I. Responsibility of a University for the physical well-being and all-around development of its students well recognized in the past few years, as indicated by the attention given to the following factors in many places:

1. Housing—Dormitories.
2. Food—Commons.
3. Social Development—Clubs, etc.
5. Medical Advice—Physical Examinations of the well, and Special Consultations for the sick.
6. Protection from Contagion, etc.—By Medical Supervision.

In some institutions courses in personal hygiene have been established for the instruction of students in fundamental factors that influence health and working efficiency, but so far, no adequate and coherent plan of providing proper care for the sick student or protection for the University community as a whole has been developed in any institution of importance.

II. Suggested Plan for the University of Chicago.

1. Organize Department of Health and Sanitation, which shall be made responsible for the supervision of student health and for the sanitary conditions of buildings and grounds, i.e., centralize the general administration of all factors modifying the health of the community, just as the responsibility for buildings and grounds is centralized.

2. Define the scope and purposes of this proposed Department somewhat as follows:
   A. Educational.
      a) Provide instruction in personal hygienic instruction to all students. Required of undergraduates, optional for others.
      b) Provide instruction in general, personal, and school hygiene to all students in the College of Education.
   B. Preventive.
      a) Close supervision of buildings on the campus with reference to dormitory conditions in general, such as cleaning, heating, ventilating, etc., etc., in cooperation with the Superintendent of Buildings and Grounds.
      b) Regular inspection of rooming and boarding houses, with a view to compiling a list of recommended places. (Already provided for.)
      c) Physical examination of students of all grades for the purpose of determining functional and organic status, and of obtaining a basis for advice as to general habit of living, exercise, and program, in general, insofar as health and working capacity are affected. (Already provided for.)
      d) Medical supervision of the children of the Elementary and High Schools for the purpose of guarding against conditions that favor disease and limiting the spread of any contagion that may obtain a foothold among the pupils, who are at this age very susceptible to acute infections. (Already provided for.)
   C. Curative.
      a) Provide medical advice and treatment for such students as may be sick at minimum expense to them; office
hours for those who can call; room visits for those unable to come to office, provide for daily morning reports from head of house or janitor in cases of sickness.

b) In cases where sickness is serious, or even of a sort that will confine the student to room for two or three or more days, arrange to place him in infirmary, (men at Hitchcock, women at Green,) or in University infirmary, if one is established, under care of trained nurse and own physician, if desired.

Many of the rooms, even in the dormitories, are not suited for the proper care even of slight sick persons. This plan would provide proper care and attention for the individual, as well as adequate protection for the community, at a minimum expense.

Operative or more serious cases would, of course, be sent to a regular hospital. In this connection, provision should be made for prompt notification of parents or friends, and duplicate lists kept on file at the President's Office and in the Physician's Office.

3. The Executive Officer of this Department should be a duly qualified medical practitioner and a regular member of the University faculty.

III. Discussion.

1. Advantages of the Plan. The development and operation of such a plan as the one proposed would have three principal advantages.

A. A single, well organized, clearly defined department would take the place of several agencies, loosely or not at all related, with large gain in efficiency, in proportion to the cost to the University, and a great saving, in the long run, to the individual student. At the same time it would afford adequate means for the protection of the community in general. Such an organization as this would make the repetition of such a mistake as the installation of expensive drinking fountains equipped with common drinking cups impossible.

B. This plan provides for definite, adequate instruction to two classes of people in a subject that has been largely, if not entirely, neglected in the curriculum so far, i.e., Hygiene.

a) The Undergraduate Body: Courses in practical, everyday hygiene. The grade and amount of ignorance on the simple, elemental facts of every-day living that exists among otherwise well informed men and women is astonishing, and can scarcely be realized by anyone who has not had an examining room and clinical experience.

b) The College of Education Students who are being trained for positions as teachers: courses in general, personal, and school hygiene, so that they may be prepared to deal intelligently with individual cases and general conditions that will be met among those for whom, as teachers, they will be responsible.

C. The educational value of conclusions based upon a careful study of the material made available in the course of the routine administration of such a plan would be very great.
III. Practicability.

A. Most of the factors necessary to the carrying out of such a plan are already available, though operating independently and with no harmony of action.
   a) A plan of co-operation between this department and the Department of Household Administration, by which the results of the inspection of boarding and rooming houses might be made available to the University Physician.
   b) University Physician.
   c) Various Physical Examiners: Drs. Small, Norris, Frew, and Haycroft.
   d) The resident nurse in the women's halls.
   e) Infirmaries, Green and Hitchcock, for minor cases of sickness.

B. A University Infirmary can be established. (See separate report.)


   A. Organization
      a) Appoint the executive head of this department, the University Physician.
      b) Make men and women now engaged in various sorts of work now in progress members of the staff of this department.
      c) Arrange for co-operation in practical administration of work with
         Department of Bacteriology.
         Department of Household Administration.
         Local Physicians.
         Department of Buildings and Grounds.
         Department of Hygiene and Physical Education at the School of Education.

   B. Instruction.
      a) Develop and give brief, adequate, required courses in personal hygiene to all undergraduates, men and women separately, in small groups.
      b) Develop and give general and special courses in hygiene and sanitation suitable for persons training to become teachers or public health officers.

   C. Sanitary Supervision: Periodical inspection of all places in which students lodge or board.
      a) Intra-University, making such recommendations to the President as conditions may demand.
      b) Extra-University, modifying the approved list according to conditions as found.

