Department of Biology,
Emory College,
Stewart R. Roberts.

Answered Dec.
Henry P. Chandler,
Secretary to the President.

Mr. Stewart R. Roberts,

President W. R. Harper,
University of Chicago,
Oxford, Georgia.

Chicago, Ill.

My dear Sir:

Dear Dr. Harper:

President Harper has referred to me your letter of the 20th inst. with regard to the advantages of the term system. This system necessitates each student carrying quarter session. I am asking the Library to prepare a bibliography from four to six studies, in our institution six studies, five of such literature as is extant bearing on the question, and in these studies saving three hours per week and the sixth one a few days, I shall hope to have the pleasure of writing you more about a week. I see no reason why the quarter system of the definitely.

University of Chicago could not be used with great success in these institutions. During my two years stay at the University of Chicago I was impressed with the wisdom of the system.

I will thank you very much if you will mention any paper or papers that discuss the wisdom of the quarter system.

Thanking you in advance, I beg to remain,

Yours very truly,

Stewart R. Roberts

December 31, 1904
My dear Sir:

President Turner has instructed me to write
letter of the 26th inst. with regard to the suspension of the
course of instruction. I am ordering the library to prepare a philosophy
of such literature as to exact persons on the question, and in
the case of any case, I shall hope to have the pleasure of writing you more
generally.

Yours very truly,

H.R. Crandall
Secretary to the President

Secretary to the President
President W. R. Harper,
University of Chicago,
Chicago, Ill.

Dear Dr. Harper:-

The average Southern college is using the two term system. This system necessitates each student carrying from four to six studies, in our institution six studies, five of these studies coming three hours per week and the sixth one hour a week. I see no reason why the quarter system of the University of Chicago could not be used with great success in these institutions. During my two years stay at the University of Chicago I was impressed greatly with the wisdom of the system. (I received my M. S. degree from the University at the close of the last summer quarter.)

I will thank you very much if you will mention any paper or papers that discuss the wisdom of the quarter system.

Thanking you in advance, I beg to remain,

Yours very truly,

Stewart R. Roberts
President W. R. Harper

University of Chicago

Dear Dr. Harper:

The mere college college to write the two

fees system. This system necessitates each student curtailing
from ten to six months in our institution six months live of
those students come from homes that work and the sixth one
from a week. I see no reason why the quarter system of the
University of Chicago cannot be used with great success in
those institutions. During my two years stay at the University
of Chicago I was impressed greatly with the wisdom of this system
I received my M. S. degree from the University of the State
of the first summer quarter.

I will thank you very much if you will mention

my paper at the physics that you were talking of the quarter system.

Thanking you in advance I am so томп.

Yours very truly,

[Signature]
there are things to be said on the other side, but I should 
Mr. Stewart R. Roberts, 
think there was clearly room for more than one college in the 
Emory College, 
country using the quarter system, and it would be gratifying 
Oxford, Georgia. 
as well as interesting if the system should be introduced 
in the state through the influence of one of our graduates. 
My dear Sir:

The Library submits the following bibliography of the quarter session which I hope will prove of some 
assistance to you:

Educational Review, March 1900, Volume 19, page 309.
President Harper's Quarterly statement, the University 
Record, January, 1900, Volume IV, page 279. I will ask the 
University Press to send you a copy of this Record.

The advantages of the quarter session are clear. It 
permits very much greater flexibility in the times and seasons 
of attending college than the traditional semester system, 
so that loss of time through sickness or the necessity of 
staying out to earn money is much less serious. Furthermore, 
it permits of the concentration of thought and energy on 
three or four subjects instead of the customary scattering 
over five or six, and if there is anything in the modern 
tendency toward specialization, this is an advantage. Of course
January, 1960

Mr. Bessent & Company,

South College,

Oxford, England

My dear Sir:

The list of students is the following:

- Harry Potter, University of Oxford, Volume 1, Issue 2, page 300
- President Hotter's Quarterly Report, the University
- Record, January, 1960, Volume IV, Issue 7, page 26

I will call the University Press to send you a copy of this record.

The advantages of the charter system are clear. It permits a more flexible future than the traditional semester system, as it does not tie the student to a rigid schedule of courses. Furthermore, it allows one to earn money at many leisure intervals. Furthermore, it permits the concurrent enrollment of part-time and full-time students. If two or three of your students are enrolled in the community college, it will have five or six, and it has to enroll in the moment. Of course,
there are things to be said on the other side, but I should think there was clearly room for more than one college in the country using the quarter system, and it would be gratifying as well as interesting if the system should be introduced in the South through the influence of one of our graduates.

Thanking you for acquainting me with your plan, and wishing you success in it and in all your other enterprises, I remain,

Yours very truly
The experience of the American soldier, sailor, and airman in the war in Europe and the Pacific has been a profound influence on the development of the national character and attitudes toward international relations. It has heightened the awareness of the importance of peace and the need for the United States to play a leadership role in maintaining the peace and promoting world harmony.

The war has also underscored the necessity for the United States to increase its military and economic strength. The war has demonstrated the importance of having a strong military and economic base in order to be able to effectively counter threats to world peace and security.

