. Concerning the origin of metal earrings, used at the present time by the women of the lower classes of the Chilian people.
11. Concerning navigation among the indigenous tribes of Chile; its origin and development.
12. Inca ornamentation described according to the archaeological objects now in our National Museum.
13. Study of the pre-hispanic necropolis of Calama, depart-
ment of Antofagasta. Ditto of that of Antofagasta of the Sierra (Atacama) and of Punta Pichalo.
14. Description of utensils of the paleolithic and neolithic epochs found in Chilian territory (National Museum).
15. The ethnographic and linguistic provinces of Chile.
16. Concerning Chilian folklore.
17. Features of primitive animism in the lower classes of the Chilian people (superstitions, etc.).
18. A complete biography of anthropology of Chile.

II. Zoology.

General Themes.
2. Utility of the zoologic stations.
3. Hermaphroditism in vertebrates.

Special Themes.
2. Domesticated animals of the pre-Colombian epoch.
3. Animals that live associated together.
4. Albinism in the animals of Chile.
5. Biology of the animals of Chile.
6. Distribution of the animals of Chile according to the different climatological zones.
7. Chilian animals used at the present time by man.
8. Edible crustaceans of Chile.
9. Animals noxious to agriculture, horticulture and zootechnics.

III. Botany.

General Themes.
1. Selected chapters of vegetable biology.
2. Organs of sense in plants.

Special Themes.
1. Changes that man has involuntarily or intentionally effected in primitive flora.

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2. Evolution of the flora of Chile.
3. Development of botanical knowledge in Chile.
4. Various aspects of the flora in the different zones of Chile.
5. Useful plants of Chile.
6. Phyto-paleontology of Chile.
7. Diseases of cultivated plants.

IV. Geology and Mineralogy.

General Themes.
1. Indications of petroleum in America.
2. Upheavals and depressions in America.
3. The geology of the Cordilleras throughout their entire length from Alaska to Cape Horn.
4. Comparison between the geologic constitution of the two Americas.
5. The geology, paleontology, petrography, and mineralogy of each of the Latin-American countries.
6. In what epoch or epochs did the folding of the Cordilleras take place?
7. What does the original fauna of vertebrate fossils found in Argentina, Brazil, and the United States of North America, teach us concerning the evolution of the animal kingdom?
8. The glacial epoch:
   (a) The extent of ice, horizontal as well as vertical, in the different latitudes.
   (b) Its influence in the configuration of the coasts, and in the topography and hydrography of the continent.
   (c) Their causes.
   (d) Were the glacial epochs contemporaneous in both Americas?
9. What does the study of oceanology teach us concerning the configuration of the oceans bordering on America?
10. Volcanism in the different geological epochs and during the present epoch.
11. Earthquakes.
SPECIAL THEMES.

1. The origin of nitrate.
2. The coal zone in Chile, its geologic formation and the fossils found in it.
3. Turf and its development.
4. Gold placers of Chile, their origin and the regions of the country in which they are found.
5. Geologic conditions of the mineral deposits of the country.
6. Eruptive rocks containing metallic elements.
7. Rocks, good conductors of sound and of movement.
8. Fractures and dislocations in Chile.
9. Study of minerals or of rocks useful in industry, and which abound in Chile.
10. Kinds of minerals of rare elements; uranium, tungsten, vanadium, tantalum, etc., of recent important uses.
11. Traditions of the Chilian aborigines concerning earthquakes.

FOURTH SECTION.

Engineering.

1. Plans and gauges of intercontinental railways.
2. Tariffs of intercontinental railways.
3. Technical Pan-American terminology.
4. Workmen's dwellings in different climates.
5. Edifices for public entertainments.
6. Supply of potable water.
7. Sanitation of towns.
8. Distribution of irrigation water. Adoption of a Pan-American unit of measure or gauge.
9. Control of currents and works to avoid overflows of swollen rivers.
10. General principles to serve as a basis for the plans of new communities.
11. Construction of ports.
13. Concerning foundations on shifting land (slime, etc.).
15. Application of electricity to traction.

FIFTH SECTION.

Medical Science and Hygiene.

INTERNATIONAL THEMES.

Present condition of International Prophylaxis in each country. (Summary: I. Sanitary national legislation concerning International Prophylaxis. II. Administrative organization of International Prophylaxis Service, maritime as well as land. III. Sanitary regime for the use of crews and passengers coming from infected territory. IV. Sanitary regime applicable to merchandise coming from the same territory. V. Ports reserved for the use of vessels coming from infected or suspicious ports. Sanitary installation of said ports for quarantine and disinfection. Sanitary stations or observation camps for terrestrial International Prophylaxis. Their organization and the sanitary elements at their disposal. VII. Sanitary maritime tariff now in force. Average annual receipts. VIII. Observation concerning the operation of the national service in charge of the International Prophylaxis, and on the results obtained.)

16. Lighting of railway cars.
17. General map of American telegraph lines.
18. General and international convention for perfecting the union of the telegraph systems of the different American countries.
20. Regulation of the working of mines from the point of view of the security and health of the workmen.
22. Processes for the concentration of ores.
23. Use of tertiary coal in general metallurgy and in the manufacture of coke.
24. The metallurgy of copper and the manufacture of sulphuric acid.
26. The use of natural nitrate in metallurgy and in the manufacture of soda and nitric acid.
27. Engineering and its application in the American countries.
SPECIAL THEMES.

1. Present state of medical instruction in each of the participating countries.
2. Studies concerning dysentery and hepatic abscesses.
3. The respiratory escleroma (Rhinocleroma).
4. Studies concerning legislation for the admission of foreign physicians, the equivalence of diplomas among American universities and the possibility of standardizing the same.
5. Peruvian and Uta warts.
10. Actinimocosis.
12. Protection of infancy and special considerations concerning the conditions of the sale of milk intended for infantile food, and artificial food.
13. Frequency and profilaxis of alcoholism.
14. Frequency and profilaxis of tuberculosis (Sanitariums and Dispensaries).
15. Frequency and profilaxis of smallpox.
16. Frequency and profilaxis of yellow fever.
17. Frequency and profilaxis of leprosy.
18. Frequency and profilaxis of anquilostomiasis (stiff joints).
19. Frequency and profilaxis of malaria.
20. Frequency and profilaxis of venereal diseases.
21. Present state of the organization of dental service in public communities (garrisons, camps, hospitals, army, etc.).
22. Organization and hospital regime and management by the physician in the government of these establishments.
23. Urban pavement.
24. Sanitary police in the sale of milk and other food substances.
25. Expediency of revising the present penal laws concerning the gravity of wounds.
26. Medical statistics and their organization in each of the American States.
27. Frequency and geographic distribution of cancer in America.
28. Sanitary inspection of slaughter houses.
30. Organization of the medical service of navigation companies.

SIXTH SECTION.

Juridical Sciences.

I. CONCERNING JURIDICAL STUDIES.

1. Concerning the organization of juridical studies in America.
   Whether possible and expedient to give these studies a uniform organization.
   2. Concerning the necessity of teaching the juridical sciences in America in accordance with a scientific method.
   Whether differences should exist in this respect between countries having codified laws and those that have not.
   Whether in each of these two groups of countries it is possible and expedient to adopt a uniform system of instruction.