   D. Medical Supervision.
      a) Physical examination and advice based on data so obtained.
      b) Means for controlling such fees of acute infection as may appear.
      c) Supervision of all cases of sickness occurring among students in residence.
      d) Check up absences and find out causes. (Dean's Office.) Instructors report to office those absent two consecutive days.
      e) Proper disinfection where necessary.
III 3  E. Medical Treatment.

a) Ambulatory cases. Office fitted up for examination and treatment of such cases as present themselves. Main office and two extra rooms, one for men and one for women; physician assisted during office hours by nurse; medicine furnished at cost; treatment otherwise free.

b) More serious cases. Knowledge gained by daily morning reports of cases of sickness in dormitories or lodging houses by responsible persons, janitors, boarding-house keepers, etc. Failure to make report of case of sickness to be penalized. Morning rounds to investigate such cases, with a view to instituting proper measures.

F. Use the infirmaries now in existence, in which—

a) Equipment is already installed and fairly complete.

b) General expenses might be met from a special fund provided for the purpose, and from nominal fees from those treated.

c) Foods apply.
   1) Hitchcock—from breakfast room.
   2) Green—from women’s commons.

d) Supervision under the Medical Director—open to all students, whether under the care of
   1) The University Physician, or
   2) Physicians outside the University who may have
      been called in by the student.

G. Organize University Hospital near campus, which shall be available for the care of all emergency cases, cases of acute sickness, contagion, and otherwise.

a) Location—

b) General arrangement and provisions—

c) Financial outlay.
   1) Initial expenses—
   2) Maintenance—

H. Plans at other institutions. (Material being collected.)

Revision of plan
outlined March
1907. March 1910.
III. "Maiden's Embrace"

(To Cigarette case, Cigarette lighter, or Examination Room)

I am Newark, a taxi driver, and I have been a regular customer of your garage for many years. I have noticed that your service is very good and reliable. I am writing to you to express my appreciation for the excellent service you have provided for me. I have been a regular customer of your garage for many years, and I have always been satisfied with the service I have received.

I am writing to express my appreciation for the excellent service you have provided for me. I have been a regular customer of your garage for many years, and I have always been satisfied with the service I have received. I would like to recommend your garage to my friends and colleagues.

Thank you for your excellent service.

Sincerely,

Newark, NJ

1974, March 17th
A. Staff.
   a. Composition.
   b. Resignations and additions.

B. Buildings and Grounds.
   a. Value.
      2. Fields.
      3. Equipment.
   b. Additions and improvements.
   c. Administration.

C. Administration.
   a. Gymnasiums.
      1. Heating and lighting.
      2. Janitor service.
      3. Fees, lockers, suits, etc.
      5. General regulations.
   b. Fields.
      1. Improvements.
         --Stands.
         --Track.
         --Fences.
         --Tennis courts.
         --Grading.

D. The Work.
   a. General discussion of plan and scope.
      1. Changes in practical work.
         --Development of swimming, group games, inter-gymnas-
         --ium class contests, relay races, swimming contests,
         --etc.
         --Individual games and contests: hand ball, tennis,
         --wrestling, fencing, etc.
         --New Teams: basket ball, swimming, and gymnastic teams.
         --Influence of department on rules of games, etc.
      2. Changes in administration.
      3. Results of work.
         --Statistics of sickness, etc., if such are available.
   b. Physical examinations.
      1. Purpose and scope.
      2. Requirements.
         --Students doing regular required work.
         --Students engaging in competitive work.
      3. Number of students examined.
      4. Brief statement of findings.
   c. The required gymnasium work.
      1. The general plan.
         --Corrective.
         --Hygienic.
         --Recreative.
PROPOSED EXAMINATION FOR REPORT ON DEPARTMENT OF
PHYSICAL CULTURE AND ATHLETICS

A. Setup
   - Completion of registration and registration
   - Building and grounds
   - Value
   - Furniture
   - Equipment

B. Administration
   - Administration
   - General regulation

C. Improvements
   - School grounds
   - Textbooks
   - Teacher's manual
   - Tennis courts
   - Swimming
   - Gymnasium

D. The Work
   - General classification of plan and scope
   - Changes in present work
     - Development of swimming, track, tennis, and gymnastics
     - Improvements of recreation, tennis, and gymnastics
     - High school: basketball, football, swimming, and gymnastics
     - Introduction of department on rules of games, etc.
   - Objectives of examination
     - Preparation of teachers, etc.
     - Preparation of examination
   - Preparation of regular and regular work
     - Curriculum in preparation of competitive work
     - Preparing the examination
     - The examination
     - The general plan
     - Preparation
     - Examination
     - Reexamination
2. Registration.
   --Undergraduates and others in regular classes.
   --Estimate of number doing individual work.

   d. Competitive work.

   1. Intercollegiate.
      (a) Records of teams.
      (b) The University emblem.
          --Rules governing.
          --Customs in connection with it, as public pre-
          -sentations, etc.
      (c) Winners of the University emblem.

   2. Non-intercollegiate competitions.
      (a) Administration.
      (b) Statistics.

E. Special Points.

a. Honors.

   1. Individual.
      --Stagg on the Foot Ball Rules Committee.
      --Etc.

   2. Institution.
      --Exhibit at St. Louis.
      --Etc.

b. Gifts and permanent funds.

   1. Palmer chimes.
   2. The William A. Bond Medal.
   3. The Wilson Library.

F. Conclusions.

a. Development of the work of the Department.

b. Estimate of the probable increase in expense incident to
   such expansion.
   1. Staff.
   2. Equipment.

   c. Needs.