In addition to the military and economic aspects, the war has also had a profound impact on American society. It has led to a greater awareness of the importance of national security and the need for a strong and effective national defense. The war has also had a significant impact on American culture, with a growing interest in military history and a greater appreciation for the contributions of the military to society.

The war has also had a profound impact on the economy, with a rapid growth in the military and defense industries. The war has also led to a greater awareness of the importance of international trade and the need for cooperation with other nations in order to maintain a strong and healthy economy.

The war has also had a significant impact on American foreign policy, with a greater emphasis on the need for a strong and effective national defense and a greater willingness to work with other nations to promote world peace and security.

In conclusion, the war in Europe and the Pacific has been a profound influence on the development of the national character and attitudes toward international relations, military and economic strength, society, culture, and foreign policy. It has demonstrated the importance of having a strong and effective national defense, a strong and healthy economy, and a commitment to promoting world peace and security.
Mr. L. J. Rust,

Mr. L. J. Rust,

consideration has influenced this University. It

is customary in most institutions for a student to carry

four or five courses, meeting three hours a week, perhaps four.

My dear Sir:

It was believed that nothing could be gained by concentra-
tion by taking fewer courses and giving more time to each
system from a belief that there were many students who would
be aided by the possibility of entering college at other times
than the opening of the usual college year in October or the
beginning of the half yearly period in February. The calendar
which is formed on this basis at many universities is rather
rigid. If, for instance, a man is ill in September or October
and loses six or eight weeks, there is no time at which he
could start again until the opening of the next half year and
require a half year is here covered in a quarter. That is a
frequently courses are arranged as at Harvard so that it is
difficult even then. He practically has to drop out for
twelve months. If a man has to leave college to earn money,
the loss of time under a rigid schedule is much more serious
than it would be under a freer system. At this University, for
instance courses begin in October, January, April, and July.
Loss of time on account of illness or financial difficulties
in this method the advantage of specialization which seems to be
is thus reduced to three months at the most, that is the loss
the trend of the present time. There are, of course, disad-
which is inflicted by the system of instruction and not by the
vantages. No system can arrogate to itself all the virtues or
man's own circumstances.

claim exemption from all defects.
My dear Sir:

The University of Chicago ephorps the chapter

vacant from a position that there were many students who would be eager for the opportunity of entering college at other times than the opening of the next college year in October on the beginning of the fall term, or in February. The calendar which is formed on the basis of many universities in rather light. If, for instance, a man fills in September or October, and loses six of eight weeks, there is no time at which the can take much part in the opening of the next fall year and attendently colleges are strange as to handling so that it is difficult even then. He practically have to grab out for twelve months. If a man has to leave college to earn money, the loss of time under a rigid schedule is much more serious than it would be under a longer vacation. At this University, the absence of three months of January, February, and March, and July, in account of illness or illness of family, is not to the room of three months of the winter, and one of the room of twelve by the system of instruction and not by the

man's own circumstances.
Another consideration has influenced this University. It is customary in most institutions for a student to carry four or five courses, meeting three hours a week, perhaps four. It was believed here that something could be gained by concentration by taking fewer courses and giving more time to each one of them. Especially in Languages where a man needs to get into the spirit of his subject, a good deal is lost by taking up a lesson and then laying it aside for two days. A student's knowledge slips back in the interval and he has so much work to repeat at the next hour. It follows from the greater amount of time given to each course that ground is covered more rapidly. A subject which at other colleges might require a half-year is here covered in a quarter. That is a very natural and obvious reason why at the end of the quarter courses should be closed and a new start made at the beginning of the next quarter.

In other words our plan instead of carrying numerous tasks is to select a few and finish them; then take others, but not have very many on hand at once. As I have said, there is in this method the advantage of specialization which seems to be the trend of the present time. There are, of course, disadvantages. No system can arrogate to itself all the virtues or claim exemption from all defects.
Another consideration was influencing the university. It
was customary in most institutions for a student to carry
your own five courses, meeting three hours a week, perhaps two.

We were pleased here that some time could be given to
one of them. Especially in languages where a man needs to
get into the spirit of the subject, a head is lost in
anatomy of a lesson and then failing to see for two years. A
familiarity with all the books in the library and he can be
expected to reach the back in the indexes and he can so
many work to expect at the next hour. It follows from the
general commons of the evening to see each course lasting to
three months, perhaps not. An important point at other colleges
might
be to increase the time to five years, at least in one of the
major arts and languages. Examination of the beginning or the
end of the course should be postponed and new start made at the
beginning.

If this is needful, the question of how much more to grab out
for the present might well be considered. No examination or
examination of the beginning is generally necessary. We have
not taken the time for the three hours a week, perhaps five
hours, not more, and and instruction in a course, at least, are the
same. I have tried to be
in the method of the minutes of situations to which mean to be
final. The reason is of course, greater
professorial. From there one can manage to prepare all the minutes of
examinations, Examinations.
Dear Sir,-

Will you please tell me as soon as possible why the University of Chicago adopted the system of dividing the school year into quarters instead of half-terms. What do you consider the advantages of such a system. We have this up for discussion on May 19 in our literary society and would consider it a great favor if you answered these questions by that time. Thanking you in advance.

I remain your respectfully,

G. Rusk
Vanderbilt
Dear [Name],

Millimeter paper file

Will you please help me with the above? I'd like to provide a complete set of plans in millimeter format for the boat. I understand that you have access to the equipment necessary to produce the plans.