II. CONCERNING UNIFORMITY OF LEGISLATION.

1. Reciprocal influence of civil legislation in the different American States.
   To what extent has that influence been able to produce uniformity of legislation in them.
   Whether possible and expedient that complete uniformity of civil legislation should exist. In the affirmative case which would be the best means of arriving at this result.
   2. Expediency of making uniform the legislation of the different countries on certain subjects, especially those relating to:
      (a) Bills of exchange and other evidences of mercantile credits;
SEVENTH SECTION.

Social Sciences.®

AMERICAN HISTORY

PREHISTORIC EPOCH

1. Origin of the American peoples. Their successive migrations.

2. Development of the primitive American civilizations, chiefly those of Mexico and Peru. Their influence on the colonial epoch.

3. Comparative study of the aboriginal languages of America and the Asiatic tongues.

COLONIAL EPOCH

1. Influence of the American colonies on the foreign policy and the economic development of the European nations. To what extent did the conquest of the New World engender conflicts and rivalries among those nations and disturb their political equilibrium?

2. Historical criticism of the methods of colonial expansion of the European nations in America.

3. Historical criticism of the colonial dominion of the European nations on the American Continent, especially from an economic standpoint. Comparison of the English, French, Spanish, Portuguese, and Dutch colonial systems.

4. Comparisons of the system of colonization employed by the European nations during the sixteenth century in America, and the system which they have subsequently employed, especially during the course of the nineteenth century, in Asia, Africa, and Oceania.

5. Ethical composition and economic and social organization of the American colonies, as compared with Europe.

*The Section has endeavored to prepare a program whose principal objective points shall be to call attention to the special character presented or likely to be presented by many American social problems in all branches of social sciences, and to show the suitability of all countries of this continent regulating in a uniform manner some of their institutions or public departments and strengthening their relations of friendship.

It thought that in this manner it was serving one of the principal purposes which all Pan-American Congresses should pursue, viz, that of rendering tangible and laying down solid foundations for a real feeling of continental solidarity.

(b) Insurance;
(c) Civil and commercial corporations or societies;
(d) Literary, artistic and industrial property;
(e) Legalization of documents;
(f) Enforcement of judgments or resolutions emanating from foreign tribunals;
(g) Meeting of creditors, especially in bankruptcy cases;
(h) Civil and Juridical capacity of persons.

III. STUDY OF COMPARATIVE LAW.

1. Concerning the juridical incompetency in civil law of the different American States. Reforms that it would be advisable to introduce.

2. Parental and marital authority in the different American countries. Comparison with European laws. Innovations that it would be desirable to establish.

3. Rule of matrimonial possessions in the American countries. Comparison with European systems. What modifications would it be expedient to introduce.


5. Whether it would be convenient to adopt in America the liberty of making wills. Advantages and disadvantages of this system in the American countries.

6. System of organization of territorial property in the different American countries; its advantages and disadvantages. Comparison of the systems established in European States.

7. Charges, annuities and trustships. Their importance in legislation. Desirability of maintaining or suppressing them.

8. Influence which a sentence pronounced in a criminal case exercises over the civil question or questions that arise from the criminal act judged by said sentence. Sundry hypotheses that can be presented and the condition of the question in the different American countries.
portance of this factor in the development of the civilization of our continent.
6. Social, political, and economic influence of the mother countries over the American colonies.
7. Operation of the institutions of these mother countries in the colonies. Modifications which they underwent and chief causes thereof.
8. Special institutions which the mother countries created for the colonies of the New World. Their object and result.
9. Factors which contributed toward the formation and development of the colonial mind and of the American character.
10. Picture of the colonial epoch. Life and customs. Wherein they resembled and wherein they differed from the mother countries.

**Epoch of Emancipation.**
1. Causes of the emancipation movement in the colonies of America. Comparison of the causes which led to the independence of the English colonies and those which led to the emancipation of the Latin-American colonies.
2. Degree of preparedness of the American colonies for independent existence.
3. Influence of the Napoleonic wars and of their political results on some military leaders of the emancipation movement.
4. Mental characteristics of the first American statesmen. Monarchical tendencies in some of them.
5. Reasons why the republican and democratic organization has predominated in the American nations.
6. Explanation why the English colonies formed a single nation upon becoming independent, while the Latin-American colonies were unable to form a federation or even a confederation.

**Epoch of the Republic.**
1. Significance of the struggles for independence in the formation of the national character of the American nations.
2. Influence of the civilization of Europe on that of America.
3. Since gaining its independence, to what extent has America been socially and politically different from Europe, and to what extent has it come to have a civilization, interests, and problems differing from those of Europe.
4. The political, economic, and social development of this continent. Institutions, government, administration, condition of the people, property, culture, sciences, arts, philosophy, political ideals.
5. Ethnographic composition and geographical position of the American countries as factors in the development of their civilization.
6. Influence which the expansion of the United States has had on the growth of its own civilization.
7. Movements toward union and federation in Latin America: their causes and effects.
8. Should the civilization of America be studied and expounded from the same historical standpoint as that of the Old World? What method should be followed in writing the history of the New World in order to bring out the peculiar features of its civilization and show the problems of every kind with which it has to deal?

**Public International Law.**

**General Themes.**
1. Influence which the discovery and conquest, colonial development, and emancipation of America have had on International Law.
2. Principles of International Law which have been proclaimed or established by American Nations in congresses, conventions, or in practice and which were afterwards accepted by the European Nations. To what extent were these principles the result of the special political and economic conditions of the American Nations?
3. Adherence which, in like manner, these Nations have given to certain international principles or conventions of a universal character. Their importance in the development of International Law.
4. Influence which the principles of International Law have had on the internal legislation of the American Nations.
5. Is there any possibility of the American Nations agreeing on a set of principles or rules of International Law on which a universal agreement is not yet possible?

6. In view of the peculiar conditions of the Nations of the New Continent, can it be said that an American International Law exists? If so, what conception should be had of this Law, its basis, and of the elements composing it?

7. Admitting the existence of an American International Law, how should a system be organized for teaching it in America?

8. Groundwork for the codification of Public and Private International Law on this Continent.

PROBLEMS OF INTERNATIONAL LAW IN AMERICA.

1. To what extent could the various forms of Government recognized in International Law find application in America?

2. Responsibility of American governments for acts of savage tribes which inhabit territories under their jurisdiction but which are not actually subject to their authority.

3. Ditto for acts of native tribes which are both under their jurisdiction and actually subject to their authority.

4. Ditto for acts of nomadic tribes committed within the boundaries of a Nation.

5. Ditto for acts of civilized individuals or native tribes committed in disputed territories.

6. Ditto for injuries caused foreigners as a result of civil wars, strikes, or other internal disturbances.

7. Value of the natural boundaries of the American Nations. Ditto of the historical or uti possidetis boundaries of 1810. Manner in which these countries have established their boundaries.


9. Is it expedient for the American Nations to adopt the principle of free navigation on international rivers and their affluents?


CONVENTIONAL INTERNATIONAL LAW.

CRITICAL STUDY OF THE FOLLOWING CONVENTIONS SIGNED BY THE NATIONS OF AMERICA AT THE SECOND AND THIRD INTERNATIONAL CONFERENCES.