   1. Library.
      --Organization of material now at hand so that it may
      --be made available for use.
      --Suggest the fitting up of the west room opening off
      --the running gallery in the Bartlett Gymnasium at an
      --estimated expense of $ for equipment and
      --$ for attendance.

   2. Staff for present work.

   d. Necessity for the formulation of plans looking towards the
      development of courses designed to train students for teachers
      of Physical Training.
2. Recognition and Office to Legal Affairs.
3. Reorganization and Office to Grant Division.
4. Compeletive Work
   a) The University Empl. Depts
   b) The University Empl. Councils
   c) The University Empl. Committees
   d) The University Empl. Sections
   e) The University Empl. Committees
   f) The University Empl. Administration
   g) Special Topics
   h) Minutes

   a) Matter of the National Office in expense to
      1. Special Section
      2. Department
      3. Library
      4. Library

4.递交 for the purpose of preparing to present
   a) Necessary and the transmission of plans to prepare for
      development of a course leading to train students for teachers
      of primary training.
Sat Eve.

Dear Mr. Judson,

Your note gave me much personal satisfaction. I felt dubious as to your real standing on the main question. I see you understand the fundamental relation of this alphabet movement. I have not yet perfect evidence on that phase during the agitation. The arguments for a key alphabet are strong in its own right and pressing need of it. But the ultimate is to make simple and consistent spelling possible.

My interest in a strong letter something like inclusion from you is mainly sentimental. I confess I don't like to leave Univ. of C. out. But I have all I really need. More stronger than I suspected. But I would
like to include one from you if you incline. I cannot
seeking it otherwise.
The single last sentence in your note
is hardly enough, is it?
If you mail me
Monday will be time.

I am sending proofs as
all back to printer. I would
like to have you see more.
I take the liberty of
enclosing these two samples.
Please return them, with or
without one from myself,
as you may feel inclined.

Yours truly,

E. O. Vaile
June 1, 1911.

From Dr. Charles R. Van Hise

My dear sir:

In response to your letter of May 29

concerning a phonetic key alphabet to simplify
spelling, I have to say that I sincerely hope
such an alphabet may be adopted by the English
speaking people. The saving in mental energy
to many millions of people thru generations to
come would be simply immeasurable.

Very truly yours,

Charles R. Van Hise

Mr. E. O. Vaile,

Oak Park, Ill.
In response to your letter of May 29,

In preparing a document key in number to simplify conferences, a document key to a number to simplify conferences, I have to say that I sincerely hope the attempt, now an obvious may be acceptable by the English society because the saving in manuscript error, to many millions of people who will not realize to come morning or simply immediately.

Very truly yours,

[Signature]

Mr. G. B. W.'s
Oak Park, I.P.
June 5, 1911

Superintendent James H. Van Sickle
Chairman
Baltimore, Md.

Dear Mr. Van Sickle

I am very glad to hear of the adoption by the Department of Superintendence of the key alphabet for uniform use in indicating pronunciation. This is a distinct service not only to lexicography, but to practical education, and I trust that the plan may receive such endorsements as will lead to its adoption generally in dictionaries, text-books, and books of reference.

Very truly yours,

[Signature]
June 8, 1911

To: Superintendent James H. Van Scoike

Dear Mr. Van Scoike:

I am very glad to hear of the adoption by the department of Superintendent of the key slipper for the department of Superintendence of the key slipper for the department of Superintendence. This is a great step forward in the recognition of the importance of the key slipper for the department of Superintendence. The key slipper serves not only for the recognition of the importance of the key slipper for the department of Superintendence but for the recognition of the importance of the key slipper for the department of Superintendence. The key slipper serves not only for the recognition of the importance of the key slipper for the department of Superintendence but for the recognition of the importance of the key slipper for the department of Superintendence.

Can books on the key slipper be regarded as an encyclopedia, text-books?

Very truly yours,

[Signature]
Dear Mr. Judson:

June 2, 1911

I hope you will pardon me in asking for light. I have studied over the answer of May 30, the letter to you of May 27, but I cannot see how your answer fits. I enclose it that you may see. I did not say a word about spelling reform. That subject is immaterial a part of an object in this present stage. Was it a case of occult suggestion from the letter head under which I wrote?

I explained my special interest in getting a record of your judgment as to the desirability of putting a better system of key notation in place of the various systems of diacritics now in use. If you desire not to go on record I beg you to pardon for this second letter. If you are willing to join the great mass of leading educators in helping me I assure you I shall be glad. Very truly,

[Signature]

436 North Grove Avenue
Oak Park, Illinois
Very truly yours,

[Signature]

Oak Park, Ill. May 27, 1911

Dear Dr. Judson:

Cheerio, III.

Fees, University of Chicago.

Dr. Harry Pent Judson

Standing Committee

Office of Illinois State Teachers’ Association

OAK PARK, I1L. May 27, 1911

(Covered 1912)

On Simplified Spelling

Committee

[Partial text below]
Dear Mr. Henry F. Jackson,

Dear University of Chicago,

Mr. Year for January:

Over the past year, I have struggled to find the time to write you.

The past year has been a period of change and transition for me. I have been working on a new project that requires much of my time and attention. I understand that the condition of the committee has changed, and I hope to make some progress on it in the near future.

I appreciate your interest and hope you will continue to provide us with your support as we proceed with our efforts.

