For the consideration of the President

Question of University Public Lectures as a regular institution of the University of Chicago.

Raised by Department XVI and referred to a committee, which regarded the question as too large for a single department and made

1. Suggestion: Whether the president might see fit to appoint a Committee: a Representative, rather than for executive purpose, representing:

   a. Not Literature only, but other leading studies
   b. The faculty
   c. Graduates of various studies
   d. Senior, junior, unclassified students
   e. The outside public

[All these we desire to interest in the scheme.]

2. Another suggestion: A University Club:

   Its members each pledged to work for the success of the lectures

   Related to the mutual interest of different specialties as (say) The Mathematical club to the promotion of Mathematics.
3. Another suggestion: The organisation of such lectures specially the function of Congregations, which at present is the role representative of union between specialties.

4. Or: Could the President fix upon the right man to make this question a special hobby? [Other, like myself, would gladly second him: and any of these suggestions might be adopted.]

So far as appears, what is desired is:
(a) That a given day and hour should be appropriated to such lectures all the year round.
(b) Filled on the basis of external lecturers - invited to lecture "before the University of Chicago" including extensive lecturers of note.

members of the university will no doubt be willing to fill the greater part of the programme.

(c) The object is to create a habit of attending these lectures.

(d) The first year will be obviously of special importance.

(e) A money appropriation necessary.

The whole scheme is of fundamental importance in University policy: we suffer from over-specialisation in the sense of want of interest in one another's specialties.

R.G. Moulton
July 89
STATEMENT

CONCERNING TECHNOLOGICAL WORK IN THE CITY OF CHICAGO.

***************

I. It is universally recognized that the greatest possibility in the world for educational work in the line of engineering is to be found at Chicago. I have testimony to this fact from men of all classes and professions. The day is at hand when these possibilities should be realized.

II. To meet the demands of the situation, the work organized must be of the highest possible character. In other words, a school of technology in the city of Chicago must be the equal in every respect not only of institutions in this country, such as Cornell, the Massachusetts Institute of Technology, the Columbia School of Mines, but also of the great institutions in foreign countries, such as the Charlottenberg Institute.

III. The University of Chicago will be compelled, sooner or later, to undertake, either directly or indirectly, engineering work:

a) In order to round out the University as a whole. An example of this is to be seen in the present plans of Harvard University, in accordance with which engineering work and architecture are being developed in the Lawrence Scientific School, although the Massachusetts Institute of Technology is so close at hand. The University is compelled, as Mr. Eliot says, to offer the courses called for by the students; and so a duplication is being made, at great expense.

b) In order to make economic use of the present forces of the University. Today the University has departments in pure science. These have been developed, at great expense, as, for example, in physics, chemistry, and mathematics; but both professors and students feel the necessity in this practical age of making practical applications; in other
CONDUCTING TECHNOLOGICAL WORK IN THE CITY OF CHICAGO.

*******

If, as universally recognized, the greatest possibility in the work for reclamation work in the field of engineering is to be found in Chicago, I have testified to this fact from men of all classes and professions. The city of Chicago, when these possibilities should be realized.

II. To meet the demand of the situation, the work organized must be of the highest possible character. In other words, a school of the second order or less of the city of Chicago must be the study in every respect, not only the University or the community, such as Cornell, the Massachusetts Institute of Technology, the California School of Mines, but also of the attitude of Technocracy the Committee, Board of Mines, such as the Committee of 100.

III. The University of Chicago will be completely, sooner or later, (a) in order to those who are the University as a whole. An example of this is to be seen in the present plans of Harvard University in so-called "white" and "black" engineering work. With whom engineering, work and artistic, the student, the former, the Massachusetts Institute of Technology, as a whole, the Committee, and the Committee of 100.

IV. The purpose of this essay is to discuss the committee dealing for the students, and to make economic sense of the present forces of the University. To the University of Illinois, as well as a great example of this is the "black" engineering work. The University of Illinois, as a whole, the Committee of 100, and the "white" engineering work. The University of Illinois, as a whole, the Committee of 100, and the "black" engineering work.
words, of introducing technological work. And it is not an economical
and policy for the University to maintain expensive plants without some
practical outlet.

c) To make provision for men as distinguished from women. The
great danger in college and university work today is that the number of
men will fall below that of the women. This will inevitably be the case
unless those subjects, like engineering, in which men are particularly
interested, are cultivated.

Directly or indirectly, therefore, for this and for other reas-
ons, the University must enter upon the field of technological work.

IV. At the same time, it is perfectly clear that in a city like
Chicago, with so many needs and where so much is to be done within so
short a time, two technological schools, covering the same ground, are
undesirable. A hundred years from now there may be need of two; but
for the next hundred years one strong school is sufficient. If, there-
fore, the University of Chicago and the Armour Institute of Technology
could cooperate in this matter to such an extent as to prevent wasteful
duplication of expenditure, a great gain would be secured.

V. Armour Institute of Technology is now what might be called a
two-fold institution, inasmuch as it is engaged in two distinct kinds of
work; first, the preparatory school or high school work, for the larger
number of its students, in the lower field of educational work; and sec-
ondly, the school of engineering, in which the smaller number of its stu-
dents are enrolled, in which the higher work is accomplished. These two
kinds of work are entirely distinct. Both are most excellent; both
could be continued; either could be continued without the other.

VI. The present location of Armour Institute is admirably adapted
to the lower, preparatory work. It would be difficult to conceive of a
And it is not as economical to work in a way that does not provide the University to maintain experience plants without some personnel or equipment.

The "To make provision for men as an alternative from women, the relative experience of the women will fall below that of the men. The will not necessarily be the case. However, experience in the engineering to which men are particularly interested, are cut off.

Directly or indirectly, therefore, for this and for other reasons, one of the University must enter the field of technological work. At the same time, it is perfectly clear that in a very short time obstacles with so many needs and many no means to be gone within so short a time, the technological schools, concerning the same thing, are going to increase. A hundred years from now, there may be need of two, but preferably one.

II. The next hundred years: the American Institute of Technology

cooperate in this matter by such an extent as to prevent wasteful duplication of expenditure. A great deal may be saved.

A. American Institute of Technology: how what might be called a technological institution, is it now engaged in two different kinds of work? That, the preparatory school or high school work; and re-education of the "student of education, in which there is a larger number of the young men. These two kinds of work are entirely different. Both are most excellent.

In the present location of American Institute in California section.
better place for the conduct of such work,—that is, a place in which but greater good can be accomplished; xxx it is generally admitted that for the higher technological work, a work requiring great precision, the present location is not so desirable.

VII. It is to be noted that the presence of an institution of a lower grade will inevitably increase the value of property in its neighborhood. Families will move into the neighborhood, in order to educate their children. But it is equally true that an institution of the higher grade will not be of so much advantage to property in the vicinity. In the latter case, students of a maturer character come to the school, find a boarding place, and leave as soon as their education is finished. Many of these students will come a long distance. The actual advantage to property, therefore, of the higher school, with its more mature students, who do not live in families, is small.

VIII. There is no good reason why the lower, preparatory work, which is most important and which engages the larger number of students, should not be conducted at a comparatively small cost, in addition to receipts from tuition fees. This statement is based upon an experience growing out of the work in several similar institutions. It is safe to say, that the sum of forty thousand dollars a year, or even twenty-five thousand a year, is sufficient, with the tuition fees, to conduct the lower work now being conducted at Armour Institute, that is, the work of a preparatory character. On the other hand, the cost of doing the higher work is very great. It would be impossible to do this work on a proper scale with an income of less than one hundred thousand dollars a year, in addition to the receipts from tuition fees. The property, buildings, and equipment for such an institution would cost from five hundred thousand to one million dollars.
better place for the conduct of much work—part in a place to which
greater good can be accomplished; which it is generally admitted that for
the higher educational work, a work requiring great breadth, the
present location is not so desirable.