I would be grateful for your assistance. Please let me know if you need any further information.

Thank you very much.

Best regards,

[Signature]

[Note: Partially legible handwritten note at the bottom]
January 20, 1905

Mrs. Preston Rice,
437 East Fulton Street,
Grand Rapids, Michigan.

My dear Madam:

Your inquiry of the 13th inst. has been referred to me by the Registrar. I shall be glad to answer your various questions as well as I can.

The number of students enrolled for 1904-05 cannot yet be estimated, because our year does not close until June 30th as there are always a number of students entering and a number of withdrawals in the spring quarter. The attendance for 1903-04 was 4590, 2319 men and 2261 women. The number of students on the basis of an attendance of nine months, which is the best standard for comparison with other colleges, was 2928. The total number of graduates for the same period was 1068; the number on the nine months' basis, 624. The Extension Faculty during the year numbered 28. So far as I know, this work is not so highly developed by any other University, and the same is true of correspondence work. In general the members of the Faculty of this department are regular instructors who, in addition to their resident teaching, have time for correspondence classes.
Mr. President's Office

For Immediate Attention

General、Rehabilitation

My dear Mr. President:

Your inquiry of the 15th last has been referred to me by the Registrar. I have every reason to believe that your request for an immediate investigation of the number of eligible men for the 1939-40 correctional term has been accurately reported. Because of the recent election and the number of eligible men for the 1939-40 term, it is estimated that the problem may be more complex than anticipated. The number of eligible men for the 1939-40 term is approximately 9,000, of which 3,000 are men and 6,000 are women. The number of eligible women is approximately 6,000, of which 2,000 are men and 4,000 are women. To augment the number of eligible men for the same period was 10,000; the number of eligible women for the same period was 9,000. This number is expected to increase as the months pass. As far as I know, the work to date is in phase of development with other universities, and the same is true of correspondence work. In general, the prospects of the faculty at the government are the result of the faculty's interest in correspondence work. I have no knowledge of correspondence work.
There are, however, some persons giving courses by correspondence who offer no instruction on the campus.

The School of Engineering is one of our hopes, and one of our great necessities, but as yet there is no definite prospect of securing it. I send you a leaflet which explains courses now offered along the line of Engineering.

The composition of the University Senate is best explained on page 9 of the University regulations a copy of which we mail you. This pamphlet is a confidential document, but I am very glad to put it into your hands for the purpose which you mention. It is difficult to speak of the influence of the University Senate. I cannot say much more than this, that it is an Advisory body of a size and character admirably adapted for the discussion of policies and that its deliberations are often very influential in shaping the course of the University or problems that come up.

The endowment fund of the University amounts to $9,150,000. The total of gifts from Mr. Rockefeller is $14,800,000.00; gifts from other persons amount to about $5,800,000.00.

In general the dormitories for women are not equal to the demand; that is, if we had more halls, students would be glad to occupy them. At the same time, there is no discrimination
There are, however, some persons giving considerable weight to the argument
who offer no justification of the camp.

The School of Mathematics is one of our hopes, and one
of our greatest necessities, but as yet there is no definite
progress of mathematics. I mean you a test for which
expresses once more the fate of Mathematics.

The composition of the University Senate is past
expressing a Congress of which we may
rely to have it into our hands to the Hopkins group as you
mention.

It is difficult to speak of the influence of the University
sense. I cannot say much more than 'what it is to
my

The cost of extra rooms & laboratories to $6,000,000.

The sum of $16,000,000 is not yet

In other words, one must spend $6,000,000.

To conclude, the comptrollers you want are not under to the
membrane, that is, if we had more material, to speak for
improvement. At the same time, there is no improvement
in occupancy.
against Freshmen and Sophomores. Applications for rooms are filled in the strict order of priority. We send you a circular of the Colleges on page 11 of which you will find a definition of the terms "major" and "minor".

The strong advantages of the University of Chicago consist, to my mind, in its modern buildings, excellent equipment, especially in the sciences, the eminence and ability of members of the Faculty, among whom like Mr. Michelson, Mr. Coulter, Mr. Laughlin, and others whom I might mention, are of national reputation; also in the flexible quarter system, which permits a student to enter and take up work at any one of four times during the year, and does not compel him to lose twelve months because he is obliged to drop out for a few weeks by illness or lack of funds. Further, to my mind, the fact that the University is in contact with the business life of Chicago is a great point in its favor. It keeps us from losing ourselves in academic dreams and holds us down to the practical realities of existence to which a college education if it is to be effective must apply.

Our most distinctive college song is the Alma Mater, a copy of which we send you.

With regard to the policy of segregation, adopted a year
In the event there will be probably a quadrangle for Junior men.

As it is not desirable to carry the matter further, I am present.

From the Decennial Publications, so far as I know, there is

Appreciation for you comes the

statement that you received the

recommendations of the University of Chicago, such as

especially in the Sciences, the services and abilities of members

improvement from the three major classes, which improve

adressed to a student to accept my work at any one of your three

courses, the nearest, and does not command him to lose these months

become as applicable to schools for a few weeks of silence

or lack of time. Perhaps, to my mind, the fact that the

University is in conformity with the business life of Chicago

is a great point in its favor. It keeps us from losing ourselves

in excessive to which a college academic or it is to be

effective more apply.