Yours sincerely,

[Signature]
Dear Mr. Wattle:

Chicago, May 30, 1911

[Handwritten text]

Very truly yours,

[Signature]

With best wishes. I am,

[Handwritten note: "in the very first"]

Note that in the following paragraph, the text seems to be written in a different manner. I don't quite like the tone, and so far as I can see, the question of the step by step thing can be done. Your key of subject is important. That may not be done. I do not believe, of course, to make the proper effort. I do not believe the time has come when the knowledge may be studied, and the only way to do it is my judgment to state together in the favor. I hope to have the day ended. My thanks to you for the important to the higher and the previous.

Yours ever, with esteem,

[Signature]
Mr. O. Welte
Oek Park, Bedford

Dear Mr. Welte,

I am honored to hear of the offer to represent us at the Innsbruck Congress. I hope to have the opportunity to meet you in person. I would be grateful if you could provide me with any information that might be helpful in my preparation for the conference.

I am confident that my presence at the congress will be a benefit to the organization. I am looking forward to the opportunity to contribute to the discussions and learn from the experts in the field.

I am enclosing a letter of introduction for you to show to the organizers. I will arrive in Innsbruck on the 2nd of June.

With best wishes,

Yours sincerely,

[Signature]
Mr. E. O. Watts,

435 North Grove Avenue,
Oak Park, Illinois.

Mr. Hudson,

Dear Mr. Watts:

Very truly yours,

[Signature]

Your note received. I generalized too far off course from your document and was looking to the day when the key黯thabet would be simply a part of a much larger movement, which I hope will come. I confess that I did not make that sufficiently clear in my letter. It seems to me that the alphabet in itself is a very good one, and cannot fail to answer the purpose.

Chicago, June 9, 1911.
Dear Mr. Wate:

Your note received. I regretted too far of

concern from your government and we look to the year when the key

stamped money be simply a part of a much larger movement, which

hope will come. I continue that I did not make that interpretation

clear in my letter. It seems to me that the exercises in fact to the

very early one, and cannot fail to answer the purpose.

Very truly yours,

H. F. Johnson
The accompanying is a copy of a letter which we have sent in reply to a correspondent. As the misinformation referred to seems widespread, we have thought it well to send out this copy somewhat freely to those who are interested in the N.E.A. alphabet.
The accompanying is a copy of
a letter which we have sent in
reply to a correspondent. As the
information referred to seems
meritless, we have thought it well
to send out this copy somewhat
freely to those who are interested
in the N.E.A. spread.

FUNK & WAGNALLS COMPANY
46 E. 46th STREET
NEW YORK
JUNE 7th, 1913
Mr.  

Dear Sir:-

Yours just to hand indicates that somebody is juggling with the truth in a remarkably free way. You say, "I was told at Mobile that the key alphabet, adopted at the meeting of the superintendents there, originated with the Standard Dictionary for use in its revision, incorporating some of the principles of the key used in the first edition, such as the pairing of the vowels, the three new vowels a, o, & u, the ai for i, the i for e, and the e for a". It appears that similar statements all wholly untrue have reached educators in different parts of the country. In fairness to the Committee of experts which prepared the alphabet, and the Committee of the N. E. A. which reported it for adoption at Mobile, the Funk & Wagnalls Company deem it their duty to state the exact facts that they may not receive credit which does not belong to them.

As the adoption at Mobile may prove historically important, it would seem worth while to get and keep the facts straight. The "Scientific Alphabet" employed in the first edition of the Standard Dictionary in 1891–1895 was the key alphabet which was the outcome of the labors of committees appointed by the American Philological Association in 1874–1877, led by Dr. F. A. March of Lafayette, Dr. W. D. Whitney of Yale (afterward Editor-in-Chief of the Century Dictionary), Dr. F. J. Child of Harvard, Dr. S. S. Haldeman of the University of Pennsylvania, and other recognized representatives of our great universities and linguistic science, to whom the subject of reforming "the monstrous spelling of the English language" was referred. It was then believed that one great step toward this reform would be the completion of a uniform key for respelling for pronunciation in dictionaries and other textbooks. This labor was undertaken by these men, and a partial key was produced. This partial key included the pairing of the vowels, the three new vowels a, o, u, the ai for i, the i for e, and the e for a, which you mention.

Under the advice of Dr. F. A. March, and by his assistance throughout the making of the first edition of the Standard Dictionary, we used this key for respelling for pronunciation. We had nothing whatever to do with originating the key; it was wholly the work of the linguistic scientists named above; nor had we really anything to do with its application in the Standard Dictionary – this we left wholly to Dr. March and his helpers. What was done in perfecting this key and in applying it in the first edition of the Standard Dictionary in 1891–1895, we understood was done in harmony with the
wishes of the leading philologists of this country and England. So much for this first attempt to introduce a uniform key for pronunciation.

The following is the true history of the relation of the Standard Dictionary to the "N. E. A. key" adopted at Mobile. This alphabet is in fact the outcome of the labors of philologists since 1874 to perfect a uniform key alphabet for pronunciation in dictionaries and school books.

Toward the close of 1909 the Funk & Wagnalls Company began their concluding work on the revision of the Standard Dictionary. So long had an agreement upon a uniform key been delayed, by the philologists and the committee of the N. E. A., that we chose a key for pronunciation of our own device, one in which the distinguishing diacritics formed integral parts of the letters affected. In a key alphabet for pronunciation it was, and still is, our judgment that the following features should be prominent:

1st. There should be one sound for each symbol, and preferably, but one symbol for each sound; altho this latter is not essential—it has been wittily said that there should not be more than one man for each hat, but there may be two or more hats for each man.

2d. The key alphabet should discard diacritics as far as possible, as they disfigure the letters and are easily broken off in the printing-office.