IV. It is to be noted that the presence of an institution of a
lower grade will materially increase the value of property in the locality.
In the latter case, students of a matriculation character come to the school,
and a producing resource, as far as their education is intended.
Many of these students will come a long distance to property, therefore, of the higher school, with the more mature stuff.

V. There is no reason why the lower preparatory work, which
is most important and which accomplishes the larger number of students, should
not be conducted at a comparatively small cost, in addition to receiving
the advantage to teach upon an experience growing
from tuition fees. It is easy to say
that the sum of forty thousand dollars a year, or one hundred-five thousand
and a year, is sufficient with the tuition fees, to conduct the lower
work now being conducted at Amherst Institute, that in the work of a
preparatory character. On the other hand, the cost of running the
kitchen, and with an income of less than one hundred thousand dollars a year,
in addition to the receipts from tuition fees, The property, plant, and
equipment for such an institution would cost from five hundred thousand
and to one million dollars.
IX. Both kinds of work referred to above were, it is believed, pleasing to Mr. Armour; but it is easily apparent that only a school establishing the higher work would be worthy of his memory. Mr. Armour was a unique man. His memory should be connected not with a school of which there are several of the same kind in the city of Chicago already; but with a school which should be the only one of its kind in the west and northwest.

X. It was in view of these considerations that, at Mr. Armour's request, a statement was prepared two years ago, proposing to continue the lower or preparatory work, in the present location of Armour Institute, and to establish the higher work at some point in close proximity to the University.

XI. The general reasons suggested for locating the work near the University's grounds were the following:

a) The school would, in this case, have the advantage of the university atmosphere; and this, as educators know, is something invaluable.

b) The school would have all the advantages of the departments of science already established. This would mean the saving of a large sum of money to the school itself.

c) The school would have the advantage of other departments than those of science; for example, English, French, German, etcetera, departments in which the students are expected to study.

d) There would be a great economy of administration, in connection with gymnasiums, general offices of administration, laboratories, etcetera.

e) There would be greater prominence and distinction for the school of technology, by being in a locality close to the University. It would thus be brought into close contact, and therefore striking con-
IX. Both kinds of work led me to grope more deeply into the problem of what kind of work a university man should do. The object of the university work would be work of the memory. The memory should be connected not with a school or a single man, but with a school or the city of Chicago or some point in the West. It seemed to me that some suggestion of the kind of work which should be done, and where it should be done, might be in view.

X. I saw in view of these considerations that the Armon's need of a statement was necessary for the present location of the university. It would satisfy the need of the work at some point in the university's proximity.

XI. The general lesson suggested for locating the work near the university's center was the following:

- The school would be the center of the university, and if the department of the sciences were established there, the sciences would be the center or a large and active school to the school's benefit.

- The school would have the advantage of other departments that were in some way related to its own, for example, History, Physics, German, etc.

- The school might well be in a position to attract the attention of the university.

- There would be greater prominence and attention for the school of science in connection with the adjacent departments of administration, etc.

- This combination of science and administration, etc., would prove a great economy of administration, Laboratories, etc.
trust with, the University.

f) Stronger men could be obtained for lower salaries. This has been found true in the Sheffield Scientific School and in the Lawrence Scientific School.

XII. The distinctiveness of the proposed school of technology, thus located near the University, would be secured:

a) In part from its very location, as has been suggested.

b) By employing a different system of architecture.

c) Through a separate faculty.

d) By the name.

It would be as much in the interests of the University as in the interests of the Institute of Technology to emphasize this distinction.

XIII. Should such cooperation be desired, two or three plans might be suggested.

1.

a) The maintenance of a separate corporation, as at present, for the Institute of Technology, with perhaps two or three University men in the board of trustees, this corporation to enter into a contract with the University.

Other plans might be suggested, but this has been thought to be the simplest.

The above suggestions are thus roughly presented, in accordance with the request of Mr. Black.
great with the university.

1) Extension men could be appointed for lower salaries. The use
been taken to date in the Efficient Scientific School and in the Lawrence
Scientific School.

XI. The administration of the proposed school of technology. The
located near the university, would be needed:

2) In part from the existing location as has been suggested.
3) By employing a different system of administration.
4) Through a separate faculty.
5) By the name.

It would be as much in the interest of the university as in
the interests of the Institute of Technology to emphasize the training

XI. Such a cooperation be granted, two or three plans might be
suggested.

I.

The maintenance of a separate corporation as at present,
for the Institute of Technology, with perhaps two or three universities
in the board of trustees. This corporation to enter into a contract
with the university.

Other plans might be suggested, but this has been thought to
be the simplest.

The space suggested are the Long Avenue premises, in second.
Chicago, June 29th, 1892.

Dear Sir:—

The University of Chicago has undertaken to establish a high grade technological institution, with special facilities for the various engineering courses, and several of the engineering societies have volunteered to aid the University in this work. The subject is fully set forth in the accompanying circular, which is commended to your earnest consideration. It is believed that all of the engineering and manufacturing interests in the city should esteem it a pleasure to assist in this great enterprise and the undersigned desire to bring this to your attention.

Very truly yours,
October 25, 1926

Dear Mr. C.

The University of Chicago has approved an exception to the normal requirement for the University of Illinois to the American Association for the Advancement of Science, and to the University of Illinois and the University of Chicago. This exception will be made in order to permit the University of Illinois to enter into cooperation with the University of Chicago in its work. The report is due on February 15th in the following year.

Sincerely,

[Signature]
Chicago, June 29, 1892.

Dear Sir:

A letter in the following form:

Dear Sir: - The University of Chicago has undertaken to establish a high grade technological institution, with special facilities for the various engineering courses, and several of the engineering societies have volunteered to aid the University in this work. The subject is fully set forth in the accompanying circular, which is commended to your earnest consideration. It is believed that all of the engineering and manufacturing interests in the city will esteem it a pleasure to assist in this great enterprise and the undersigned desire to bring this to your attention with a view to an early personal interview.

Yours very truly,

has been sent to each of the addresses on the enclosed list, and you are respectfully requested to write, if you will, and at your very earliest convenience, a short note to each of the several companies, urging them to do something in this direction immediately, because only ten days remain during which this sum of money must be secured. Prompt action on the part of all concerned will undoubtedly bring this matter to an early successful issue. The names attached to the circular letter sent out as above referred to are as follows:

John E. Blunt, Chief Engineer C. & N.W.Ry.
D. J. Whittemore " " O. M. & St. P. Ry.
John F. Wallace," " I. C. R. R.
H. C. Draper, " " Chicago, Alton & St. Louis Ry.
W. S. Jones, " " Chicago Union Transfer Ry. Co
Benezette Williams " Sanitary District of Chicago
E. L. Corthell, Consulting Engineer.
O. Chanute, " "
Isham Randolph, " "
J. J. Reynolds, Chicago Elevated Terminal Ry.

