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Cedar Valley Seminary.

Osage, Iowa, April 21, 1894

President Harper,
Chicago Univ., Chicago, Ill.

Dear Sir,

It is my desire to do graduate work at the University this summer. Not having any Calendar of the Univ. I am led to trouble you for information in regard to this work. I wish to know how many Quarters’ work are necessary to secure a degree, and also how many of these must be spent in residence at the University. I should be glad also if you could give me an estimate of the expenses of the average graduate student per quarter.
Goode, home, 1804

Nol de

Waterfall Encampm.

Goode, home, 1804

Nol de

Waterfall Encampm.
I am now teaching Greek and Latin in the Seminary and they object so emphatically to my leaving the institution that I thought I might arrange to spend another year here, after putting in the Summer at the Univ., if there were any possibility of my continuing my Univ. work for a year by correspondence.

I am one of last year’s graduates from Des Moines College. I think Dr. Nelson has written to you concerning me. I wish to encroach upon your time, but know not to whom else to apply.

Yours very respectfully,

J. M. O. Smith
Dear Valen,

I hope this finds you well. I've been thinking a lot about our recent meeting and the projects we discussed. I wanted to reach out and express my gratitude for your guidance and support. Your insights have been invaluable, and I look forward to our continued collaboration.

Please let me know if there's anything I can do to assist you in any way. I value our relationship and the opportunities it presents.

Best regards,

[Signature]

P.S. I forwarded the document you requested to George. Let me know if you need anything else.
March 30, 1899

President, Mrs. R. Harper,
Univ. of Chicago.

My dear Mr. President,

The terms of your
proposition made to me on Monday, 13th inst., in
reference to certain work to be done under your
direction seem to me to be perfectly satisfactory
and so I accept the offer with thanks.

As I understand it, I am to place my time
at your disposal, for the year beginning July 1,
1899, to be used in work upon certain publications
you are preparing to put forth. You in turn
undertake (1) to pay me a salary of 900 dollars
for the year, (2) to grant me one month’s vacation
(3) to make suitable mention of my work in
whatever books I may be engaged upon and
(4) to secure me an opportunity to offer a course
of two in the Semitic Dept. of the University.

Our conference was somewhat brief. The

The University of Chicago.

I state my understanding of the proposition in order to avoid any possible mistake in reference to it.

I also report myself ready to begin work on the translation of Isaiah and the Minor Prophets just as soon as you can make time to give me specific instructions, provide me with necessary books, and start me out.

Further - I shall be glad to get that preliminary Hebrew Examination, of which we spoke before your leaving, off my hands as soon as your convenience will allow.

Very respectfully yours,

John W. C. Smith.
November 28th, 1905.

President William R. Harper,
The University of Chicago.

My dear President Harper:—

I have been wondering why you asked me to read the manuscript of Mr. Beaton's book on Christianity and National Education. I have decided that it must have been because I have absolutely no interest in psychology and technical pedagogy, that the field is practically terra incognita with me, and so I suppose you desire to see what a layman in such matters thinks of the work. It ought to go, by all means, to a specialist in religious education or in pedagogy for an authoritative decision.

The first impression upon reading the preface is that the author is bumptiously egotistic. He unhesitatingly declares his conviction that he has laid down for the first time a principle, the application of which will solve the great problem that he is discussing. However, as I read the book I find nothing in what he calls his great central idea
November 8, 1940

President WITTMANN & Huber
The University of Chicago

Mr. Dean President Witter:

I have been wondering why you asked me to read the manuscript of Mr. Bollman's book on commercial and national maintenance. I have read it and I must have been mistaken. I have found it all of interest to me, and it is a matter that seems to me of great importance to the field of efficiency. The chapter on efficiency is of great importance to me, and I wonder if you have any suggestions as to what I can do in behalf of your organization or in behalf of the government to improve efficiency.
that is at all new. This idea is that the mind is a unit, that it always works as a whole, and that it may not be divided into faculties such as the intellect, the emotions, and the will. So that education in the very nature of the case must deal with the whole mind and not with any so-called faculty of the mind, such as the intellect. This principle is the common property of all recent experts in pedagogy. The second part of the book is wholly psychological in content. The psychology, however, is entirely second hand. The authorities are good, chiefly Ladd, James, and Baldwin. The great question in my mind is to what class of people the author is addressing himself; if to the general public, the book is altogether too technical; if to the scholar, it is not severe enough, even if the ground has not been already covered by better books. To me the book is inexpensively dull. The method is discursive and bewildering and I get tired of wandering through the wilderness to find the goal
that the author has established. The most juicy and interesting part of the book is the final section which I believe is the only one that would at all appeal to the layman in these matters.

Yours very truly,

J. M. P. S.
The most important part of the book is the first section.

I refer to the first one that month of all.