3d. The symbols should be made to harmonize with those of the Roman alphabet, as this would tend to uniformity in the more important Occidental languages, and lessen the labor of the English pupil in learning these tongues and of European foreigners in learning the English tongue.

4th. The symbols or letters should be kept close to those of the common alphabet, thus making it easy for the pupil who understands the one to comprehend the other.

5th. The alphabet should be so constructed as to suggest a fitting substitute (in the coming generations) for the common alphabet.

The key alphabet which we framed and chose for the revision in 1909, conformed, we thought, to these essentials. We had the symbols drawn, the matrices made, and the type cast. Typesetting machines were made to harmonize, and extensive and expensive keyboards were made by the Monotype Co. to play this key type. We sent in 1909-10 to a number of educators, sample pages of the dictionary in which this type for respelling for pronunciation was used, accompanied by an extensive circular unfolding our plan and the reasons for its adoption. These we sent to some members of the Modern Language and the Philological Associations, and to the members of the committee that had been appointed by the Department of Superintendence of the National Education Association and to some other educationists. We received many letters endorsing the alphabet, and on the other hand a considerable number criticizing it as being out of harmony with the plans being followed by phoneticists in this and other countries. It was urged that the key would add to the diversity of keys and tend thus to hinder uniformity, which the reformers of the language so greatly desired and had been at work for so many years to bring to pass.
In the meanwhile a uniform key—the so-called N. E. A. key that has since been adopted at Mobile—had been perfected by members of what was known as the Joint Committee, under the chairmanship of Dr. Calvin Thomas of Columbia University, a prominent member of the Philological and the Modern Language Associations. They had perfected the 1874-7 key of the Philological Association by a judicious use of the later studies in phonetics, and by efforts to comply with the needs in the schoolroom. In some points we preferred our own key to this key, but the argument that this N. E. A. key was the outcome of the labors of the greatest linguistic scholars in the country after the work of more than a generation, and that its adoption would tend to uniformity in the use of keys for pronunciation, had great weight. But we had gone to great expense with our key, and to substitute for it this new key would require much additional expense. Then there is a real advantage to a publisher of textbooks in having a key of his own, an advantage which he is loath to give up, for readers who become accustomed to a certain key are inclined thereafter to buy books that have it.

In April, 1910, after much correspondence and discussion with members of the N. E. A. committee and other practical educators, we told members of that committee that if they were in a position to reasonably assure us that this key would be acceptable to the National Education Association, and that this Association would urge it as a uniform alphabetic key for respellings, we would stand the heavy expense of substituting it for our key, resetting the portion of the dictionary already in type; that is, we would adopt the key as our preferred key for respelling in the revision of the dictionary, also in our future textbooks.

We were assured that the N. E. A. committee was unanimously in favor of the key and would report it favorably at the Boston meeting. The Boston meeting ordered the alphabet printed and distributed to all members of the Association. They referred it to the Department of Superintendence at its meeting in Mobile. The report endorsing the alphabet was accordingly brought before the Department by Professor Seerley, it being signed also by the other members of the committee, Mr. E. O. Vaile, Dr. Wm. H. Maxwell, Prof. T. M. Balliet, and Dr. Melvil Dewey. After addresses in its favor by Commissioner Brown, Mrs. Young, and others, it was adopted. We give these details as they show the extreme circumspection used by both the N. E. A. Committee and ourselves in this movement.

As a result of the agitation, we have substituted the key for our own in the present revision of the Standard Dictionary, employing it for respelling for pronunciation. For better or for worse, this is the exact history of the connection of the Funk & Wagnalls Company and their Standard Dictionary with the "N. E. A. alphabet." It is simply a story of a publishing-house surrendering what it regarded as fit, and substituting in its place what we were told the N. E. A. regarded as more fit—surrendering a matter about which the publishing-house frankly admits the National Education Association has the better right to speak with authority.

Now, kindly understand we are under no delusions as to this key alphabet and the relations of the National Education Association to it. We do not
dream for a moment that we have placed this Association under the slightest obligations to us by our having substituted this key for the key of our own device. We understood all through the controversy that the committee had no power to commit or bind the Association. The committee simply gave us its best judgment. We are also fully aware that an adoption by the N. E. A. would not bind that Association beyond a single year. Any further adoption must be gained by results.

Nor did we select this key under the delusion that it is scientifically perfect; we chose it as a workable key, which would not prove offensive to scientists. We think it a far better key than any heretofore used in dictionary or text-book, and it is as scientifically perfect as any that could be made workable - we recognize that it is a condition not a theory that confronts English spelling.

In 1909, when Dr. Calvin Thomas sent us his draft of this alphabet in writing us his judgment he wrote our own as follows: "Now, so far as I am concerned, I do not object to such a compromise alphabet as is here described. You could not call it a strictly Scientific or Ideal Alphabet, but it would be considerably better than the one used in the first edition of the Standard, and almost infinitely better than the system employed in any of the other great dictionaries, except the Oxford. When this becomes a practical question I am ready to give any assistance that I can."

The compromise (to which Dr. Thomas referred) made after years of struggle between the Scientists and the Practical Educationists of the N. E. A., affected in fact not many points - nearly all of them non-important, none really vital. Dr. Thomas's judgment has since been endorsed by such scientific phonetic scholars as Dr. Hempl, Dr. Scott (Secretary of the Simplified Spelling Board), Dr. Grandgent of Harvard, Dr. Emerson, Dr. Weeks and others.