Any communication concerning this matter sent to Dr. W. R. Harper, University of Chicago, will be gladly received and promptly acted upon and Dr. Harper would go with you to meet any person on this subject, if requested by you. Trusting this will meet your hearty approval,

We are, Very truly yours,

Technological Committee.
Dear Sir:

The Director of the Office of Information is pleased to appoint Mr. John Smith as Assistant Director for the various divisions of the Office. Mr. Smith has extensive experience in the field of information and communication, and his leadership will be invaluable in our efforts to improve our services to the public.

Yours sincerely,

[Signature]

[Name]
The Chicago Bridge & Iron Co. (Rockery Bldg.)
The Edgemoor Bridge Works (c/o Chas. J. Morse, Unity Bldg.)
The Keystone Bridge Co. (C. L. Strobel, Chief Engr., Home Ins. Bldg)
The King Bridge Co., (John Lundie, Agent, Rockery Bldg.)
The Penoyd Bridge Works (E. W. Cramer, Agt., 656 Rockery)
The Pittsburgh Bridge Co. (W. W. Curtis, Agt., Owings Bldg.)

Shearer & Schniglau, Chicago, Ill.
The Kenwood Bridge Co., 614 1st Nat. Bank Bldg.
The Lassig Bridge & Iron Works (Cor. Clybourn & Rightwood Ave.)
The American Bridge Works (40th St., and Stewart Ave.)
The Illinois Steel Co. (1001 Rockery Bldg.)
The Globe Iron Works, (35 Indiana St., Chicago)
Detroit Bridge & Iron Works, Detroit, Mich.
Grant Locomotive Works (c/o Bogue & Co., Real Estate Bldg.)
Geo. M. Pullman, (201 Pullman Bldg.)
Westinghouse Air Brake Co. (Grand Pacific Hotel, City.)
The Chicago Bridge & Iron Co. (Rockeck Bridge Co.)
The Kenwood Bridge Work (e.g. Oen's. Morse & Uhl's. Bridge)
The Kenwood Bridge Co. (C.W. Eberhardt, Chief Engineer, Home In Bridge
The Kenwood Bridge Co. (John L. Halsey, Formerly Rockeck Bridge Co.)
The Poncha Bridge Work (W. W. C. Chapman, A.L. Creese, Rockeck)
The Poncha Bridge Co. (W. C. Chapman, A.L. Creese, Formerly Bridge
The Ridge Road Bridge Co. (A. L. Creese, Formerly, Chicago, Ill.)
Steel & Sanitation Chicago, Ill.
The Kenwood Bridge Co., 834 W. Van Buren St.
The Mildred Bridge & Down Work (B. A. O'Grady & B. W. Hall, A. P. N.)
The American Bridge Work (John H. & Harry E. Auer)
The Illinois Steel Co. (1010 Rockeck Bridge)
The Grove Iron Works, 922 Illinois St., Champaign
Davenport Bridge & Down Work (D. B. Osborn, H. W. Osborn, A. P. N.)
Grant Iron Works, 900 Monroe Ave., A. P. N.
Gee M. Fririn, 2021 North Lake Ave.
Weinman Iron Bridge Co. (Union Patent Hotel, City)
Dear Sir:

At a meeting of the Chicago Electric Club, held Feb. 3rd, 1892, a movement was started to establish a Technological Institution in connection with the University of Chicago. Papers advocating such movement were read by Francis W. Parker, Dr. William R. Harper, President of the University of Chicago, B. E. Sunny, Ex-mayor Roche, Hon. A. H. Revell, Dr. P. S. Henson, and others. As a result of this meeting a joint committee representing the Chicago Electric Club, The Western Society of Engineers and the Illinois Chapter of the American Institute of Architects was organized under the name of the “Technological Education Committee,” with the following membership:

B. E. Sunny, W. J. Chalmers, Isham Randolph,
F. W. Parker, S. S. Greeley, H. W. Hill,
W. A. Kreidler, L. P. Moorhouse, W. L. B. Jenney,
F. S. Terry, Willard A. Smith, S. A. Treat,
Elisha Gray, H. L. Bridgman, S. S. Beman,
R. C. Clowry, Sam'l C. Stickney, Dankmar Adler,

The membership of this committee is open to all scientific and technological societies, manufacturers' organizations, and others interested in this movement.

The object of this organization is to secure $250,000.00 for buildings and equipment and the contribution of machinery, apparatus, supplies, collections and other objects of practical or historical value for the thorough equipment of working laboratories and museums.

The University of Chicago contemplates the establishment of a Technological Department and has already secured from Mr. Sidney A. Kent $150,000.00 for a chemical laboratory, and confidently expects in the immediate future to secure in like manner a library building, costing a like sum, and at least one other laboratory building to cost not less than $100,000.00.

To properly complete such Technological Department, a physical laboratory and museum with equipment thereof are necessary. It is the object of this committee to secure the same.
As bearing upon this general subject and showing the importance of prompt action, it may be mentioned that Mr. Marshall Field, an earnest friend and liberal supporter of educational enterprises and of the University of Chicago in particular, has recently offered the University $100,000.00, conditioned upon the raising of $900,000.00 additional before July 15th, 1892, in which sum of $900,000.00 the above mentioned donations are included. It may be of interest also to note that it is confidently expected that when such sum of $1,000,000 shall have been so raised, the University will receive a like sum from other sources.

The University of Chicago will agree, so soon as such physical laboratory shall have been provided for, to employ the best director of this physical laboratory to be had for $7,000.00 a year, and will, beginning with the opening of the University, in the Fall of 1892, establish a Technological Department at an annual cost of not less than thirty-five to forty thousand dollars, increasing this expenditure and broadening the operations of this department as may be required. All this the University will agree to do in addition to furnishing the necessary land and the general cost for maintenance.

On the part of the three societies above mentioned it may be added that they are vigorously at work soliciting apparatus and the like, and many thousand dollars worth of valuable material have been promised as a result of their efforts, and very much more may be secured during, at the close and by means of the Columbian Exposition, provided that this department be put in successful operation at once.

The following telegram read at the meeting above referred to indicates the interest that is taken by representative men in this movement, and since the movement is now under the auspices of the University of Chicago, it is believed that the citizens of Chicago will gladly furnish the $250,000.00 required. The telegram is as below:

NEW YORK, Feb. 3rd, 1892.

"B. E. Sumn, Chicago Electric Club:

"We believe that an institute for the education of mechanical and electrical engineers would be an instrument of great benefit, and under proper auspices would receive ample financial support.

"Lyman J. Gage.

"J. J. P. Odell.

"F. W. Peck."

Professor Elisha Gray, than whom no scientific man stands higher, has offered the following thoughts upon this subject, and they are fully concurred in by the committee and are submitted for your consideration:
"The value of such an institution as is proposed, both to our city and to the country at large, cannot be too highly estimated. The time and place are most opportune. The time, because we are now passing through an era of development in all that relates to material and intellectual progress such as the world has never seen; the place, because it is proposed to work in connection with one of the greatest of educational institutions—one that is confined not merely to the training of the mind in purely technical matters and in things relating to the physical sciences, but in which attention is given as well to the moral and intellectual side, and to all that goes to make up a fully rounded character.

"The ordinary college education gives more attention to the purely literary and theoretical accomplishments, and not enough to the practical side; while on the other hand, the isolated technical schools dwell more particularly upon the purely practical features of an education, and do not give enough attention to the accomplishments, and to those things which tend to develop the humanitarian side of our nature. But when the two are properly combined, the one is a check upon the other, the result of which is to make the literary and professional man more practical and hence more useful, and the scientific and technical man more finished and better rounded in his character. In other words, the engineer is a better engineer for having a broad, general education, and the man of letters and those filling the various learned professions are far more useful for having lived and studied in an atmosphere of practical ideas."