Our most administrative college sends to the Aime Water, a copy

or which we send you

With regards to the matter of registration, shortly a year
or two ago, I send you a full statement contained in a reprint from the Decennial Publications. So far as I know, there is no disposition to carry the matter farther than it is present. In time there will be probably a Quadrangle for Junior men, on one side of the present campus, and a Quadrangle for Junior women on the other side, but the principle of equal instruction for men and women is firmly imbedded in the policy of the institution and will, so far as I know, never be violated. Segregation is rather a matter of expediency than a principle. Where there are large classes which have to be divided anyway, it has seemed advisable to make the division on the basis of sex, and to save men and women from the crowding together that had become a distinct annoyance under the old conditions in Cobb.

These answers to your inquiries are rather fragmentary and disjointed, but I hope they will give you a general idea of situation. We appreciate your kindness in speaking a good word for us in a region where we are not always understood, and hope for a continuance of your sympathy and kindly judgment.

Yours very truly,
or can see, I say you a full statement containing in a speech
from the Department of Agriculture. So far as I know, there is
no information to certify the matter further than the present
in some cases will be properly a "Females for Junior Men"
or one side of the present campaigns, and a "Females for Junior
women on the other side", and the principle of equal
opportunities for men and women in fittingly imbedded in the policy of the
Institution may well, as far as I know, never be violated.
Segregation is rather a matter of expediency than a principle.
Where there are false classes which have to be getting over,
if the means and struggle to make the division on the basis of
sex and to secure men and women from the struggle together that
and become a greater annoyance where the only condition in
Gopp.
These means to your knowledge are rather temporary.
I hope they will give you a general idea of the situation. We appreciate your kindness in answering a copy of
for an action which we are just now in preparation, and in
for a confirmation of your sympathy and kindly interest.
Yours very truly,
Jan 13, 1905

Mr. Chandler

The President

University of Chicago

Mr. Chandler

Dear Sir:

I am to make a short report on the U. C. before the University Club here soon. Will you kindly furnish me information upon the following points:

1. Students enrolled in 1904-5
2. Graduates
3. Extension faculty
4. The H. Extension will carry on so fully by any other H. as Chicago? The same risk with regard to correspondence and is here a regular faculty?
In correspondence.

What progress has been made in establishing the proposed school of trades?

What is the composition and influence of the University Board?

How great is the endowment fund?

How much money in all has been given to the U. S. C. and what property has been given by Mr. Rockefeller alone?

Are the freshmen and sophomores home, housed in the dormitories or are they crowded into dormitories?
accommodation:

just what is your system of majors and minors?

The h.p.e. is not very much liked in Michigan. Anything you can tell me about that or characteristic etc. any of it in particular aims etc. will be greatly appreciated.

I was in residence as long ago, then every thing was so crude and my presentation a state of mind prepared to make this report and can I am unable to admit my ignorance.

What is the characteristic college aim. It has been highly so keen developing off so please have the record I can get me secure.
What is the logical outcome of the separateness movement, and is it a secret?

It has certainly accelerated since the graduates. Whether I do not care to dwell upon the side of the University life to a body of men—already critical toward the institution.

Thanking you in advance for this information.

[Signature]

Katharine Livingstone Rice

Please address
Mrs. Preston Rice
437 E. Fullen St.
Grand Rapids, Mich.
December 16, 1914

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

Dear President Judson:—

President Pearson has recently appointed me Chairman of a Committee to investigate the merits of the four quarter system, as compared with the present semester plan and special summer session. In view of the fact that there are certain disadvantages connected with our present semester plan and the fact also that this institution will present a twelve weeks summer school during the coming summer of 1915, it has occurred to a number of us that the four quarter system would be preferable. Will you please send me therefore a statement of your opinion as to the advantage of the four quarter system over the two-semester, special-summer-session plan. I would be glad to have you reply fully on this point.

Is the four quarter system in vogue in any other leading institutions in this country?

When I was in attendance at the University of Chicago, I was greatly impressed with the four quarter plan and I feel that it would be wise for us to adopt the same system, although I realize that the plan would encounter serious objections owing to the necessity of recasting and rearranging all our courses of instruction.

Any attention you may feel inclined to give to this matter will be greatly appreciated.

Very truly yours,

[Signature]
Chicago, December 21, 1914

Dear Professor Schmidt:

Your favor of the 16th inst. is received. I am not aware whether the four-quarter system is in vogue elsewhere than in the University of Chicago, although I have the impression that Columbia has adopted something analogous to it. Of course summer schools as usually organized are not in the same line. The four-quarter system has been entirely satisfactory to us for upwards of twenty years now. It makes the entire situation, both as to faculty and students, far more flexible and effective. The recasting and rearrangement of the courses of instruction is a minor matter which is easily carried out. The University of Chicago regards the system as beyond question.

Very truly yours,

H.P.J. - L.

Professor L. B. Schmidt,
Iowa State College,
Ames, Iowa.
University of Michigan
DEPARTMENT OF EDUCATION


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

My dear Sir:

We have a committee appointed to consider the advantages and disadvantages of the quarterly system as the same might be applied to this University. President Hutchins desires me to secure an opinion from you on the subject and I write to see if you will kindly favor us.