1. Reorganization of the International Bureau of the American Republics.

2. Status of naturalized citizens who renew their residence in the country of their origin.

3. Rights of aliens.

4. Claims for pecuniary damages.

5. The practice of professions.


7. Patents on inventions; industrial drawings and models; trade-marks.

8. Copyrights.

9. Exchange of official, scientific, literary, and industrial publications.

10. Extradition and protection against anarchy.


CRITICAL STUDY OF THE FOLLOWING CONVENTIONS SIGNED AT THE SOUTH AMERICAN CONGRESS ON PRIVATE INTERNATIONAL LAW.

1. International Civil Law.

2. International Commercial Law.


DIPLOMATIC HISTORY.

1. General outlines of the diplomatic history of the United States (treaties, practice, applications of international law, foreign relations).

2. Ditto of the Latin American Republics.

3. The Latin American international conferences. Objects pursued in each of them. Their direct results; their indirect results, especially as contributed toward the development of certain principles of international law.
4. Ditto regarding the International Pan-American Conferences.

5. Movements among the American Nations with a view to coming into closer touch with each other. Attempts at federation and confederation. Offensive and defensive alliances.

6. Diplomatic claims against the Latin-American Nations. Peculiar features of these claims, especially as compared with those presented by European Nations against one another.

**INTERNATIONAL POLICY.**

1. What are the best means, along political and economic lines, of strengthening the relations of friendship among the American Nations?

2. Bases on which Pan-American Diplomatic and Scientific Congresses should be organized in order to strengthen the bonds of solidarity among the countries of this continent.

3. Means which the American Nations might employ in order to properly assimilate foreign immigrants to the native element.

4. The organization and operation of the parliamentary system in the American countries which have adopted this form of government. Critical comparison with the parliamentary systems of European countries.

5. In view of the habits, traditions, and political education of the American people, is it advisable to introduce the Referendum among them? If so, in what form should it be adopted?

6. Results which have followed reforms introduced in American countries for the purpose of affording the people a more direct participation in public affairs.

7. Suffrage in the various American countries. Results of the voting systems adopted in each of these countries. Comparison with the systems in vogue in European Nations.


9. The autonomous commune and its results in the Nations of the New World which have incorporated it among their institutions.

10. Freedom of instruction in these Nations.

11. The influence of association on the development of public opinion and on the political and administrative system of the American Nations.

12. Legal and political status of the aborigines in these Nations.

**COMPARATIVE STUDY OF THE AMERICAN AND THE EUROPEAN CONSTITUTIONS ON THE FOLLOWING POINTS:**

1. The conception of sovereignty.

2. Representative government.

3. Parliamentary system.

4. Centralism and federalism.

5. Centralization and decentralization.

**POLITICAL ECONOMY.**

**HISTORY AND CRITICISM.**


2. Ditto of the United States.

3. Suitability of studying the political economy of each of the American Nations from a national standpoint.

4. The monetary system of the American Nations. Historical sketch. Suitability of making the system uniform.

5. The paper money of America.


7. Proportion of private wealth to national or government property in the various nations of this continent.

8. Mode of determining or at least estimating the national wealth of each of these countries.


**COMMERCIAL AND CUSTOMHOUSE QUESTIONS.**

1. General bases of the commercial treaties between the Nations of America.

2. Economic importance which the most-favored-Nation clause is likely to have for these countries.
5. Results which have attended free trade and protection in these same countries.
7. Charges to which merchant vessels are subject in American countries. Their reduction or abolition with a view to facilitating international trade.
8. Economic importance of the Pan-American railroad.
9. Importance of the Magellan route to American trade.
10. Changes which the Panama Canal will bring about in the commerce of the continent.
11. Customs formalities in the American countries. Measures tending to simplify them.

FINANCIAL QUESTIONS.

1. Influence of the fluctuations of exchange in the national industry and commerce of the Latin-American countries.
2. Monetary policy for insuring the stability of international exchange. Conversion fund system, and system of metallic conversion by the issue of bank notes payable at sight and to bearer.
5. Rules and regulations applicable to foreign banks established in the American countries.
6. Formation of budgets in the American countries.
7. Domestic and foreign public loans. Their peculiarities in these republics and their political and economic influence.
9. Taxes to which commercial travelers might be subjected.
10. Status of foreigners with regard to the payment of taxes in the American countries.

GENERAL THEMES.

1. A general census or statistics. Advantages thereof over partial statistics. Bases for the establishment of such in America.
2. The conversion of real estate into personal property in America.
3. Influence of European immigration on the political, social, and economic development of the American Nations.
4. Organization of the immigration service.
5. Asiatic immigration to America.
7. Systems employed by these Nations for the settlement of their waste lands.
8. Legal and economic aspect of the irrigation of these lands.
9. The most appropriate administrative measures that could be adopted.
10. The factors which figure in the economic crises of America. Action of the Government in these crises.
11. Circumstances which determine the rate of interest.
13. What means might be adopted to interest capitalists in the solution of the problem of river communications in South America?
14. Measures calculated to develop the postal and telegraphic communications among the countries of America.
15. Control of railroads by the Government or by private parties. Results which both systems have produced in the American Nations. Which system would it be most suitable for them to adopt?
16. The utilization of waters as motive power. Its regulation.
17. Suitability of placing industries under Government control in the American Republics.
18. Would it be suitable for municipalities to assume control of public utilities such as street cars and lights?

**SOCIAL ECONOMY.**

**HISTORY AND CRITICISM.**

1. Comparative historic study of the social-economic difficulties which have arisen in the American Nations since they became independent.
2. Legal, material, and moral status of the laboring classes in the Latin-American countries. Comparison with those of the United States and Europe.
3. Rates of wages in America. Their variation according to the several industries. Causes which chiefly influence their determination. Relation between the wages and the needs of the laborer.
5. Social doctrines in America.
6. The social classes in the American countries and their preparation for ordinary life. Their social-economic education.
7. Normal constitution of the laborer’s family. Domestic education of the working woman. Importance of this factor in American communities.
8. Economic causes and effects of strikes in American Nations. Their history and statistical data regarding them.

**IMPROVEMENT OF THE LABORER’S CONDITION.**

2. The homesteads in America.
3. Hygiene of the laboring man. Laws which should be enacted in order to preserve his health in and out of the factory.

4. Laws to protect women and children in industrial labor.
5. Labor contracts. Propriety of regulating them in America.
6. Should a minimum wage rate be fixed by law in certain industries in the American Nations?
7. Laborers’ co-operative loan association.
8. Savings banks. What is the best means of organizing them in America?
10. Organization of mutual relief societies.
12. Co-operative guilds for production and consumption. The mode of organizing them in America.
13. Would it be advisable to establish compulsory insurance in America in certain cases?
14. What should be the scope of the primary instruction of laborers in American countries?
15. Professional instruction. Industrial schools.
17. Labor unions.
18. Associations of employers.

**GENERAL THEMES.**

1. Conventions which might be concluded by the American countries among themselves or with European Nations for the purpose of protecting laborers.
2. Social laws which are already in force in American countries.
3. Would it be suitable to establish a department of labor or other similar institution in these countries? Publications which such a department or institution should issue.
4. What would be the best method of bringing about a harmony of interests between employers and laborers in America?
5. Arbitration in case of labor disputes, and the system which it would be most appropriate to establish in the Nations of this continent.
6. Farmers’ unions. Their special importance to American countries.
7. Agricultural and industrial credit. Its organization in the several American Nations. Improvements which ought to be introduced.
9. Permanent congresses or societies of social economy.