Now, after having substituted this alphabet for our own, and having done this at the suggestion of the N. E. A. committee, we can be justly charged only with the sin - if sin it be - of being the first of the publishers to surrender to the N. E. A. on this question. But after having surrendered, to be charged with having "originated" the alphabet which we reluctantly accepted in the place of our own suggests somewhat the pathetic story of the patriot who died on the battle-field and had his name spelled incorrectly in the bulletins. To have this pass down into history, and be so acted upon would be droll.

Yours respectfully,

FUNK & WAGNALLS COMPANY.
Chicago, June 15, 1911

Dear Mr. Vaile:

Yours of last Saturday received. I have been out of town or I should have answered sooner. I think that the key alphabet suggested by the committee is a good one, and that if adopted it cannot fail to produce excellent results.

Very truly yours,

[Signature]

H. P. Judson

Mr. E. O. Vaile,
435 North Grove Avenue,
Oak Park, Illinois.
Chicago, June 15, 1937

Dear Mr. Allen:

Yours of last Saturday received. I have been out
of town on important personal business. I think that the key
situation of the committee is a very grave one, and that it
should be brought up to the Senate for immediate action.

Very truly yours,

J. P. Jackson
Memorandum to the President:

I attach hereto clipping from the RECORD-HERALD, of September 28th. If, as I judge from this item, there is to be a South Side County Hospital is it for the interest of the University that this hospital should be located near to the University? Might it even be to the advantage of the University to lease some of the land on the south side of the Midway for this purpose at a nominal rent? I am not sufficiently familiar with the plans of the University respecting medical work or with the desirability of relations with the county to have an opinion on the point, but call your attention to the fact that the county is seeking a location.

In this connection may I renew a suggestion which I think I made to you once before? I certainly have made it to Mr. Heckman. If the John Crerar Library should be willing to come as far south as the University would it not be very much to our advantage to give them land for building on a long-time lease at nominal rent? Of course
I submit hereby this thought note:

RACED-SENARID at September 28th. If, as I judge from the form of the
above note to the South Side County Hospital, it is in the interest of
the University to make this hospital available to the University
University, it may be of the advantage of the University to

continue to be the main supply of the University for the

I have some notes of the location of the main supply of the University for the

notes. If you need any further details, I will be in touch.

I have no further details to offer. If you need any further details, I will be in touch.

I have no further details to offer. If you need any further details, I will be in touch.

I have no further details to offer. If you need any further details, I will be in touch.
the only consideration that would induce the John Crerar Library to come to this point would be for the sake of proximity to the University Library and the Field Museum. When I made the suggestion once before I was told the Field Museum would not be located in Jackson Park, but the newspapers now report that the contracts have actually been let for its erection at that point, and I presume that this is correct. I learn from the Library itself that a site has not yet been selected, but that the committee will probably report at a meeting of the Trustees to be held the third week in October. I presume that they will judge fidelity to their trust requires them to build in the heart of the city, but again I feel that we ought not to fail of giving the matter due consideration, in view of the very great benefit which would result to the University.

President Judson.
The University of Chicago
Office of the President

The writer concludes that neither the 1950 Canadian financial

When I made the suggestion some years ago, I am afraid the idea never won any favor in the

But the University has lost sight of the Canadian Pacific Railway

been to the decision of the Board, and I assume that the

I am notified that the Finance Council of the University has been

I am notified of the Board of Trustees to be held in January of

reason for this may well be the fact that I have not

I am informed that the Finance Council of the University has been

Great penalty which may arise to the University.
Very truly yours,

Thanking you for the suggestion, I am.

It is necessary to be near the center of the city, I found, however, the kind of property I had in mind were too far from the city. Of course it would be very fine for all concerned if the John Cook Hospital and the John G. Garet Library were in the vicinity. I understand, however, they kind of property I had in mind were too far from the city. Of course it would be very fine for all concerned if the John Cook Hospital and the John G. Garet Library were in the vicinity.

My dear Dr. Burton:

Chicago, October 4, 1911
October 4, 1917

Mr. W.P. Murphy:

I note your suggestion re the South Side Community Hospital and the John Drake Library. So far as the Hospital is concerned, I am extremely appreciative of the recommendation of the Mayor's Committee. The Extension Committee has been working with the Superintendent of Cook County to make any connection with the extension of Cook County Hospital. The Extension Committee has been working with the Extension Committee of the County Board. The Mayor and the County Board have been very nice in every way. Of course it would be wonderful if you could succeed in the Louisville project.

Of course it would be wonderful if you could succeed in the Louisville project.

Thanking you for the suggestion, I am

Very truly yours,

Director E. D. Burton
The University of Chicago
Dear Mr. President, University of Chicago,

May 9th, 1911.

I have for some time been writing on the subject of the need for better preparation for business, particularly in the field of commerce. I believe that the University should take an active interest in preparing students for this important role.

I am not suggesting that the University should become directly involved in business, but rather that it should provide a strong foundation in the necessary skills and knowledge. This would include courses in economics, accounting, and management, as well as practical experience through internships or other opportunities.

I would be interested in hearing your thoughts on this matter, and I am confident that we can work together to improve the educational experience for our students. Thank you for your time and consideration.

Sincerely,

[Signature]
Dear Sir,

I have your letter dated July 1st enclosed. For some time, in writing to you about the position at the University of Göttingen regarding the Foreign Office, I now wish to take this opportunity of expressing my appreciation of the help you have been so kind as to give me in the matter. The position at the University has been a great source of satisfaction to me, and I am sure that it will continue to be so. I am very much obliged to you for your kind assistance in this matter, and I look forward to the pleasure of meeting you at the University in the near future.