We find our summer session has created new problems and necessitates some new legislation. Your experience with the quarterly system leads many of us to believe that is the proper solution and we therefore investigating the subject from that point of view. Anything that you may say will be very greatly appreciated.

With very kindest regards, I am

Very respectfully,

A. S. Whitney

ASW-B
MINISTRY OF AGRICULTURE
DEPARTMENT OF EDUCATION

Mr. President,

I am pleased to report that the executive committee of the University of Michigan, Chicago, Illinois, have very kindly supported the proposal to establish a Department of Rural Education in the University. I have been able to secure an opinion from you on the subject, and I write to see if you will kindly favor us with your views on the subject.

We find our summer session has created new enthusiasm for the Department. The new session has been a success, and the Department has been well received. The students are very enthusiastic, and the work is progressing well.

With very kind regards,

Very respectfully,

[Signature]
Chicago, January 18, 1915

Dear Mr. Whitney:

Your favor of the 15th inst. is at hand. We have been acting under the quarter system from the very beginning of the University in 1892, and regard it as, as far as we are concerned, beyond discussion a success. There are not many students who are continuous residents through four quarters, though in special cases that is done. It is a great advantage, however, to students to be able to select the quarter for vacation that may be most convenient for them individually. The majority of students are in residence through the autumn, winter and spring, but not a few are able to be off in the winter or the spring, for instance, and resident in the summer instead. Again the summer quarter, being not a summer school but a regular quarter of University work enables many people to obtain the benefit of resident work in the University who otherwise could
Dear Mr. Wright:

You have not heard from me since the last of February. We have been working rather hard the last month. I do not know how to explain to you the extreme difference in expectations of the University at the very beginning of the University in 1902, and exactly as we are now, as I have been very busy. There are no weeks of teaching and examinations, exactly the same process. The act of the year is the continuation of the past year. It is a great satisfaction now, to understand to be possible to separate the University from examinations. The majority of the examinations on the examinations. The majority of the examinations are in examinations that may be more so. And another, for the sake of the examinations, for instance, and examinations in the summer term. This is the summer term. Now a scientific school puts a regular charter of examinations, work upon some many people to explain the penalty of not a scientific school. Put a regular charter of examinations.
not have it at all. If a student is ill that illness may easily cause him to stay out, through the autumn perhaps. In that case he resumes his residence in the winter, and in the long run suffers no loss of time. A case was brought to my knowledge yesterday of a student in an eastern college who ought to be out about three months on the ground of health, but should that be done would lose an entire year of college work.

From the point of view of the faculty the plan is especially advisable. Members of the faculty are able to adjust their vacation according to personal convenience, as in the case of students, and one may for instance spend the winter in the south, and do the work of the summer quarter instead.

On the side of disadvantages there is practically nothing excepting of course the additional cost involved in the summer quarter. Still we feel that the great plant of the University ought not to be idle through a quarter of the year, and that it should be in operation for the benefit of education practically all the time. We adjust matters so that we have in effect all of September for repairs and renovations.

Very truly yours,

R.P.J. - L.

Mr. A. S. Whitney,
University of Michigan,
Ann Arbor, Michigan.
NORTHEASTERN UNIVERSITY
EVANSTON—CHICAGO

Office of the President
University Hall
Evanston, Illinois

November 20, 1918.

President H. P. Judson, LL.D.,
University of Chicago,
Chicago, Ill.

Dear Sir:

At the recent meeting of the National Association of State Universities in Chicago, President Holgate of Northwestern was asked to have prepared a report on two wartime matters connected with colleges. I am therefore requesting your opinion on these matters. The first question is this: what is the opinion of your faculty as to the relative merits of the two term session and the three term session as it exists now under the S. A. T. C. plan?

The second question relates to the subject of the amount of credit which has been given in your institution for army service. We are told that in Canada one year's credit was given and we wish to see how this compares with the United States.

Any information on these matters would be greatly appreciated.

Very truly yours,

[Signature]

Secretary to the President.
Dear Mr. Johnson,

I am writing to request your assistance with the recent meeting of the University's Executive Council. During the meeting, it was decided to review the current policies and procedures related to the allocation of funds to various departments. We have identified several areas that require revisions to ensure the efficient and effective use of resources.

May I suggest that a subcommittee consisting of representatives from the Finance, Administration, and Research departments be convened to discuss these matters further? Their input would be invaluable in formulating the necessary changes.

Thank you for your consideration.

Sincerely,

[Signature]

Date: [Insert Date]
Chicago, November 22, 1918

Dear Sir:

Your letter of November 20, addressed to President Judson, is put in my hands for reply.

As the University of Chicago has for over twenty-five years operated on the quarter system, it is perhaps superfluous to say that we regard this arrangement as the most desirable.

Your second question I find slightly ambiguous. Assuming that you wish to know what academic credit we have given for actual service with the armies of the United States, I write to say that such action as we have taken can hardly be stated in this form. We have granted our Bachelor's degree to students of high standing who were within not to exceed one-half year of graduation. This I think represents the maximum concession, and has been applied in relatively few cases. Probably as students
Office, Kowmper 55, 1916

Dear Sir:

Your letter of Kowmper 50, addressed to
President Jackson to put in my name for entry
in the University of Chicago has now been sent
and have been accepted on the director's action. If you peruse
the supplementary to say that we regard this arrangement as the
most satisfactory.