CRIMINOLOGY.
1. Evolution of crime in America.
2. Geographical, social, and individual factors which exert the greatest influence on crime in the American countries.
3. Precocity, senility, and tendency to commit second offenses among the criminals of America. Causes.
5. Collective crimes in the same countries.
6. Alcoholism as a factor in crime.
7. Extent of education of the offenders.
10. What would be the most suitable penitentiary system to establish in American countries?
11. Statistical review of crime in each of the American countries.
   (a.) Criminal and normal population. Proportional growth of each.
   (b.) Precocity, senility, and repetition of offenses.
   (c.) Civil status.
   (d.) Education.
   (e.) Professions or trades.
   (f.) Crimes against persons and against property.
   (g.) Geographical and climatological distribution.

POLICE.
1. Mutual co-operation among the police of the various American countries, both in order to prevent crime and to investigate offenses and watch or apprehend fugitive criminals.

Critical study of the South American Police Convention signed at Buenos Aires on October 20, 1905.
2. Identification of criminals, and procedures and systems adopted in European and American countries. What system ought to be adopted in America?
3. Critical study of the Vucetichev finger-print system from the standpoint of the services which it is likely to render in criminal as well as in civil and commercial cases in which it is necessary to ascertain the identity of individuals.
4. Organization and operation of the administrative and judicial police service in the American countries. Needs and reforms. Should the police organizations of each country be subject to a central control?
5. Police forces in rural districts.
6. Mission of the police during strikes and labor movements. Ought measures of prevention and investigation to be separate in such cases from measures of repression, intrusting the latter to special bodies distinct from the administrative and judicial police?
7. Study and settlement of disputes between civil and military authorities over the control and employment of the public forces in case of popular agitation or disturbance of the public peace.

LITERATURE AND FINE ARTS.
1. Influence of the Fine Arts on the development of the civilization of the American peoples.
2. Influence of literature on the political and social evolution of the same Nations.
3. Distinctive characteristics of the literary productions of the American countries as compared with those of Europe.
4. The novel in America. Its characteristic features.
8. Relations of the press of these Nations, as the best mode of strengthening the bonds which exist among them. American Newspaper Congresses.
10. Correspondence among the libraries of the various American countries. Bases for the establishment thereof.
11. Bases for an agreement among the scientific institutions of America to undertake jointly works of investigation, or the publication of works of interest to the whole continent, especially on linguistics, archeology, natural science, geography, and history. Means whereby the Governments of these Nations might aid these studies and publications.

**AMERICAN UNIVERSITIES.**

2. Organization which would be suitable for American Universities in order to attain their objects.
4. Organization of an International Bureau of American Universities with a view to facilitating communication among them, gathering together their publications, and endeavoring to have all of them cooperate in the study of continental problems, especially those relating to natural, historical, and economic sciences and to international law.
5. Would it be suitable for all American Universities to have uniform plans of study?

**EIGHTH SECTION.**

**Sciences of Pedagogy and Philosophy.**

**GENERAL THEMES.**

1. Peculiar characteristics of American instruction in conformity with the pedagogical and social doctrines maintained by its publicists.

2. Is the concept of happiness, and therefore the object of public instruction, presented in the same way in the European and American nations? What should be the ideals and dominant purposes of education and instruction here? Adaptation of instruction to American social life.
3. To what extent can classical culture be used to advantage in American education?
4. To what extent would it be possible to establish a uniform pedagogic education on the American continent?
5. Bases of an international Pan-American bureau of information and publications on public instruction which also tend to the formation of a uniform and complete scholastic statistics.
6. How should the expense of instruction be met? Bases and conditions according to which the State can contribute to the support of private instruction.
7. What is the best system of proof in the value of studies?
8. Importance of aesthetic culture in the general education of the child.
9. Physical culture in primary, normal, intermediate and high schools.
10. Erection of school buildings. Types of edifices most suitable to the American countries.
11. What importance should be given here to libraries and museums as free universities for the spreading of knowledge and the elevation of culture? Should they be organized as an extension of public instruction with national funds of the States or of the municipalities?
12. Tendency of the female education corresponding to the social mission that woman should occupy in America.
13. Scholastic sports; means of co-ordinating their efforts, and of realizing as completely as possible their educative object in the triple sense of instruction (by means of conferences, complete courses, physical education, etc.), amusements (sports, excursions, educative celebrations, etc.), and solidarity (mutuality, mutual assistance, study and instrument boxes, etc.).
15. Foreign languages the study of which it is desirable to encourage in America.
PRIMARY AND SECONDARY INSTRUCTION.

16. Compulsory primary instruction as an American problem. Characteristic nature of this problem in America, bearing in mind the ethnic, social, economic and political culture of the countries of this continent.

17. The advisability of primary instruction disposing of elements sufficient for its development.

18. What subjects should primary instruction consist of in America? To what extent can the primary instruction of both sexes be varied?

19. Conditions desirable in recognizing the degrees or diplomas issued to teachers in primary and secondary grades among the different republics of America.

20. Practical tendency that primary instruction might have without impairing the general objects at which it aims.

21. Correlation of primary with secondary instruction.

22. How should primary schools be constituted in the American States to contribute to the complete assimilation into the national elements of the descendants of foreigners.

23. Importance of the Kindergarten (Schools for small children).

24. What order of study should constitute the fundamental basis or organic center of secondary instruction in the American countries.

25. Ideals that should prevail in the organization of a medicoscholastic service.


27. Organization of a service for the feeding of destitute children.

28. Scholastic vacation outings.

29. Advisability of devoting a part of the time intended for each branch in the last years of secondary instruction to the individual work of the student in libraries and laboratories, so that the co-operation in the student’s education may be more intense.

30. Formation of each one of the collections of engravings, maps and other scholastic materials for the teaching of history, geography, and other assignments on this continent.

31. Necessity of giving new direction to the study of living languages, so that at the same time that practice is obtained in the spoken language, students will be capable of making use of foreign literature for professional purposes.

32. Desirability of substituting, at least in part, anthropologic readers instead of a complete course of select classical reading.

33. Minimum list of classified works which libraries and establishments for secondary instruction should contain:

   (a) Select reading;
   (b) Texts; and
   (c) Reference books of different kinds.

34. Educative value of the teaching of manual training in colleges of secondary instruction.

HIGHER INSTRUCTION.

35. Is the character of high grade professional schools, which the American universities possess in a more or less disguised form, instead of the exclusive scientific interest which guides those of Europe, a sign of inferiority or natural result of a diversity of situation?

36. Which are the sciences to the development of which our continent will contribute in a special manner through scientific and educational institutions? What measures can be adopted for the purpose of uniting throughout America the study of geophysics, precolombian archaeology, American ethnography, etc.?

37. The necessity of giving due importance in university studies to investigation and experimental work of students in libraries and laboratories.

38. The advisability of extending to all branches of university instruction the system of assistant professors or chiefs of practical works.