Yours very truly,

[Signature]
Jan. 29th, 1901

Mr. Alexander Graham Bell,
1331 Connecticut Avenue,
Washington, D. C.

My dear Mr. Bell:

I wish to thank you for your courtesy in sending me a copy of the resolution offered and adopted by the regents. This goes a long way to solve the problem on which we are working.

Very truly yours,

W. R. Harper
1331 Connecticut Avenue,  
Washington, D.C., January 23, 1901.

President Harper,  
Chicago University, Chicago, Illinois.

My dear Sir:  

At a meeting of the Board of Regents of the Smithsonian Institution held this morning, I offered the enclosed Resolution which was unanimously adopted.

The Resolution will be presented to Congress as a memorial from the Regents of the Smithsonian Institution.

I also enclose a printed copy of the Joint Resolution approved by Congress April 12, 1892. I shall be glad of any suggestions as to the next step to be taken.

Yours sincerely,

Alexander Graham Bell

2 Enclosures.
to bring an end to the struggle for freedom. It was a struggle of the people against oppressive rule. The people must not become discouraged, but must continue to fight for their rights.

End of note.
RESOLUTION
ADOP TED BY THE BOARD OF REGENTS OF THE SMITHSONIAN INSTITUTION
JANUARY 23, 1901.

In order to facilitate the utilization of the Government Departments for the purposes of research - in extension of the policy enunciated by Congress in the Joint Resolution approved April 12, 1892:

RESOLVED: That it is the sense of the Board that it is desirable that Congress extend this resolution so as to afford facilities for study to all properly qualified students or graduates of universities, other than those mentioned in the resolution, and provide for the appointment of an officer whose duty it shall be to ascertain and make known what facilities for research exist in the Government Departments, and arrange with the heads of the Departments, and with the officers in charge of Government collections, on terms satisfactory to them, rules and regulations under which suitably qualified persons might have access to these collections for the purpose of research with due regard to the needs and requirements of the work of the Government; and that it should also be his duty to direct, in a manner satisfactory to the heads of such Departments and officers in charge, the researches of such persons into lines which will promote the interests of the Government and the development of the natural resources, agriculture, manufactures, and commerce of the country, and (generally) promote the progress of science and the useful arts, and the increase and diffusion of knowledge among men.
RESOLUTION

ADOPTED BY THE BOARD OF REGENTS OF THE UNIVERSITY OF IOWA

JANUARY 25, 1907

In order to facilitate the utilization of the Government men of experience in the promotion of research and the publication of the results of such research in the interest of education.

Resolved: That it be the sense of the Board that the University establish a special chair in the field of science, and that the holder of such chair be appointed by the President of the University and that the holder of such chair be given the opportunity to publish the results of his research in the interest of education.

For the motion, Ayes 12; Nays 0.

Orders of the Day:

A motion to adjourn was made by Mr. Smith and seconded by Mr. Jones, and the motion carried.

Respectfully submitted,

[signature]

[signature]

[signature]
[PUBLIC RESOLUTION—No. 8.]

Joint resolution to encourage the establishment and endowment of institutions of learning at the national capital by defining the policy of the Government with reference to the use of its literary and scientific collections by students.

Whereas, large collections illustrative of the various arts and sciences and facilitating literary and scientific research have been accumulated by the action of Congress through a series of years at the national capital; and

Whereas it was the original purpose of the Government thereby to promote research and the diffusion of knowledge, and is now the settled policy and present practice of those charged with the care of these collections specially to encourage students who devote their time to the investigation and study of any branch of knowledge by allowing to them all proper use thereof; and

Whereas it is represented that the enumeration of these facilities and the formal statement of this policy will encourage the establishment and endowment of institutions of learning at the seat of Government, and promote the work of education by attracting students to avail themselves of the advantages aforesaid under the direction of competent instructors: Therefore,

Resolved by the Senate and House of Representatives of the United States of America, in Congress assembled, That the facilities for research and illustration in the following and any other Governmental collections now existing or hereafter to be established in the city of Washington for the promotion of knowledge shall be accessible, under such rules and restrictions as the officers in charge of each collection may prescribe, subject to such authority as is now or may hereafter be permitted by law, to the scientific investigators and to students of any institution of higher education now incorporated or hereafter to be incorporated under the laws of Congress or of the District of Columbia, to wit:

One. Of the Library of Congress.
Two. Of the National Museum.
Three. Of the Patent Office.
Four. Of the Bureau of Education.
Five. Of the Bureau of Ethnology.
Six. Of the Army Medical Museum.
Seven. Of the Department of Agriculture.
Eight. Of the Fish Commission.
Nine. Of the Botanic Gardens.
Ten. Of the Coast and Geodetic Survey.
Eleven. Of the Geological Survey.
Twelve. Of the Naval Observatory.

Approved, April 12, 1892.