Yours sincerely,

[Signature]
Dear Mr. Abraham A. M. President

We are pleased to receive your letter of June 5, 1911, expressing your interest in the proposed new building for the University of Chicago.

I want to assure you that the decision to proceed with the project will be taken into consideration. President Judson has received your letter of

Yours very truly,

Secretary to the President

Secretary to the President

D. A. Robertson

May 29, for which the doctrate is to thank you.

Chicago, June 5, 1911.
Boston, June 5, 191..n

My dear Mr. President,

I have received your letter of

May 28, and wish to express to your very sincere

appreciation of the interest you have shown in the subject

of the Income Tax. Your letter will be given the same attention

that your previous letter was given.

Yours very truly,

D. A. Roosevelt

Secretary to the President.
We, the undersigned, students of the University of Chicago, do respectfully petition the President of the University to consider our request for the founding of a Spanish House, similar in organization to the French House of the University of Chicago.

Name

Agatha Cavallo
Peter Saelas
Mrs. Chas. A. Messner
Marjorie June Love
Ruth Nelson
Bernard Brockstein
Ralph S. Boggs
Felisberto R. Villar
Rose Fishman
Kenneth Kneussel
Carrie G. Fight
Catherine Fakt

Mrs. I. High.

Elizabeth Wallace
I. D. Moore Baker

Max Deans
Frederick E. Stumhanser
Hugh T. Field
Peter A. Cavallo
Joe P. Smith

C. Doris Kings
Gertrude M. Sillman
Florence R. Lamb
Evelyn Fisk
Dorothy Lister
Lillian Wallis
Vincent Reynolds
Ruth E. O'Keeffe
Alfonso Iracelis

Anna Cleere
Enniece Hill
Charlotte Michaelsen

Florence MacClay
Mary P. Willingham
Jane B. Hawes

6025

to Jamaica

A. C. Leopold Jr.
R. M. Hokinson
Frederick V. Blankens
We, the undersigned, students of the University of Chicago, do respectfully petition the President of the University to consider our request for the founding of a Spanish House, similar in organization to the French House of the University of Chicago.

Names:

- Deana Bloomfield
- Nina Bensusan
- I. Redondo
- Fred H. Landeschi
- Laura Hanta
- Josephine A. Mansfield
- Ethelbert H. Hellas
- Charles F. Jasperman
- Ruth Weary
- Gertrude Bloom
- Martin E. Russell
- Franklin J. Behrman
- Al C. Levee
- Theodore M. Zalla
- Jerome V. Solomon
- Ralph Spaulding
- Mari Bachrach
- Mary Weldon
- Dorothy Ludwig
- Ruth Scudder
- Matilda Pomerantz
- Ruth Arbough
- Grace Astin
- A. J. S. Fiscer
- Alorine M. Culloch
- Julius T. Atwater
- Martin Kaulla
- Frances Leavitt
- Paul A. Lewis
- Phyllis Leonard
- Carol Barnes
- Winifred Wardlaw
- Virginia Bristow
- Ruth Freeman
- Mildred Walker
- Helen Morphon
- Virginia Strain
- Isabel Knuckles
- M. Bierman
- Aldona Mucha
- Hapfel Lutterman
- Edythe McC Lavin
to the University of California

[Handwritten text on the page]
We, the undersigned, students of the University of Chicago, do respectfully petition the President of the University to consider our request for the founding of a Spanish House, similar in organization to the French House of the University of Chicago.

Name
Helen Adele Cass
Muriel Snyder
Noel Black
Harriett Pender
Fielden Bingham
J. Burke
M. E. Duffie
Eleanor Branson
Joseph E. Voiles
Alfred Jones
Estelle
S. Watson Figur
J. Philip Costin
Ruth M. Thomas
T. H. Welch
F. Armstrong
A. Cowen
B. Meyler
W. Dunson
H. E. Beene
ViIdew Wernquist
Agnes Stanley

Name
C. V. Rose
Harry D. Meilshen
Rollin F. Whitney
Cecil A. Coppern
Ester White
Elsie Phillipsen
A. L. Holmes
Ivaer J. Kavanagh
W. F. Harrington
W. J. Edison
A. Shang Lin
Beatrice Burnquist
Addie Hardwick
Mr. Goodman
John M. Wilson
Charles E. Hallgren
J. Robert Andrews
J. A. Garcia, Jr.
J. E. Coburn
we the representatives of the University of
California, in accordance with the Constitution of the
University, to confer and decide on the removal of
the present house, situate in or near the town of

[Handwritten notes on the page, illegible]
We, the undersigned, students of the University of Chicago, do respectfully petition the President of the University to consider our request for the founding of a Spanish House, similar in organization to the French House of the University of Chicago.

Name

Bernadine Goebe
Estelle Bernstein
Father D. Golberg
Joseph John
Julian H. Spino
Mazel Phillips
Pauline Harris
Marion Wells
C. S. Gaffner
Raece Myers
Charles H. Kummel Sr.
London E. Smith
Virginia Riddell
Margaret Larrabee
Marvin Ford

Name

Viola Strange
Ruth Baker
Edward Lindblad
Louise Fletcher
We, the undersigned students of the University of Chicago, respectfully petition the President of the University to consider our request for the founding of a similar home, similar in organization to the House of the University of Chicago.

Name

[Handwritten signatures]
April 26, 1923.