39. Advisability of establishing in the university for the different faculties, plans of study that will promote, at least during the last years, certain selection of branches and subjects by the students and in connection with their particular vocations.

40. Desirability of universities having their own resources for the development of their different sections, and of authorizing their professors to charge fees for the special courses they teach.
41. Organization of vacation courses having for their object the modernizing the knowledge acquired in the universities and normal institutes.

SPECIAL INSTRUCTION.

42. Desirability of establishing commercial instruction in the primary, intermediate and higher grades to meet the different exigencies of merchants. Necessity of also maintaining improvement courses for persons now engaged in commerce.

43. Should professional commercial instruction be given without taking into consideration general knowledge, which is the basis of culture, and which permits a degree of intellectual maturity that makes all apprenticeship more efficacious, or should the plans of study be based on the knowledge that the instruction itself furnishes?

44. In what form should commercial instruction be taught in professional schools for girls?

45. Course of apprenticeship for workmen and artisans actively employed in work.

46. Importance and objects of professional schools for girls.

47. Practical application of drawing in the different branches taught in the professional schools for girls. Extension and methodizing of this instruction.

48. Would it be desirable for the nations of the American continent, with almost virgin sources of production, to give proper organization to agricultural instruction in harmony with their exigencies of progress and with the economic and commercial conditions of their agriculture, or should they adopt the systems and processes of other continents or more ancient nations?

49. Concepts which the American countries should have of agronomy as a science and of agriculture as an industry. In the teaching of agriculture in this country should particular attention be given to agronomic investigations, or a greater effort be given to the popularization of the processes of agricultural exploitation?

50. Influence which the faculties of agronomic universities have exerted in the progress and increase of agrarian production of the respective countries.

51. Grades desirable to give to agricultural instruction on the American continent:

(a) Higher instruction and Agricultural Institutes;
(b) Regional agricultural instruction, and special agricultural schools;
(c) Communal agricultural schools;
(d) Agricultural instruction which should be given to the preceptor in normal schools, and in repeated courses;
(e) Agricultural instruction in primary schools.
(f) Agricultural instruction among students for the priesthood.
(g) Agricultural instruction in normal schools for women.
(h) Domestic or household agricultural schools (ménagère agricole) for women, and
(i) Nomadic or ambulant agricultural instruction.

52. Night courses and Sunday lectures for adults.

53. Recruiting and preparation of students for agricultural and industrial studies.

54. Library and scholastic and industrial material needed in agricultural schools.

55. Importance of drawing and of manual and industrial work in agricultural instruction.

56. Importance of rural economy and the concept that this study should have in agricultural instruction; associations; agricultural accounts; agricultural credits; agricultural statistics. Economic study of the industries and protective power of the country and of the American continent.

57. Importance of the study of geography and of commerce in agricultural instruction.

58. Necessity of establishing a bureau for the easy obtaining of information and the exchange of publications.

59. Management of agricultural and industrial instruction. To whom should the management of this instruction correspond? Would the university, with the scientific character of its studies, be in a position and have the necessary funds to take charge thereof, or should it be under a special management, as a part of a Department different from that of the Department of Instruction?
60. Establishment of professorships or chairs for agricultural and special instruction.

61. Necessity of having their own funds for agricultural instruction, assuring thereby independence, in so far as possible, from the political action implied in the annual discussion of the budgets.

62. Schools of arts and crafts. Necessity for establishing practical courses of instruction in all branches or occupations.

63. Establishment of courses for assistant industrial engineers, mechanics and electricians.

64. Industrial museums as a complement to industrial schools.

65. Necessity of establishing instruction in mining in conformity with the different grades. Education of superintendents or administrators of mines, and of mining engineers.

66. Practical laboratory and mine work as a basis in the preparation of administrators.

67. Material of model instruction for a practical mining school.

68. Direction of technical instruction (industrial and mining).


NINTH SECTION.

Agronomy and Zootechnics.

I. AGRICULTURAL PRODUCTS.

Vegetable Products.—Natural elements; climates of the American countries, and particularly of Chile. Agronomy (arable soil).


Machines, apparatus and installations suitable for this purpose.

Cultivation in American Countries.—Tropical, semi-tropical, and temperate zones.

Special cultivation in Chile, and the other American countries.

Agricultural Machinery suitable to these products and for their preparation and conservation. Planters, reapers, threshers, refrigerators, etc.

Industrial Agriculture derived from vegetable agricultural production in the different American countries: milling, distilling, baking, hay presses, etc.

Arboriculture.—Silviculture. Fruit and ornamental trees.

Horticulture.—Legumes and flowering plants.

Planting of dunes.

Replanting of hills and mountains and arid regions.

Industries Derived from the product of arboriculture and horticulture. Woods, barks; conservation of fruits and legumes.

Adequate Machinery for arboriculture, horticulture and allied industries. Saw mills, drying stoves, etc.

Viticulture and Vinification in the different American countries and especially in Chile.

Vineyards.—Wines and liquors.

Machinery and Proper Buildings.—Warehouses, presses, filters, pasteurizers, etc.

Vegetable Pathology.—Disease which attack plants, and especially the grapevine. Remedies: Useful entomological stations. Species that resist the diseases. Extinction of the species injurious to agriculture. National and international sanitary police.

II. ANIMAL PRODUCTS.

Pastoral and Other Regimes in the American countries.

Domestic Animals.—Utilization of feed in animal production.

Production of Mechanical Work by domestic animals. Production of meat, fat, milk, wool, etc.

Industries Derived From Animal Products.—Milk, butter, cheese, etc.

Conservation of animal products: Milk, butter, meat, etc.

Slaughter Houses. Refrigerators.

Machinery for the elaboration and conservation of animal products.
Races and Varieties of Domestic Products adequate to natural and economic conditions of each American country.

Poultry; Apiculture; Sericulture; Pisciculture.

Parasitical and Contagious Diseases of domestic animals.

National and International Sanitary Police.

III. Agricultural Motors.

Live motors. Hydraulics; wind, alcohol, petroleum, steam, and electric motors.

IV. Rural Construction.

Dwellings for agricultural laborers; buildings for domestic animals.


V. Economic Elements in Agricultural Production.

Labor in agrarian and stock products and the relation between employers and agricultural laborers. Capital used in agriculture; its influence on production.

Security of property and life in the country.

Military conscription and agricultural interests.

Means of transportation: roads, railroads, canals, and navigable rivers; ports and their installations.

Agricultural credit; agricultural banks; warrants.

Co-operative Agricultural Societies.

Agricultural Syndicates.

Encouragement of agricultural associations and societies.

Agricultural Duties and customs laws; their influence.

Sale and Purchase of agricultural and stock products.

Agricultural Statistics.

Rural Hygiene; dwellings and food of the agricultural population.
Arrived safely
Pleasant voyage

1908 Dec 24
12 28

NAT'L BANK OF CHICAGO
THE CORN EXCHANGE
TERMS AND CONDITIONS.

To guard against mistakes on the lines of this Company, the sender of every message should order it repeated; that is, telegraphed back from the terminus of said lines to the Originating Office. For such repeating the sender will be charged, in addition, one-quarter of the usual tolls of this Company on that portion of its lines over which such message passes.