We enclose you herewith a subscription blank which we hope will be filled out by you for such amount as you may feel at liberty to donate, and we further ask your assistance in securing additional subscriptions among your friends.

Any communications may be sent to either of the following:

Francis W. Parker, Chairman of Committee, 1007 Opera House Block, Chicago.
W. L. B. Jenney, Secretary of Committee, Home Ins. Bldg., Chicago.
Isham Randolph, President Society Western Engineers, 240 LaSalle St., Chicago.

Postscript. As this communication is going to press, it is learned from the very best authority that, with the exception of the $250,000 asked for by this committee, the entire $900,000 is practically arranged for. It will be readily seen, therefore, of what vital importance a prompt and liberal response to this circular may be.
SUBSCRIPTION.

Whereas, The University of Chicago contemplates, and in its plan provides for, the ultimate establishment of a Technological Department, and

Whereas, Its immediate establishment is conditioned upon, and it is understood will forthwith follow the presentation by the citizens of Chicago to the university, of an equipped Physical and Technological Laboratory and Museum—the University having agreed in that event to begin at once with an expenditure of at least $35,000 per annum on Technological work, and

Whereas, The Western Society of Engineers, the Illinois Chapter of the American Institute of Architects, and the Chicago Electric Club, with other interested societies and persons, have undertaken to secure subscriptions to the funds and contributions of machinery and apparatus necessary for the equipment of such a department of the University of Chicago, and

Whereas, $100,000.00 has recently been offered to the University conditioned on the raising of $900,000.00 additional before July 15th, 1892, of which sum the amount herein proposed to be raised will form a part:

Now therefore, in consideration of the premises, and each and every subscription to said object, we, the undersigned, agree to pay to the University of Chicago the sums set opposite our respective names, in four equal quarterly installments, beginning July 1st, 1892, such sums as far as provided, and as may be required to be used for the following purposes:

First, the erection of a Physical Laboratory to cost about $150,000.

Second, the equipment thereof to cost about $50,000.

Third, the erection of a Museum of Mechanical Arts to cost about $50,000.

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SUBSCRIPTION

[Text appears to be a typewritten letter, but is not legible due to the quality of the image.]

[Signature]

[Date]
I submit the following suggestions: (1) That the Athenaeum continue the departments of its work which has heretofore constituted its main activity, namely the offering of elementary instruction in common branches to young men and women busied during the day, but who can attend late afternoon and evening classes. This department of instruction would include such subjects as English Grammar, Elementary English Literature, Penmanship, Geography, U. S. History, Arithmetic, etc. This department of work would be carried on by the Athenaeum independently of its relation to the University.

(2) That all instruction in the Athenaeum involving College preparatory work be arranged and given as the work is arranged and given in affiliated schools; that is to say, under the general superintendence of the University, all instruction thus to be shaped with reference to the requirements of the University, and the work and examinations to be related to the University as that of the Harvard School, the Chicago Academy and other affiliated schools.

(3) That the University should control one or more rooms at the Athenaeum, in which instruction could be offered to classes organized in any subject (whether preparatory, College, or University) offered by the Class-study Department of the University Extension.

(a) In order clearly to adjust these classes and courses between the Athenaeum and the University, I should recommend

1) that all classes in College or University subjects be regarded as University Extension classes;

2) that all Saturday classes (whether in College preparatory, College, or University subjects) be regarded as University Extension classes.
The following statement: (1) The fact that

Although, as a rule, the appearance of the work without the
publication contains the main activities, namely the following:
the department, it is important to common standards. To some extent and
more in the published material, the fact that can arrive at a statement.

And another statement: This department of information about
inclusion and activity in English Grammar, Dictionary and Cultural
literature, Pennsylvania, Geography, History, American, etc.

And the department of work, which was mentioned on the

Additional information of the matter to the University.

(2) The article introduction to the Department of

College preparatory work is arranged, and given as the work to

券商, and given to the different schools: First is to say.

And another piece of information about the University. All

information must be added with attention to the department

one, the University, and the work and examination to be referred.

To the University as part of the University. The difference

Vecs and other other educational schools.

(3) The University of the University, and the University of the

University. All the work of the University. nothing be added to

course or career in the future Department of the

University Extension.

(a) In general, it is essential for general course, course, and courses

between the Department and the University, I should recommend

I (that of College is College or University, or University Extension be

required as University Extension Course). Here:

College, or University, or University (College, or University Extension

Extension course).
3) that all other classes including College preparatory work given at the regular sessions of the Athenaeum be regarded as Athenaeum classes.

(4) That free tuition at the University be offered to regular instructors at the Athenaeum.

(5) That one, or at most two scholarships be made available to students from the Athenaeum.

(6) That the Secretary of Class-study have an office and regular office hours at the Athenaeum.

In regard to the financial considerations involved in the above suggestions, I recommend

(1) That the financial side of the work described in (1) above be managed independently by the Athenaeum.

(2) The same should be done with reference to the College preparatory department, except so far as, incidentally, instruction in some of these branches might be given by instructors of the University of Chicago. In that case, that the University and the Athenaeum share equally whatever profit arises from tuitions received for that instruction, after the instructor has received his fee.

(3) That for the premises absolutely controlled by the University for its Saturday classes, and for advanced class instruction at other times in College and University subjects the University should pay to the Athenaeum a fixed rental and that the University should receive all the profits from tuition remaining after the instructor's fees have been paid.
I refer to the financial committee's minutes:

1. That the financial side of the work be handled by the University's administration.
2. That the same steps be taken with reference to the college's administrative department, as to the other institutions.
3. That the University's staff be informed of the University's financial situation and that the University send out circulars to all institutions for their information.
4. That the University advertise in the college magazine and University's weekly paper.
5. That the University report to the Secretary of the University's Finance Committee.

In regard to the financial committee's minutes:

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2. That the same steps be taken with reference to the college's administrative department, as to the other institutions.
3. That the University's staff be informed of the University's financial situation and that the University send out circulars to all institutions for their information.
4. That the University advertise in the college magazine and University's weekly paper.
5. That the University report to the Secretary of the University's Finance Committee.
(4) That the office of the Secretary of Class-study might be in the same room with that of the Director of the Athenaeum, and that in any case such office space should involve no extra rental from the University to the Athenaeum.
A) The Police of the Secretary of State.

Direct orders to the same room with that of the Director of the
Administration and that in each such office space shown
inclusion in the same manner from the University to the Administration.
Detroit, Michigan June II, 92


Dear Sir,

There is one result of my experiments with University Extension during the past two years which I ought to communicate to you. As in England and in the eastern cities, so here, the persons reached include few young men, and very few of these are workingmen.

I have discovered some of the reasons. The trade union men are shy of mingling with the ladies who dress well and have graceful manners. They are suspicious of the "classes." They like to manage their own affairs.

The lectures given by university men are too heavy for the young men who think a great deal but have had defective education in elementary branches of study. There are very few professors in our colleges who know how to drop the technical terms of the class room. Fewer still have social feelings in common with the workingmen. Few know where they must begin with such men in order to stand on common ground. The lecture method is of limited value with them. They need class work and a chance to discuss more than anything else. They often think and talk clearly if they are by themselves. I know them because I am often invited to meet with them in their own halls.
The present methods are very good to help teachers and young ladies who wish to pursue their studies, but they are totally inadequate to help the trade union men, the very persons we must help if University Extension is to be of the widest usefulness and make the University really popular.