Your nearest destination I find slightly enjoyable.
Assuming that you may to know what academic credit we
have given for satisfactory with the exam of the
University examine, I write to say that upon your action as we have
taken can hardly be faulted in this term. We have learned
our proportion a degree to advantage of high ability who
were within not to exceed one-half year of graduation.

I think I have an opportunity for the maximum connection and have been
applying in the vicinity for cases properly and satisfactorily.
come back to us from the Army training camps, we shall have occasion to consider the assignment of credit on a slightly different basis. Some of the work in artillery camps, for example, is of a kind that we might properly recognize in connection with our work in mathematics, physics, and chemistry.

Yours very truly,

J.R.A. - L.

Mr. Rudolf A. Clemen
President's Office
Northwestern University
Evanston-Chicago, Illinois
come back to me and the Army training camps, we shall have occasion to consider the establishment of a special military department to handle the work in various departments in one, for example, the kind that we might properly receive in connection with our work in meteorology.

Yours very truly,

[Signature]

[Invisible text]
Chicago, April 21, 1915

Dear Dr. Goodspeed:—

The University as originally organized contained some rather unique features. Some of those have been discarded and some have remained. The most important feature which has proven entirely successful that is in force to-day as it was at the outset is the four-quarter system, whereby students may enter at the beginning of any one of the quarters and receive a degree at the close of any one of the quarters. This also makes possible the summer work on a regular University basis, quite differently from the summer school as ordinarily conducted.

Another feature which has essentially remained is that of concentration of work. While it does not take quite the original form, at the same time the normal work of the student in our Colleges comprises three subjects of study which are given from four to five hours a week each. As a mere matter of nomenclature a course which is offered four or five hours a week for a quarter is called a major.
Dear Dr. Goodbeeg:

The University and University

The University of University University

Some observations concerning some recent understate. Some
of those have been interesting and some have remaining
most important results which are known entirely suitable
that in 100,000 cases as well as many at the outset of the
your area, as shown, may not lead to any support of the
the beginning of any one of the departments. This idea makes
of the area of any one of the departments.

possible the area may on a technical University basis
above all from the summer school as an alternative

Another area which is essentially remained to find

While I do not take for the
of the University and University University
the area, I know of the same time the normal work of the
student in our college, and the University’s University.

We have given them to live home a week or

A week or two in a week for a chapter in calling a waiting
The original organization was based not on the quarter system but on the term system, each quarter being divided into two terms, and a student was supposed to take in each term only two subjects of study, one being a major and the other a minor. The major was a subject presented two hours a day throughout the term, and the minor one presented one hour a day throughout the term. A subject presented two hours daily throughout the entire quarter was called a double major, and a subject presented one hour a day throughout the quarter was called a double minor. This plan was changed within the first two years to the present system.

The only remnant of the division of the quarter into terms is found in the summer quarter, in which the two terms are still convenient, and in which a minor subject of instruction is still found. Even with the present change it will be noticed that the student usually carries only three subjects, whereas in other institutions a student may carry five or six subjects, of course meeting often one, two or three hours a week, as the case may be.

The third part of the organization which has remained is that of the distinction between the Senior and the Junior Colleges. The Junior Colleges, originally called the "Academic Colleges", cover work which could be done and
should be done in the secondary schools. The original division has been retained at the end of the second year. Recent study makes it probably advisable that this division point should fall earlier in the course, but the division remains, and the likelihood of being able to slough off this Junior College work, which was one of the original intentions of the University, seems stronger to-day than it ever has been since the University was opened.

Another distinctive feature of the University was the provision for original work of investigation on the part of the faculty. This has been maintained from the beginning, and is permanently embodied in the University life and work.

Another important feature which has remained unchanged from the outset is that relating to fourth-quarter work done by members of the faculty. The normal work of a member of the staff covers three quarters. If work is done for the fourth quarter it may be either on the vacation basis or on the cash basis, the latter being two-thirds of the regular cash salary. This provision has been found extremely useful in many ways, and especially advantageous to members of the faculty who desire to have some consecutive time for study away from the University.

E.P.J. - L.

Very truly yours,

Dr. T. W. Goodspeed.
The practice of going to the secondary schools on the first year of the secondary year has been making of the pupils a part of the university. Recent studies make it proper for the graduate students to study the Division of the Faculty, and the instruction of the secretarial work of the Junior College, which are one of the important instruction of the University. Since the University was opened.

Another important lesson of the University was the introduction of the secretarial work of the beginning to the first year of the Faculty. It has been mentioned from the beginning in the University. Its work is done by members of the faculty. The secretarial work is one of the secretaries. In work in the secretaries over the secretaries. The provision has been done for the secretaries. It may be noticed on the secretaries of the secretaries and on the secretaries of the secretaries who have some connection.

E.B. - L.