This Company will not assume any responsibility concerning any message beyond the terminus of its own lines. It is agreed between the sender of the following message and this Company, that this Company shall not be liable for mistakes or delays in transmission or delivery, nor for non-delivery to the next connecting Telegraph Company, or to the addressee, of any unrepeated message, beyond the amount of that portion of the tolls which shall accrue to this Company; and that this Company shall not be liable for mistakes in the transmission or delivery, nor for delay or non-delivery to the next connecting Telegraph Company, of any repeated message, beyond fifty times the extra sum received by this Company from the sender for repeating such message over its own lines; and that this Company shall not be liable in any case for delays arising from interruption in the working of its lines, nor for errors in cipher or obscure messages. And this Company is hereby made the agent of the sender, without liability, to forward any message over the lines of any other Company necessary to reach its destination.

It is agreed that this Company shall not be liable for damages in any case where the claim is not presented to it in writing within sixty days after the sending of the message.
Al Congreso Científico Pan-Americano, 

saluda la Universidad de Chicago.

Reconociendo la grandísima importancia de este primer Congreso Científico de las Américas, la Universidad de Chicago tiene el honor de mandar como delegados, a dos de sus más distinguidos miembros:

El Sr. Dr. J. Laurence Laughlin, Ph.D., Profesor y Director del Departamento de Economía Política; maestro en materia de Economía Política; observador exacto con respeto a los problemas bancarios y monetarios; organizador en la hacienda pública; y consejero en la dirección de los negocios públicos en Santo Domingo y en los Estados Unidos.

El Sr. Dr. Albert A. Michelson, Ph.D., Sc.D., LL.D., F.R.S., Profesor y Director del Departamento de Física; experimentador, inventor en materia de Óptica; medidor de la velocidad de la luz; investigador de los movimientos relativos de la tierra y del éter; inventor del interferómetro; evaluarador del electrómetro normal en términos de la longitud de las ondulaciones de la luz roja de cadmio; experimentador y mejorador de la retícula de difracción del microscopio.

HARRY PRATT JUDSON
Rector de la Universidad
El Sr. Dr. J. Laurence Laughlin, Ph.D.
A. B. Universidad de Harvard, 1873; A.M. y Ph.D., Universidad de Harvard, 1876; Maestro de la Escuela Particular Clásica, 1873-8; Instructor de Economía Política, Universidad de Harvard, 1878-83; Profesor Adjunto de Economía Política, ibid., 1883-8; Secretario y Presidente de la Compañía mutua de seguro contra incendios de los manufactureros de Filadelfia, 1888-90; Profesor de Economía Política, Universidad de Cornell, 1890-2; Profesor y Director del Departamento de Economía Política, Universidad de Chicago, 1892–; Editor del Journal of Political Economy.

El Sr. Dr. Albert A. Michelson, Ph.D.
Guardia-marina, Academia Naval de los E. U., 1873; instructor, ibid., 1875-9; en las Universidades de Berlín y Heidelberg, 1880-81; Collège de France, Ecole Polytechnique, 1882; Profesor de Física, Case School of Applied Science, Cleveland, O., 1883-9; miembro correspondiente de la British Association for the Advancement of Science, 1884; Ph.D. (honorable) Universidad Western Reserve, 1886 y Stevens Institute, 1887; Vice-Presidente de la American Association for the Advancement of Science, 1887; miembro de la Academia Nacional de Ciencias, 1888; Recipiente de la Medalla Rumford, 1889; Profesor de Física, Universidad de Clark, 1889-92; Profesor y Director del Departamento de Física, Universidad de Chicago, 1892–; Bureau International des Poids et Mesures, 1892-3; miembro de la Société Française de Physique, 1893; Fellow, Royal Astronomical Society, 1896; miembro de la Société Hollandaise des Sciences, 1897; miembro honorario, de la Sociedad Filosófica de Cambridge, 1897; miembro de la Comité Internacional de Peso y Medidas, 1897; Conferenciante Lowell, 1899; Sc.D. (honorable), Cambridge, 1899; miembro honorario de la Royal Institution, 1899; membre correspondant de l’Académie des Sciences, París, 1900; Grand Prix, Exposición general de París, 1900; Presidente de la Sociedad Americana de Física, 1900; LL.D., Universidad de Yale, 1901; miembro de la Sociedad Americana de Filosofía, 1902; Fellow de la Royal Society, 1902; Recipiente de la medalla Martenci, Soc. Italiana, Roma, 1903; LL.D., Bicentenario de Franklin, Universidad de Pensilvania, 1905; miembro de la Kongliga Vetenskaps Akademien, Stockholm, 1906; miembro de la Reale Academia dei Lincei, Roma, 1906; Recipiente de la Medalla Copley, 1907, y del premio Nobel, 1907; miembro honorario, Royal Irish Academy, 1908.
May 6, 1908

My dear President Jackson,

I have the honor to acknowledge the receipt of your letter announcing my appointment as representative of The University at the International Science Congress at Santiago in December, and in accepting the appointment wish to express my appreciation of the high honor it confers.

I shall be at liberty to confer with you concerning details at your pleasure.

Very truly yours,

[Signature]

[Name]
Dear Mr. Michelson:

At the meeting of the University Senate on Saturday last it was formally voted that the President be recommended to appoint you representative of the University at the International Science Congress, which meets in Santiago, Chile, the last part of December next. It is my understanding that the expenses of the trip will be paid for you up to a certain amount. I hope that you can act in this capacity for the University and shall be glad to confer with you as to details.

Very truly yours,

[F. R.indsay]

Mr. A. A. Michelson,
The University of Chicago.
Dear Mr. President:

At the meeting of the University Senate

to consider the following matter, I noted that the President's

recommendation to support the representation of the University

in the International Student Conference, which was to be held in

Chicago, the last week of December next, is an important factor

that the President of the University will have to consider before

deciding on the matter. I hope that you can see to it that adequate

preparations are made for the University to participate.


Very truly yours,

[Signature]
HARVARD UNIVERSITY
CAMBRIDGE

May 11, 1908

Dear Sir:

I beg to acknowledge your letter of May 8th informing me that the University of Chicago has appointed as its delegate to the Pan-American Scientific Congress, meeting at Santiago in December next, Professor Albert A. Michelson.

Very truly yours,

[Signature]

for Harvard University, Secretary,
The Association of American Universities

President Harry Pratt Judson
Dear Sir:

I am not acquainted with your letter of May 18th, 1920, and have not received any indication of your application. I am not in the habit of assigning professors to American students. However, you may consult with me concerning the possibilities of an American position in the College. I will be glad to furnish you with a list of American professors in Mexico, and to suggest a connection with the Argentine Consulate in Mexico. You may also wish to consult the American ambassador in Mexico. However, I am not in a position to make any suggestions.

Very truly yours,

[Signature]

For Harvard University
Secretary
The Association of American Universities

Prominent Harvard Academic
My dear Mr. Michelson:

I beg to acknowledge your favor of the 6th inst. in which you accept the appointment as representative of the University at Santiago. I have sent official notification of your appointment to President Valentin Letelier, to the Department of State, at Washington, and to the Secretary of the Association of American Universities. No doubt there will be full details forwarded presently for your information. I am much gratified that you will be able to represent us, and hope that you will find the meeting interesting and profitable.