I intend, if I can, to try another plan this coming winter. I shall use my acquaintance among the leaders of the unions to promote a scheme of having classes held in their own halls, in courses managed by some of their own men. We must let them control the entire matter and thus become accustomed to act for themselves. This of itself will be an education to them. Even then the progress will be slow, for they are tired at night and must rise early for their work. But in this direction lies expansion, if they can be interested in any way.

I offer this for your consideration for what it may be worth.

Yours cordially,

C.R. [Signature]
Chicago, Feb'y 16th, 1892.

Dr. Harper,

President of the Chicago University,

City.

Dear Sir:—

One of the greatest problems of this century is the movement and distribution of the products of labor so that a superabundance in one place may remedy a deficiency in another, and that production may be stimulated by convenient access to profitable markets. The boundary line between the United States and Mexico is also the boundary line between two great languages. From the Rio Grande river north to the Arctic regions the English language is spoken everywhere, and from the same line south through Mexico to Cape Horn, Spanish is the universal tongue.

Stretching south from the boundaries of Mexico through the continent of South America, lie countries endowed with all the wealth and beauties of nature; with climate and soil capable of producing the most valuable products of the tropics and semitropics;—coffee, sugar, rice, bananas, plantains, pineapples, coconuts, mahogany, rosewood, cedar, rubber, dye woods, gums, medicinal plants, fibers, and a host of other well known and valua-
Dr.

President of the Chicago University

C. T. X

Dear Sir:

One of the greatest problems of the century is the movement and distribution of the products of Japan so that a certain amount of resistance may remain a serious obstacle to markets and produce foodstuffs. The country line between the United States and foreign markets. Mexico is also the boundary line between two great systems. From the Rio Grande River west to the Pacific Ocean lies the English inheritance of Spanish America and from the same line south through Mexico to Cape Horn. Separated from this boundary line the continent of South America is separated from Asia by the Great Divide and west of this divide the most valuable products of the tropical and semi-tropical regions—coffee, sugar, cotton, rice, rubber, bananas, plantations, pineapple, coconuts, guava, loquat, and a host of other well-known and valued agricultural products. It is a part of other well-known and valued agricultural products.
ble products,—products that for ages made the East Indies so important to the world. Add to these a boundless supply of minerals, of every grade, from iron, lead and copper to gold and silver, and climates healthful and enjoyable.

Why is it that with two oceans connecting us with these shores, the trade and the commerce of these countries is controlled in Europe? That we possess no facilities for transporting our produce to them direct, or for receiving theirs in exchange?

The educated people of the Spanish republics have been educated in England, France and Germany. The people of those nations have catered to the taste and trade of the Spaniards, while Americans have neglected them. We have been so busy until recently developing our own country, that as a nation we have known little, and cared less, about our neighbors. The time is coming when a change in our policy is imperative. This has been recognized, by a closer study of the problems connected with foreign trade by all political parties; by a Pan-American Congress; by the establishment at Washington of a bureau of the Spanish republics; by a great railroad project to unite North, Central and South America, and by the World's Fair. I am satisfied, after personally visiting all of the Spanish republics, that these efforts on the part of our politicians, our merchants and our engineers are meeting with the heartiest co-operation of our Spanish neighbors. The
The American people, of the Spanish-speaking people.

- The people of the world.

And to those a pan-American supply of what

strengthen the ties, in our trade and cooperation, and mutually

work, and strengthen, respectively, and otherwise,

With it to start with two oceans connecting us with

these spaces, the trade and commerce of these countries to

contribute to Mundo. That we possess no territories for these

possibly any produce to the greatest of our economic powers in

exercises.

The Spanish-speaking people of the Spanish-speaking people have passed

- Spanish-speaking people.

To some have entered to the lands and lands of the Spanish-speaking, with

we have been so proud of it.

In a development and our country, that as a nation we have known it

the and cause less sport and more purpose.

This has been called

when a change in our policy is important.

necessary by a closer study of the problems connected with territories

this has been pointed out by a Pan-American conference on the

framework of political parties in a Pan-American conference on the

establishment of Pan-American of a purpose of the Spanish-speaking

by a great sectional project to unite North, Central and South America

get, and by the world's help. I am satisfied after perusal

attention, all of the Spanish-speaking, that there are places on the

part of our policy, one of our statesmen and our citizens the west-

and with the nearest co-operation of all Spanish-speaking. The
United States is entering upon an era of closer commercial inti-
macy, and an era of prosperous exportation and importation with
these neighbors, that will speedily astonish all by the volume and
value of the transactions. This trade will not be confined to
the coast, for already the farmers of the Mississippi valley are
sending to these lands the products of their canning factories,
their beef, flour and corn.

In view of these facts, is it not fitting that the new
University, keenly alive to the needs of our country, should take
special interest in this subject? Spanish will soon be recog-
nized as the most important of all the commercial languages to Am-
ericans; and as such, will no doubt be eagerly studied by wide-
awake students in the departments already organized. There is
another direction in which the University could do a noble service
and meet a necessity; that is, by making a special effort to se-
cure students from these Spanish countries. For years the rich
youths of these lands have gone abroad, often passing through
America on their way to foreign schools. In talking with the
presidents of several of these republics, they have asked why we
do not advertise our schools, and whether we really care to have
their children come to us or not. The character and condition of
the education desired is, approximately, as follows:

1st. The youth are from twelve to eighteen years of
age when sent abroad.

2nd. They should be placed in dormitories, where
United States is ensuring that all of their commercial interests

were and are of paramount concern, and that the

results will not be continued to

value of the transaction.

The cost for fragment the location of the Mississippi Valley and

serious to these issues the backdrop of their economic

interests.

In view of these issues to it not fitting that the new

University keep alive to the peace of our country's

safety, with goodwill soon be called

essential interest to the people. Spain will soon be recalled

since as the most important of all the commercial

interests to which were strategies in the depression

development of the University can be a more advanced

and meet a necessity; that is, in working a special effort to see

come submarine from these special countries.

You may of these issues have gone smooth after having brought

You may on their way to learning schools. In fact, with the

development of several of these programs, they have solved

not described our schools, and without we remain close to have

their critics come to us or not. The critics and condition of

the expectation needed in approximations is follow:

If the youthful are from twine to Gingrich year of

such

The youthful are placed in compartments were
they would be in a home atmosphere, and under the care of those who appreciate and understand the Spanish temperament and character.

3rd. They would require, first, a good Preparatory school education; then, four special courses in the University department.

At first it would be difficult to secure students who would remain through both the Preparatory and University courses. The young men are anxious to secure, first of all, a good commercial or business college education; next, special training in medicine, then in Chemistry, railroad and mining engineering. Men from twenty-one years of age, and upwards, could be secured as special students in portions of the University courses. The World's Fair will bring thousands of representative men, leaders in the Spanish nations, to Chicago next year, and a little organized effort would secure their interest, attention, and unflagging co-operation in this matter.

This subject has pressed itself so often upon my attention while traveling among my Spanish friends, that, as an alumnus of the old University, I take the liberty of calling your attention to this subject.

Respectfully yours,
The subject of the present paper is the use of the special techniques and equipment employed in the University of Mines. I take the liberty of calling your attention to this subject.

Respectfully yours,
Cooking School Teachers' League

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May 6, 1898

Respectfully submitted,
Chicago, Ill.