Dr. T. W. Goodspeed.
President Harry Pratt Judson, University of Chicago,

Dear Sir -

I was one of several hundred people who did not persevere, because of the lateness of the hour, and present their respects and congratulations at the opening of the Ida Noyes Hall, two weeks ago. My loss of opportunity on that occasion has mingled at least one regret with the pleasant recollections bought home from the quarter centennial celebration, tho I greatly enjoyed all that I saw of it, and I was in attendance three days.

I am grateful to have known some of the pioneers in the history of the University, notably William Rainey Harper and Dr. Goodspeed, whose book records so vividly the beginnings that had the promise and potency, with God’s blessing, of the splendid growth of the quarter century just ended. I rejoice in all that has been done and attained, and share the hopes for the future.

Very truly yours,

George Fitch McPhieben.
Chicago, June 22, 1916

Dear Mr. McKibben:

Thank you very much for your note of the 21st inst. The crowd was so tremendous at the Reception that not hundreds but I fear thousands found it impossible to pay their respects in person. I was glad, however, to have so many see the building and honor the University by their attendance.

With all best wishes, I am,

Very truly yours,

H.F.J. — L.

Mr. George Fitch McKibben,
Denison University,
Granville, Ohio.
OFFICE OF THE GOVERNOR

DEAR MR. W. MORRISON:

Thank you very much for your note

of the State Judicial Reception Committee for Judges. I am pleased to hear you have received the following letter:

"Dear Governor, I have been asked to attend the University of Georgia, with all your wishes. I am...

Very truly yours,

W. L. - M.

W. MORRISON

Dean, University of Georgia, Office
November 5, 1917.

Dr. Harry P. Judson, Pres.,
University of Chicago,
Chicago, Illinois.

My dear Dr. Judson:

We are contemplating installing here the four term plan which prevails in your institution. If consistent, would you be kind enough to send me any available information or statistics covering your experience with the plan?

Do you offer the same courses in the summer session that you offer in the other terms, and do you have courses beginning the first term that require the fourth term for completion, that is, full four term courses? Is an attempt made to include in the summer sessions the more popular subjects, or subjects that appeal to any particular groups of individuals, such as teachers, for instance?

What is your policy as regards your teaching staff? Do you expect your permanent staff to teach four terms per year, or just how do you arrange that matter?

Any information that you care to give will be very gratefully received.

Yours very sincerely,

[Signature]

Chairman of the Faculty.
November 5, 1937

Mr. Frank E. Johnson
University of Chicago
Chicago, Illinois

The Board of Trustees:

We refer to your letter of August 31, 1937, and we are able to confirm that you are the recipient of the William E. Persons Scholarship. We are enclosing a check for $500, which is to be used for your living expenses while attending the University of Chicago.

If you have any further questions or concerns, please do not hesitate to contact us.

Sincerely,

[Signature]

Registrar of the University
Chicago, November 7, 1917

Dear Professor Wilson:

Your favor of the 5th inst. is received. Our summer quarter is substantially on the same basis as the other three quarters of the year. We offer the same kind of courses. We offer more general lectures in the summer than at other seasons because there is more demand for them. Under our plan a student may enter at the beginning of any one of the four quarters, and can receive his degree at the end of any one. There is no difficulty in arranging matters to that effect. We don't put any more popular subjects in the summer than at other times, excepting in the matter of general lectures to which I have referred, and which do not count toward a degree. Our teaching staff are expected to give three quarters out of four of service. We arrange the matter in advance so that some are on duty in the summer and
Dear John:

Your letter of the 5th instant has reached me.

I am very sorry that you are having difficulty in adapting yourself to the summer school program. We often find that the summer schools are not as well organized as they should be. It is often necessary for students to take a course or two that they would not have taken during the regular school year. We try to plan a program that will meet the needs of all of our students.

In the beginning of any one of the summer schools, one can receive a certificate of the beginning of any one of the summer schools, and can receive the certificate of the end of any one. There are difficulties in all summer schools to start with. We have been in more deplorable proceedings in the summer schools than is often the case, excepting in the matter of general instruction. We have been unable to give these certificates, and have been forced to give them certificates of some sort of recognition. We estimate the matter.
take their vacations other quarters. We do have in the summer more of the teaching staff of other institutions than in any other quarter. I shall be glad to give any further information.

Very truly yours,

H.P.J.-L.

Professor Ralph B. Wilson, Boston University 525 Boylston St. Boston, Massachusetts
We go home to the
summer home of the Connors and alt at other time
now to any other distance. I am glad to give my
very kind wishes.

W.L. J.

Professor Ralph M. Wieland, Boston University
Secretary, Massachusetts
16 January 1918

My dear Harry Pratt Judson:

Can you give me an estimate of the cost of the four-term system of twelve weeks each in comparison with the cost of the two semester system of sixteen weeks each? Don't give too much of your time to this question. Refer me to any so-called literature.