With sincere regards,

Yours,

[Signature]

Mr. Albert A. Michelson,
The University of Chicago.
Dr. F. A. Michigan
The University of Chicago

Dear Mr. Michigan:

I am writing to express my appreciation for the appointment as representative of the University of California. I have been affiliated with the University of California since 1920 and wish to extend my congratulations to the Board of Regents on the appointment of Mr. R. A. Michigan as President of the University of California.

I am confident that you will make a valuable contribution to the University and that your leadership will be beneficial to the association of American Universities.

I look forward to working closely with you in the future.

Yours sincerely,

[Signature]
May 14, 1908.

President Harry Pratt Judson,
University of Chicago,
Chicago, Illinois.

Sir:

I am in receipt of your letter of May 8th, stating that the University of Chicago has appointed as its delegate to the Pan-American Science Congress meeting at Santiago in December next Professor Albert A. Nicholson, head of the Department of Physics in the University of Chicago. A note has been made of this information and the American Legation at Santiago has been informed.

I have the honor to be, Sir,
Your obedient servant,

[Signature]

Acting Secretary.
DEPARTMENT OF STATE
WASHINGTON

Dear Mr. Secretary:

I am in receipt of your letter of May 6th, containing:

the fulness of knowledge of Chinese five-dimensional and

the explanation of the Peking American College government decision.

I am authorized to December next Peking A. J. D. to the Department of Justice in the

expectation of China. A note has been made of this in the

neatness of the American postion of China and has been

received.

I have the honor to be,

Your obedient servant,

[Signature]

Assistant Secretary
Santiago, 24 de Junio de 1908.

La Comisión Directiva del próximo Congreso Científico Pan-American ha tenido la honra de imponerse del nombramiento que la Universidad de Chicago ha hecho del Profesor Albert A. Michelson para que la represente en la futura reunión científica.

Será particularmente grato á la Comisión que presido hacer llegar al Profesor Michelson todos los antecedentes que se refieran al Congreso, á fin de que esté en aptitud de darse cuenta cabal de los rumbos que dicha Asamblea adoptará y pueda trazarse, en consecuencia, una norma de trabajo perfectamente segura.

Al hacer llegar, por medio de Ud., á la Universidad de Chicago los sinceros agradecimientos de esta Comisión Directiva por la valiosa cooperación que tan ilustrada Corporación presta al Congreso Científico Pan-Americano, tengo la honra de ofrecer á Ud., las seguridades de mi más distinguida consideración.

[Signature]

Presidente.

[Signature]

Secretario General.

Al Señor Henry Pratt Judson, Presidente de la Universidad de Chicago.

Estados Unidos.
July thirteenth, nineteen eighty.

My dear President Judson:-

In order that there may be the closest possible cooperation between the delegates appointed by the several universities and those designated by the United States government, I beg to request that the names and addresses of any delegates to the Pan-American Scientific Congress, appointed by your University, be forwarded as soon as convenient to the Vice-Chairman of the American Delegation, Prof. Paul S. Reinsch, University of Wisconsin, Madison, Wisconsin.

Thanking you in advance for your kindness, I am,

Very cordially yours,

Chairman.

Dr. Harry P. Judson,
President, University of Chicago,
Chicago, Ill.
Dear President Judson:

Your letter of 4th inst. proposing that I go as a delegate to the Congress at Santiago, Dec. 25th inst. is very hard to answer. First of all, I wish to express my appreciation of the honor involved in suggesting the matter. There are several questions which arise:

Does this involve advance during both Autumn and Winter Quarters?

When should the delegation start?

Does not the appointment involve an address or addresses? In what language must the scientific address be made?

Has Michaelson accepted? When will he go?

Will this appointment mean the withdrawal of the usual salary during absence?

In favor of acceptance, I can at present cite the following:

1) The economic relations between the two continents are important, and will greatly affect our political relations.

2) The Commercial Schools, or Courses, in other universities are being vigorously pushed; and we must do all we can to hold our own, and to build up what would be worthy of so great a commercial center as Chicago. This mission would do much to put our University in a position to advise and guide the business men of Chicago, both in commercial and business training.

3) The references and acquaintances thus would be of great advantage to the delegate. His horizon would be widened.
As against acceptance, are the following:

1. The present critical condition of our department this year. Three new men, who never taught here before.
The ranking man, in my absence, would have been here only one year in service (Marshall).

2. The critical point for the Journal of Polit. Econ. It needs just now most careful and wise leadership. The selection of material and the welding to us of a clientele needs much diplomacy and judgment. Possibly, if I were away, others would exert themselves more.

3. The lack of shape of new fellows. My absence might work some disadvantage just when we are fighting for and sharing of the best graduate students.

4. Should we work every possible source for extra funds to help out our Meager Fellowship Endowment. Who would do that in my absence, for next year, before March 1st?

5. My trip to Germany crippled my writing and research for three years; and now I am only just getting matters into shape for writing. And the nervous exhaustion of such a trip has lasted to the present.

6. Not expecting any such call, I have so arranged my affairs as to need for family uses all my regular salary this coming year. Desirous to go back to Lexington Ave. by April, and my house should remain must be undertaken. I could not do these, if my regular salary is foreclosed by my absence.

If the salary ceased, I should have to ask my family to give up housekeeping for next year, and have my wife go to the North Side.

The main obstacles of course, are (1) and (2), with (3), (4), and (6) figuring largely in the decision.
Also, some time ago, I saw in the press the name of nine men (including Rome & Rinehart) appointed by Secretary Root as official delegates. In what class would Michelson and I go? Would there be a favored official class, as distinct from those chosen by individual universities? Would our appointment be from the Association of American Universities? Or, rather, would the Association give no credentials, or would we go simply as from our own University, in answer to a general invitation? There is likely to be some "boozing" by The University of Penn.

Lastly, I can name several men better fitted to go with Michelson: (1) Sherrer, as a linguist, and brilliant speaker would do the University great credit; (2) Vincent, with his attractive personality, wit, and power would be admirable; (3) Mann, with his scholarship and style would do us honor.

As for myself, I am, by nature, not a good linguist. The little Spanish I learned in Santo Domingo has vanished. While I read French freely, and speak it a little, my ear is not well trained, and it is a long distance for me to accumulate a foreign vocabulary.

Having presented frankly my view of the matter, I should like your own advice. If I go, it would be at a sacrifice, and from a sense of duty to the University, and even at that, I strongly feel that the University would be poorly represented by anything I could do for her in Chile.

For the first weeks of my vacation here I could do little, now there comes the itch for production, and I am eager to work out some things long lying in the back of my mind. Already, I have finished another essay on "Guarantee of Bank Deposits," and given Sept. 25 to the State Bankers' Association of Nebraska, at Lincoln, Nebraska, and I am incubating on other. The air is fine and cool, and the quiet invites to writing. We have not been able to keep wholly out of the social distractions of San Francisco. The MacVeagh, Field, the Pabst from Chicago, and many others from elsewhere are there, and I am down for this Club this month for some time. Why should these things be in summer?

How was the hunting fishing? I hope the heat in Chicago is past and gone. We are all well. Any news from Mrs. Judson?