My dear sir:

For several years I have been looking for some wealthy, broad-minded women to establish and endow a school of Household Economics which should offer thorough instruction not only in housekeeping and household arts, but in all that pertains to home-making and the well-being of the family. I have not yet found her. But as I come in close touch every week with students, mainly seeking the opportunity they need of combining thorough practice and drill with broad scientific research under the guidance of competent teachers, I am more and more impressed with the belief that such a school is the greatest need of the century. Pratt, Breck, Arman, Lewis, Bradley and the departments in various Agricultural and other colleges are doing excellent work, but they fail to give the women qualifying as teachers of household science the practice and drill in a model home in all the household arts, which...
To: Director of Building

From: Mr. Johnson

Subject: Construction Progress

Dear Mr. Johnson,

I am writing to inquire about the construction progress on the new school building. As you are aware, the project has been facing some delays due to weather conditions and supply chain issues. We have recently received a shipment of materials that should allow us to resume construction next week.

Please let me know if there are any changes to the estimated completion date. It is crucial for us to keep the community informed about the progress.

Thank you for your attention to this matter.

Sincerely,

[Signature]

[Handwritten notes and signatures]
they agree in connection with scientific research under con-
tent instructors.

I should like to establish such a school in Chicago,
if it can be affiliated with the University of Chicago, in such
manner that the sciences should be taught by university
professors and upon the completion of a thorough course, diplomas
should be granted there.

This school, while in no way conflicted with Armour,
Lewis or Bradley institutes, as its pupils would be only Normal
and special students, and no classes of undergraduate could
be admitted. Mrs. Mary Wright Sewall and other prominent wo-
men of Indiana, desire me to locate this school in their
city, but it seems to me, Chicago, in near proximity to the
University, is a more desirable locality. And I write to ask
if you see any objection to the plan of the school in your
view. Please write me at your earliest convenience, as I
would like to open the school in Oct. or Nov. and expect to be in
Chicago early in June to look up the matter.

Yours truly,
Emma P. Ewing
Past month in connection with the 

Without any further ado, let me introduce

If you come to difficulties with the installation of the equipment, you can contact the manufacturer's support team.

The feedback from the customers is positive. It is performing as expected in all tested scenarios.

Please note that the equipment comes with a one-year warranty.

If you have any questions, feel free to contact us.

Thank you for choosing our product.

Best regards,

[Signature]
THE Normal Course of instruction in the Chautauqua Cooking School is arranged for pupils who wish to qualify as Housekeepers, Teachers of Cookery, and Matrons or Superintendents in educational, industrial and other institutions; and is so flexible that it can be readily adjusted to meet the special needs of any student of culinary or household science. The general features of the course are outlined in the following

SCHEME OF STUDY:

Constituents of food materials and their nutritive value, marketing, preparation and care of food materials, scientific principles involved in the mixing, seasoning and preparation of food, principles that underlie methods of cooking, correct combinations of different classes of food materials, diet and dieteries, harmonious, hygienic, and nutritive bills of fare, garnishing, carving and serving food, the science of healthful, economic and satisfactory living, the art of entertaining, systematic housework, house-keeping and home-making.

The Course will extend through six weeks—from July 4 to August 13—and will include the Domestic Science Lecture Course, to be given the week of July 18–23.

During the course the Dean and Professor Sheperd will discuss in daily lectures the various topics of the Scheme of Study, while practical instruction will be given by skilled teachers along approved culinary lines, in accordance with up-to-date methods of teaching. Ample opportunity will be afforded pupils for individual practice, and those qualifying for teachers of cookery will have the privilege of giving frequent demonstration lessons.

Terms: Admission to Normal Class—including the Domestic Science Lecture Course, $30.00. Admission to Normal Class, excluding Domestic Science Lecture Course, $25.00. Pupils of the Normal class will be admitted without extra charge to all demonstration lessons given in the cooking school during the summer.

For further particulars apply to

MRS. EMMA P. EWING.

P. O. ADDRESS: { CHAUTAUQUA, N. Y., during July and August.
{ 22 SUMMER ST., ROCHESTER, N. Y., balance of the year.
CANTATA COOKING SCHOOL
CHANUTAUQA N.Y.
1909

NORMAL COURSE

The Normal Course of instruction in the Cantataqua Cooking School is

organized to prepare young ladies in decorating and household teaching of
cooking and household training. It is so designed that it can be followed through in
many of the leading schools of the state of Pennsylvania and portable at home.
The

Student at the College of the course are outlined in the following:

SCHEME OF STUDY:

In conjunction with the main feature and upon matters of practical
instruction and care of household, you will work earnestly to have the
cooking and household training thorough. Constantly concentrating in the
principles of good and useful matters and on the principles that will
prepare you for good results. You will have the opportunity of
practising your work in the kitchen and household

The course will extend through six weeks—your time to August 15—
and will last three months. Because of the course you will

be eligible for the following position:

CURRUM: Admission to Normal Class—Including the Domestic
Science, Doctor in Music and Agriculture. Admission to Normal Classes will
be closed without extra charge to all students on a first come, first served
basis. The course is limited to 20 students.

For further particulars apply to

Mrs. Emma L. Hing
DOMESTIC SCIENCE LECTURE COURSE.

The Chautauqua management has arranged for the following course of public and class-room lectures on Domestic Science, to be given at Chautauqua during the week July 18–23, under the auspices of the Cooking School Teachers’ League:

Dr. Julius Pohlman, University of Buffalo, 3 public lectures on the "Chemistry of Foods."

Dr. Eliza M. Mosher, University of Michigan, two public lectures on the "Physiology of Nutrition."

Dr. Wm. Bainbridge, two public lectures on "Bacteriology in Food and Drinks."

Dr. Mary E. Green, President of the National Household Economic Association, one public lecture on "Household Economics."

The public lectures will be free; but each of these lecturers will give five class-room lecture-lessons on similar lines with the public lectures, for which an admittance fee will be charged. The class-room lectures will be exhaustive and up-to-date in the treatment of the respective topics named.

This series of public and class-room lectures will be of special value to cooking-school teachers, students of cookery, and housekeepers generally, and will be so arranged that the lectures will not interfere with each other, thus giving all who desire an opportunity of taking the entire course.

During the same week Capt. McIlvaine, a leading authority on Mycology, will give two public lectures of much interest on mushrooms, "Our Friends and Foes among the Toadstools" and "Edible and Non-edible Fungi."

For full information with regard to Chautauqua address

W. A. DUNCAN, Secretary,
CHAUTAUQUA, N. Y.
To the president of the Chicago University,
Prof. Harper!

Dear Sir:

You mention in your quarterly address that in America the line between Colleges and Universities cannot yet be clearly drawn, and that Universities have too much to do with preparatory work.

Prof. v. Helosk also states in his Convocation Address that in the United States, there is as yet not a single university in the strict attached to this word by Europeans.

Now I am a German by birth, received my whole education in German Gymnasia and Universities, and obtained the degree of Ph. D. But six years ago, in 1887, I left Germany, because every branch of learning was overcrowded there, and came to America to seek a new field of activity. Since that time, I have been teaching at Milwaukee, both privately and in some institutions—Greek, Latin, German, French, Algebra, Geometry and Trigonometry, and here I had a chance to study the American School system.

Now your statement induced me to write down the reasons for this peculiar state of affairs.
I call this state peculiar, because there are great means for establishing real universities, because good professors are on hand, (foreigners being engaged as teachers in modern languages, which is not the case in Germany) and, not the least, because the American student lacks, by no means in the intellectual power for doing such work as is required by universities. In general the American student is quicker in comprehension than the European child. And still there are no real universities, although the demand for such institutions is great.