Bear our best salutations to Sophronia, and with best greetings to yourself, believe me

Ever yours,

President Harry Pratt Judson, LL. D.
To Governor 1965

My great mentor, Frank Senator: Can you give me an estimate of the work of the 1st and 2nd quarter of the current fiscal year? What is the cost of the proponent for the improvement of the race? Have you the energy to save life or save fortune? Hark me to your egocentric improvement of the country. Have me to my egocentric improvement of the country. Have me to my egocentric improvement of the country. Have me to my egocentric improvement of the country. Have me to my egocentric improvement of the country.
Chicago, January 26, 1918

My dear President Thwing:

Your favor of the 16th inst.
is received. I am sending enclosed report by the
Auditor which will perhaps cast some light on the
subject. We have had the four-quarter system from the
first, and have never had the semester system at all.
It is therefore a little difficult for us to make any
adequate estimate. The addition of the fourth quarter
involves a further cost of administration. This cost
is mainly in instruction and supplies. Of course
there is practically no additional cost for heating,
and not very much for lighting. It has always seemed
to us advisable that the plant should be in operation
the year around, and not lie vacant for three months.
We are able in September to provide for all the repairs
Office of January 5th, 1918

Enclose.
needed. I don't think we have any literature on the subject.

With cordial regards to the good wife from the household, I am,

Very truly yours,

H.P.J. - L.

President Charles F. Thwing
Western Reserve University
Cleveland, Ohio
Very truly yours,

[Signature]

Postgraduate Centre & Thanne
Western Reserve University
Office
Chicago, January 31, 1919

My dear Sir:

In the absence of President Judson your favor of January 27 is put in my hands for reply.

This institution, as no doubt you know, has for over twenty-five years administered the four-quarter system, and without any material difficulties which in the judgment of its faculty are not much more than offset by substantial advantages. However, the internal administration of the system presents sufficient problems to require careful study in executing a transfer from the old semester system. It would be to your very great advantage, if you can so arrange, to send some one or more of your men for a conference with some of our officials, in order that you might study in detail the situation at first hand. To attempt to aid you satisfactorily by correspondence is likely to be difficult,
in part at least because of the inability we experience of appreciating precisely the problems which your local situation creates. You have on your faculty, however, men who have previously served in this faculty, like Professor Emmons and Professor Underhill, who could no doubt render you material assistance.

Yours very truly,

J.R.A. - L.

Professor Colbert Searles
University of Minnesota
Minneapolis, Minnesota
In the event of least promise of the possibility of education you have on your hands, however, it is my suggestion that you give added emphasis to the faculty, like Professor Krumph, Professor Ungerhill, and others on your faculty and yourself. You are very kind.
My dear Mr. Wells:

The University of Chicago generally suffers in comparison with other institutions on account of our interpretation of figures and the different basis on which our interpretations are made. Of course, 5070 students were not in residence at one time during the year 1906-7. Considering three quarters as a unit and counting three quarters for each student who was in residence four quarters, two thirds for those in residence two quarters and one third for each in residence one quarter, we reach a three quarters basis which enables us to compare our attendance roughly with the attendance of other institutions running throughout the year on a three quarters basis. Reducing our attendance of 5070 to a three quarter basis, we find 3204. In 1906-7 our attendance of 5070 reduced to the three quarter basis amounts to 3225; but Harvard, Columbia and other institutions with which we desire to make comparisons do not reduce their membership to the same solid facts in regard to attendance; so that we must suff er in comparison, unless other institutions use the same system. The number of students matriculating in the year 1906-7 would mean thus the number of new students entering the University; I take it that your use of the term "matriculating" is the usual Chicago term "registering" for courses. In explanation of the ratio, I have only to say that probably
the reporting officer from the University of Chicago did not count all the research assistants and mechanicians, also those persons who offer occasional courses at the University. You know how the service of regular physicians increases the size of the Rush Medical faculty. Doubtless, an analysis of the large Harvard and Columbia faculty would show many cases of lecturers and others who are not counted in the Chicago faculty unless on an appointment of importance. The ratio would be fairer if we divided the total on the three-quarter basis by the number of our faculty. This would give us something like eleven, I believe; but this involves an inaccurate use of statistics also, because not all of the two hundred and ninety-one instructors are in residence for three quarters of the year. The figures then in the Second Bulletin of the Carnegie Foundation for the Advancement of Teaching must be considered very rough.

Sincerely yours,

Secretary to the President.

Mr. Howard Simon Wells,
University of Chicago.

841 Park Ave.,
Baltimore, Md.
Dear Sir,

The appointment of Professor F. C. H. J. G. from the University of Chicago and the recent appointment of Mr. E. C. W. from the University of Wisconsin, together with the recent appointment of three other distinguished and competent faculty members, serve to increase even further the strength of the faculty. It is with the utmost regret that we have learned that the appointment of the above-mentioned professors was not made at the usual time, i.e., at the beginning of the year, for reasons stated in the Bulletin. The Senate, therefore, determines that the Senate must be

G. W. S. Secretary

[Signature]
849 Park Ave.
Baltimore Ind.
Aug 3, 1908.

Mr. D. A. Robertson
University of Chicago

Dear Sir:—

In the President's quarterly statement for the winter 1907-8 I observe the number of attendance of students at the University to be 2,201 and yet in your Bulletin of Information for April 1907 the total attendance for the year 1905-6 was 5,079. I observe also in "Science," July 24 number 1 that the attendance is placed at 5,079 and the ratio given between the number of instructors to be over twice as large as what for any other prominent institution of learning in this country. Would you kindly inform me if 5,079 is not the total number of students matriculated in the year 1905-6 and that in "Science" 2,201 should have been given making the ratio about 6.0 to compare with Columbia 7.0 and Harvard 7.3.

Very truly,

W. Nelles