Sincerely yours,

J. Lawrence Laughlin
Marlboro, N. H.
August 15, 1908.

Dear President Judson:

Your letter of 11th inst., going over the points raised regarding the trip to Santiago, is before me. Much as I might be inclined to dispute some of your assumptions—particularly such as refer to me—I do not see how any one, for whom so much consideration is shown, would have a right not to go.

One point, however, you did not touch upon—the condition of the department, and the wisdom of leaving it with so many arms...
The rush and stress of the Chicago Autumn Quarter is in full swing. I'm still in touch with the University, and I hope to return in a few weeks. The weather is mild, and the campus is bustling with activity.

Sincerely yours,

Laughlin
To the President Jordon.

In answer to your letter of Dec 17 I am to say that Professor Riesz has been promised a trip to South America. He will arrive in Jan. We shall then answer your letter of Oct. 17 and shall state that a university may and should be founded.
to the Secretary, Express.
Mr. is in fact being
done by some universities
(e.g. Harvard, Wisconsin)
the Sunday, 1900
Paul F. Reinsch
Madison, Wis.

Michael J. Schurman
Chicago.
Dear Sir,

Yours of the ninth, addressed to Dr. Rowe, has been received in his absence. I am forwarding your letter to Prof. Paul S. Reinsch of the University of Wisconsin, who is vice-chairman.
of the delegation

Very truly yours,

J. D. Lynch

Secretary to Dr. Rowe
September 29, 1908

Dear Sir:

With respect to the Pan-American Scientific Congress to be held in Santiago in December next I beg to say that in addition to Professor Michelson the University of Chicago will send as a delegate Professor J. Laurence Laughlin, Ph. D., Professor and Head of the Department of Political Economy in the University of Chicago.

With sincere regards, I am,

Very truly yours,

[Signature]

President

President Valentin Letelier,
4th Congresso Cientifico,
Santiago, Chile.
Dear Sir:

With respect to the Pen-American Scientific Conference

I am glad to say that I shall be able to attend in December next. I beg to say that in my

position to Professor Kopper of the University of Chicago. With such

it has been my pleasure to present Professor Kopper, J. R. P., D.

Professor and Head of the Department of Political Economy in the

University of Chicago.

With sincere regards, I am,

Very truly yours,

[Signature]

President

President Valentin Lallier

Univ. Congress Scientific.

Buenos Aires.
President W. P. Judson  
University of Chicago

My dear President Judson:

I have decided to put a few days'  
leisure in New York. I shall not be  
in Chicago until Thursday next week.  
Your kind invitation for  
Saturday night dinner just reached  
me. I regret that in consequence of  
the sudden change of plans, I shall  
not be able to be in Chicago on  
Monday. I shall make it point,  
however, to call upon you on  
Thursday, in order to see all the  
three. Very sincerely yours,  
Paul S. Reinsch
October 12, 1908

My dear Mr. Reinsch:-

I have your favor of the 10th inst. Thursday next I shall be very glad to see you here. If you can arrange matters it would give me pleasure to have you at luncheon to meet Mr. Laughlin on this matter of the Scientific Congress. I hope this may be convenient for you; if not, we can make another arrangement.

Very truly yours,

F. F. Judson

Mr. Paul S. Reinsch,
University of Wisconsin,
Madison, Wisconsin.
October 15, 1938

My dear Mr. Harring:

I have your letter of the 14th inst. Just

got back from a very trying tour. If you can arrange

matters I would prefer to have you at Knowlton to meet

Mr. Harrington on the matter of the Scientific Congress. I hope

this may be convenient for you. If not we can make another arrangement

with.

Very truly yours,

[Signature]

Mr. Paul S. Harring,
University of Wisconsin,
Madison, Wisconsin
October 14, 1908

Dear Sir:

I send herewith a list of the delegates of members of The Association of American Universities to the Pan-American Scientific Congress next December.

Very truly yours,

[Signature]

for Harvard University, Secretary, The Association of American Universities

President Harry P. Judson
October 1st, 1928

Dear Sir:

I have the honor to submit a list of the candidates for membership of the Association of American Universities for the Geophysical Sciences Committee next December.

Very truly yours,

[Signature]

The Association of American Universities
October 16, 1908

Dear Sir:-

Your favor of the 14th inst. with enclosure is at hand. I beg to thank you for the list. If I have not already written to that effect, I beg now to indicate that the University of Chicago is expecting to send an additional delegate to the Pan-American Scientific Congress, and has selected for that purpose Professor J. Laurence Laughlin, Professor and Head of the Department of Political Economy.

Very truly yours,

[Signature]

Mr. Joseph Warren,
Harvard University,
Cambridge, Massachusetts.
October 6, 1948

Dear Sir:

Your favor of the 14th inst. with enclosure is at hand.

I received your letter of the 17th inst. and I have the pleasure of

informing you of the appointment of

Professor J. Jameson Hamilton, Professor and Head of the Department

of Political Economy.

Very truly yours,

[Signature]

Mr. Joseph S. Grantham

University of Wisconsin

Campbell, Wisconsin
October 16, 1908

My dear Sir:—

I beg to inform you that by action of the University Senate of the University of Chicago an additional delegate has been appointed to the Pan-American Scientific Congress meeting at Santiago in December next; namely, Professor J. Laurence Laughlin, Professor and Head of the Department of Political Economy. May I beg you to inform the American Legation at Santiago of this fact?

Very truly yours,

[Signature]

President

Honorable Robert A. Bacon,
Assistant Secretary of State,
Washington, D. C.
October 16, 1908

My dear Sir:

I beg to inform you that by action of the University

Senate of the University of Chicago an affirmative referee has been

appointed to the Pan-American Scientific Congress meeting at

Washington to December next. energy, precession, its influence upon

I beg now to inform the American Legislation of Senate of the fact

Very truly yours,

[Signature]

President

[Invisible text possibly related to Honorable Secretary of State, Washington, D.C., and Acting Secretary of State, Beacon]
HARVARD UNIVERSITY
CAMBRIDGE

October 19, 1908

Dear Sir:-

I beg to acknowledge your letter of October 16 informing me that J. Laurence Laughlin, Professor of Political Economy, has been appointed by the University of Chicago an additional delegate to the Pan-American Scientific Congress.

Very truly yours,

Joseph Warren

For Harvard University, Secretary
The Association of American Universities

President Harry Pratt Judson
Dear Sir:

I beg to acknowledge your letter of October 16 informing me that I have been appointed by the Board of Trustees of the University of Chicago as Assistant to the President of the Pan-American Scientific Congress. I will therefore resign my present position.

Very truly yours,

[Signature]

The Associate Secretary
For Harvard University, Secretary

President Harlow Pratt Judson
Santiago, a 16 de Noviembre de 1908.

Tengo la honra de acusar recibo á Ud. de su atenta nota, fecha 29 de Septiembre último, por la cual Ud. se sirve comunicar que la Universidad de Chicago ha nombrado al Profesor J. Laurence Laughlin como nuevo Delegado al Congreso Científico Pan-Americano.

Agradezco cordialmente á esa docta Institución la entusiasta colaboración que ofrece al próximo Congreso.

Me es grato ofrecer á Ud. los sentimientos de mi distinguida consideración.

[Signature]

Presidente.

[Signature]

Pro-Secretario.

Al Señor Presidente de la Universidad de Chicago.

Chicago. Estados Unidos.