As far as I can see, the reason for this lies in the arrangement of the work to be done in primary and in high schools or academies.

1. In primary schools much time is wasted with things that do not belong to a general education, as book-keeping (not to speak of Cooking and Sewing) which belongs to the special business education; besides there is in every business house a special mode of keeping books; and finally, not every student is going to be a bookkeeper.

All these branches that do not belong to a general education, ought to be omitted.
2. In Arithmetic, children have extracting of roots, also ratio and proportion, without being prepared for it by Algebra. Why not take Algebra itself, and anticipate part of this study in the primary schools, especially since many examples are solved better and more quickly by Algebra? Then geometrical problems are taken, too, which are partly very difficult for those children, because they have no idea of Geometry. Do not the elements of Algebra and Geometry belong to a general education, so that these branches could be taken up as studies in primary schools? I know they are taken in other countries. Therefore anticipate some chapters of Algebra and Geometry in primary schools.

3. In some respect much time is wasted with English grammar. I admit that, if we look at the present state of the English language, it is very difficult for a person that understands and speaks nothing but English, to have a clear, theoretical knowledge of his own language. For the English, that is written and spoken nowadays, has suffered in its external form; the inflectional endings are reduced to a very limited number; many verbs may be used
either transitively or intransitively, there is no visible sign in the external form of the words, or in the construction or order of the words in a sentence, whether a conjunction is subordinate or coordinate; other words may be either preposition or conjunctions; a special form for the subjective is nearly lost, and the indirect object is hardly distinguishable from the direct object. This want of inflectional endings and other signs of difference in the external form of the words is of the greatest hindrance to a clear insight into the grammatical construction of the English language, especially for children. For logical training of children's minds must begin with the explanation of the external form of the words, and then they may proceed to the meaning of the sentence, for children have a better mechanical memory which is very impresisible for the conception of different words, even if they do not understand the meaning of them; still, if eye and ear of the child perceive a different external form, the difference of meaning is more easily grasped, than if so many words sound or are spelled alike as in English. Here the child is induced to guide our difficult passages, and hunting only for
the general idea, it forgets to think what form this or that may be. But this lack in the external form of the words in English is originated, because English has grown out of a mixture of several original languages, among which Latin takes the principal part, for the greater part of all the words has been taken either directly from Latin or has passed through French into English. Therefore a theoretical knowledge of the English language principally depends on the study of Latin, even or especially in lower education for Latin offers all the advantages that are necessary for logical training of the children’s minds; its abundance of inflectional endings calls the attention of the child more to the external form of the words, even in its own language because the work that is required in studying Latin consists in translating Latin into English, by this the child will be obliged to express itself at every step in English, to find the equivalent expression in English; this study will therefore deepen the mental work of the child; besides its horizon will be widened in History and Geography, and the perception of the child will be clearer, to that it is
more prepared for higher work, where more logical reasoning is required.
Introduce therefore also the study of Latin into primary schools, not as a study per se, but as a help for English.
In Germany Latin is not necessary for lower education, because German is an original language and does not need Latin for understanding of its grammar.
But for English speaking people a certain knowledge of Latin is necessary.

But the question remains: "when ought an American child to begin the study of Latin?"

In England children begin to study Latin at the age of 8,
Germany 9,
France 10,
America 15-16 years.

Of course children of 8-9 years of age are too young to begin Latin; but it is rather late for American students that are 15-16 years old, to begin the study of Latin.
For the first work, which consists in learning mechanically the declensions, conjugations, and meanings of the words, is suitable
for younger children at an age of 12-13 years, when intellectual power is developing in children; but for students of 15-16 years, it is too hard work because they lose in strength of mechanical memory. They want to grasp everything with their reasoning; their mind requires other food. Besides, those textbooks that are now in use, are suitable for children of 12-13 years, while older students want to go right into the reading of connected stories as Caesar, Virgil, etc., and this desire is justifiable; but since the first work in Latin studying, is of merely mechanical nature—and that must be done at any rate—this drudgery of the work must be finished before the child comes to the age of 15 years. For the younger child learns more mechanically, and does not feel the drudgery of the work; but as soon as the lesson is over, all the trouble is forgotten. Of course a child needs more time for grasping Latin; but by going over it several times, and in small portions, an impression is made on the child's memory that it will never forget.
Therefore begin Latin in the 7th grade where the child is about 13 years of age.

Then the plan for the 7th grade would be besides the regular branches:

1. Latin as far as declensions, conjugations, and other things that assist the child in distinguishing learning to distinguish the several parts of speech in English (a special hour if necessary).

2. In combination with Arithmetic to begin in January to June Algebra, first 5 chapters of Webster's and the Addition, Subtraction, Multiplication, Division, and Simple Equations (x).

3. In combination with United States History take History of Greece and its Geography.

The plan for the 8th grade would be:

1. Latin: irregular verbs, some syntactical rules, cases, conjunctions — in order to be able to distinguish principal and subordinate clauses in English, to understand what is meant by "indirect object" in English.


September to January: Geometry. Elements about 3 books.
3. History of Rome and Geography of Italy

By this anticipation of studies in primary schools, the work to be done in high schools and academies will be diminished in quantity, but will therefore gain in quality. For, at present, high schools into which students enter at an age of 15-16 years, are overburdened with branches of studies; these are consequently hurried through with such a swiftness, that it is very difficult for a student to get a thorough knowledge of each single branch. In general, he has to take 4-5 subjects every day, and those are very important ones; and by that he neglects English entirely. Everything is done with too great haste, and the student cannot draw benefit from his reading. How much could a student learn in respect to practical eloquence, from examples of ancient eloquence, which has never been reached again and which has not yet recovered the grace of her former beauty? How much material is furnished to the student by a thorough study of Latin and ancient history?
But he cannot make use of all his knowledge, because he cannot digest all that learns.

The classical course in preparatory schools would then be as follows:


4 months: Solid geometry. Original problems.

6 months: Trigonometry. French or German.

4th year: English literature, Compositions and higher literature.
Latin, Greek, Homer, composition, light reading.

a sixth study may be added each year.

According to this plan the student will not have more studies than now; but by dividing them into smaller portions, he will be better prepared for doing university work than in the other way.
They have to add a few remarks on my personality.

I was born in 1859, entered the gymnasiurn in 1871, and the university in 1881, where I took a full course of six years (1881-1887) in various departments:

Comparative Philology x Sanskrit with Prof. Richel at Halle
Vulgar Latin
" Wölflin " München
German (Old x Middle High German) " Farnika, Leipzig
History especially Middle Ages " Arnold, Leipzig
" Dümmer
" Eicke, Hall.
Stenin
Heil x Halle
Küller, Ribbeck, Leipzig

Latin x Greek

I graduated in 1886 at the University of Halle and received the degree of Ph.D. on a philological and historical research about the "Triumphus S. Remedii". This work was written by a monk in the 11th and 12th Century, and was, as I have proved, interpreted at different times and probably not by the same author. This work was "accurate et vagarius omnia."
Now having had my time entirely taken up during the last few years with preparing students for Harvard and other colleges, I have scarcely found an hour for physiological research, which I like very much. Now I should like to be employed at first in one of the preparatory colleges, where I could find time to prepare some special field, and to work up into a regular university career. This, then, is my idea, and I hope to obtain some regular employment connected with the university, which will furnish me an occupation and a living, and still leave me time for original research and literary work. Can you offer me any encouragement in this plan?

If you would kindly name me an hour, at which I could find you at your office, I would take pleasure in coming down to Chicago to see you.

Respectfully,

Otto Dietrich, Ph. D.
Honor'd & Dear Sir:

In the hope that you have a special interest in the event at the University of Chicago, I venture to enclose you two newspaper articles, which I think relevant to the Chicago Sculptors' Salon Hall.
glue to his great Baltic which was designed for the World's Fair last year. But which, unfortunately never got farther than a dock in Brooklyn.

The work in question is Egypt. We're now at a storage charge of $75 per month. This, of course, is unbearable and the colossus is in consequence in need of speedy destruction by the dock owners.

It costs it Desguier Two Jears
of $1,500. or money, and as it said to be a work of very great power, beauty, originality, such a fate for it seems very cruel—especially in view of the fact that Longfellow's native city has never yet given him a commission, and also that in the last few years such enormous sums were paid to eastern artists, architects, sculptors, and landscape gardeners in the planning & creating of the White City.
My brother Mr. C. N. Sayre was in hopes that Mrs. Henry Marquand of the New York Metropolitan Museum and Mr. Field of the Chicago Columbian would be able to get the statue to Chicago. I gave it a place in the latter. But its great size—35 feet or more in height—has across the wing, precludes this disposition to it.

The problem now is to see if it can be solved.
Forsyth yesterday in the Chicago Record told the wedding service (I also ask: Son Park itself I believe?) is soon to be laid out by Mr. Frederick was blunder. It believing that was one less enlightened than influential than the great President of Chicago University can now avail to save this do nothing statue — I venture, dear Sir, to send you the clippings in question (one of which I myself wrote for the Chicago Journal over a year ago) — in the hopes of awakening your...
Sympathy to your possible grief for this truly tragic case. (Rudiger.return. him in his stamped envelope.)

My thought is--that if by good fortune you should become interested to save this unique art work--you might communicate with Mr. Olmstead, and if he should consider that placing this statue on the midway would be not only a very great one--but a very great & even sensational at traction--as say the Bavaria Statue at Munich.
Thomas Deni: I thought we might ship the Nile. It's a great Buddhas. In Japan.

et. et - perhaps your unit. ed influence might prove able to persuade the Parks commissioners to take it from the Brooklyn dock. I set it up wherever Mr. Amstard might think best.

To do this will cost $500, but it is only plaster. Hence it won't last very long once it's done. I'm idealess.
hi for any root. This fact is.
was designed for it can only be seen
to advantage upon a wide
stretch of flat green sward.

In doing so execute it. For his
Toni Doro carni's hope was
that if the public could
see it, they would like and
value it, so much that it
would not be much more
impossible to raise with 

needed is but it into bronze.
Main it was for Bastille's
to collect an equal or larger.
sum for the perpetuation of his very commonplace and in fact stupid treasures "Liberty" in New York harbor!

It would seem that there ought, ui sumptu justiciæ gradui, to be some colossal memorial statue or group on or near the site of the site, as a public recognition by the people of Chicago of the enormous benefits bestowed above all on themselves by the Creator.
The Capitalists who planned to carry it out, that most scientific of aesthetic genii who waved their magic wands and it was done.

And could not the inspiring spirit of the fair be better expressed than in this mighty among youths of Don Juan.

"Dreaming on the abyss of things to come?"

The sculptor's address is
John Talbot Toynbee
4 East 42d St.
New York.

If there be anywhere on your
undivided, honored, beloved
honor, any chance for his
great canoe, I am sure you
own sympathy for a Chicago's
genius will prompt you to
address himself about it.
He expects soon to go to Chi-
cago. Perhaps you will
at least let us know as to
write to him to call upon
you? - If he could find it
himself a friend, even
of his greatest stature can be saved. Still you might become interested to keep his
mind for some important commission for the future.

For example, there exists in Chicago a fund for commem-
oration of the Great Fire by a mon-
ument on the spot where it
was finally stayed. Douglas
said the fire to evade a design
for this monument of which
the idea could hardly be
better, i.e. a man in the
coral of an uprearing dragon
which he was fighting with
a sword — his sword being broken to show that he
fri was going to conquer.

My chief apology for trespassing so long on your valuable time
of attention, dear Sir, is that I saw your generous appeal
in the public press also by nearly all your faculty
for the maintenance of the Chicago orchestra. I feel that
you have a thankful care over all the higher interests of
this city — I am, with my
feel gratitude for what you
have done and done for women,
your most respectfully,
Melusina Fay Paris
William R. Harper, L. L. D.,  
President Chicago University.

Dear Dr. Harper:—-I wish very much that you could in some way make a musical department in the university and call Theodore Thomas to take charge of it. I do not feel competent to suggest the form that this should take, for Mr. Thomas very probably could not lecture or teach. The sort of connection I have in mind would be a credit to the university and it would give it a standing in this line not yet approached by any of the older institutions, and I am sure Mr. Thomas would consider it a great personal compliment—the compliment being more to him than a large salary. If such a connection was made he could form a grand chorus to be called the university chorus, the material for which could be drawn partly from the university and partly from the city at large. I presume it would be necessary to find a first-class drill master, and this of course Mr. Thomas could do.

If you think well enough of this to plan for it I have no idea what salary you would feel justified in offering Mr. Thomas, but to aid in accomplishing it I should be willing to contribute $1,000 per year for three years toward the salary.

I have not mentioned this to any one, even to Mr. Thomas, and if such an arrangement should be consummated my preference would be not to have my contribution mentioned. If anything is to be done about it the time is ripe, and from some intimations I have had about what is
Office of the Water, Business & Electric Company

Campion Self-Binders Mowers and Reapers

Chicago, May 14, 1893.

Mr. W. H. Bixler, M.A.

Department of Interior.

Dear Mr. Bixler:

I was very much interested to learn that you have come in some way to have a greater department in the ministrancy and call Theodore Thomas to take charge of it. It is not for me to commend your decision, but I have no doubt but that Theodore will do as much good for the cause of education as he has done for the cause of engineering and the like.

I am anxious to know if you have in mind any other section of the ministry that may need such a worker. I have more to do than a single man, if I am correct in the statement that the ministry is not a monastic life, but a life of labor and service. I believe that the man who is willing to labor for the ministry and take the responsibility of the work will find a place in the ministry that will be satisfactory to him and to the church.

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going on with the orchestra I believe such proposition would be peculiarly agreeable to Mr. Thomas now.

I wish I knew your views about this. Mrs. Glessner wishes me to ask you and Mrs. Harper to come in and dine with us at 6:30 some evening this week. We are engaged Wednesday and Thursday, but all other evenings are free and it will give us great pleasure to see you.

Mr. Thomas has now gone away, not intending to return to Chicago until fall, but I shall see him in Cincinnati next week, and if you should wish to talk with him can no doubt arrange for him to come here from there.

With kind regards, I am,

Very sincerely yours,

[Signature]
I was very glad to hear from you. I hope you will have time to come and give me a visit at 6:30 some evening this week. I don't expect Wednesdays and Thursdays, but if I can be free the other evenings I'll give us the nearest possible to see you.

Mr. Thompson has now begun week not intending to return to Chicago until fall. I may possibly see him in Chicago next week and if you happen to be in town, you might try to fix with him to go up among the points between for him to come here from Chicago.

Yours very sincerely, [Signature]

Mrs. [Signature]