My dear Mr. Coleman:

With reference to the arrangement for a Spanish House, petition for which was signed by a large number of students, I am obliged to report that it was impossible to find the money for this enterprise within the limits of next year's budget. It may still be considered as a matter which might be included in any plans for a possible increase of budget, but I think it is only fair to say that the prospects of its being put into effect next year are not very bright.

Very truly yours,

Mr. A. Coleman,
The University of Chicago.

RDB:CB
April 6th 1933

My dear Mr. Coleman:

With reference to the arrangement for a summer house petition for which was secured by a large number of subscribers, I am obliged to report that it was impossible to lend the money for the expenditure within the limits of next year's budget. It may still, of course, be secured as a matter which might be included in any plan for a possible increase of budget, but I think it is only fair to say that the prospects of the plan but into effect next year are not very bright.

Very truly yours,

[Signature]

Mr. A. Coleman
The University of Chicago

RD: 14
July 25, 1912

Dear Mr. Arnett:

Please send to President Vincent’s Secretary, University of Minnesota, Minneapolis, Minnesota, a blank form of agreement between the University and summer quarter instructors. Do we have a form now in use for regular appointees in addition to those appointed for the summer only?

Mr. Vincent’s Secretary is interested also in the form of our minutes of trustees. Have you an innocuous report which could be sent to him as a specimen of our present usage? He has undertaken to send to me an illustration of the way in which they prepare their regents’ minutes. Those, I am told, are printed and finally bound for the year with a complete index. I like the idea. When his form comes you may be interested in seeing it.

Sincerely yours,

Secretary to the President.

D.A.R.-R.P.

Mr. Trevor Arnett,
The University of Chicago.
July 25, 1912

Dear Mr. Wheat:

Please send to President Vincent a Secretary's Report

of discussion between the University and committee of

trustees. As we have a long program for education

apparatus to exhibit to those occupying the committee only.

Mr. Vincent, please interested to interest also in

the future of our minute of truantee. I have now no

information of report which cannot be sent to him as a committee on our

request. He was not informed to send to me as information of

the way in which these deposits shall be made, minute.

Thank you for your kindness and finally your note with a

complete thank. I take the pleasure when you come

you may be interested in seeing it.

Sincerely yours,

Secretary to the President

D.A.R.P.

Mr. Teagen Arnett,
The University of Chicago
Chicago, October 23, 1912

Memorandum for Mr. Robertson:

There are two little matters that I should like attended to:

1. I notice that the Library Supply Department sometimes leave their book wagon standing at the end of the Library over Sunday. It is not a very sightly object, and I suggest that they store it somewhere else. Please call Mr. Burton's attention to it.

2. I notice that the gate leading from 58th street into the back yard of Hutchinson Commons is very frequently open. It is extremely unsightly, as one sees through it nothing but garbage. Please call Mr. Barrell's attention to it.

H.P.J. - L.

The University of Chicago.
March 21, 1941

Attention: Mr. Department

I have the two letters sent to you.

Please find attached:

I believe that the Library Board's Department concerning these?

If you have any questions, please let me know.

If you need anything else, please let me know.

Thank you for your attention.

H.B.
Chicago, October 23, 1912.

Mr. T.L. Barrell,
Hutchinson Commons.

Dear Mr. Barrell,

The President in walking about
the grounds on Sunday and other days has noticed that the gate leading
from 58th Street into the courtyard back of Hutchinson is very
frequently open. Because the courtyard is of necessity a somewhat
unsightly place he desires that the gate be kept closed except
when necessary for the business of the Commons.

Sincerely yours,

Secretary to the President.

DAR.C.
Chicago, October 23, 1912.

Mr. E. D. Burton,
University of Chicago.

Dear Mr. Burton,

The President in walking about the grounds on Sunday noticed that the book wagon is left standing at the end of the library over the week-end. Because it is not a very light object he suggests that it be stored somewhere else.

Sincerely yours,

Secretary to the President.

DAR.C.
Dear Dean Angell and Dean Salisbury:

I am enclosing my recommendations to you as requested by President Judson. The recommendations for a number of departments—Botany, Zoology, Physiology, Physiological Chemistry—while fair and even generous, are withal so radical that I believe the department heads ought to be consulted in regard to the question whether the suggested changes can be made now or whether they should be spread say over two years.

In a number of cases I had to make tentative programs for the departments and I am enclosing these for your consideration. I believe they could be carried out with the co-operation of departments. I would like to suggest to Dean Angell that in future the blank sent out in the Autumn, on which the residence or non-residence of staff for the following year is noted down, be arranged so that in place of an indication of residence (usually an "x") the courses for each instructor be noted down. That should involve no trouble to the departments, as the arrangement of residence obliges the department to prepare such a program for itself. This program should be submitted in the above way to the Deans and should be subject to your approval. That is the right time and way to avoid the present complications, I believe. Changes in program will, of course, often be necessary and allowed, but only with your explicit consent.

I have been thinking that a maximum of 18 hours per week might be approved by all of us—providing for two courses of 3-lectures and 6 laboratory hours each. In the case of men not specially capable in research, such a maximum would involve no hardship at all, and with others we need not apply the maximum scale.

Sincerely,

Julius Stegley
President Harry Pratt Jackson
University of Chicago
Chicago, Ill.

Dear Sir:

It would, I suppose, be impossible to even
guess at the number of communications you receive
every year from interested alumni containing
suggestions meant to be helpful to their Alma Mater.
But however common such letters may be to you
I cannot help but add my word.

At the present time Rev. George W. Truett of
Dallas is conducting his two weeks of services at
Baylor. Baylor is his Alma Mater and it is the
custom to invite him down for two weeks during
every school year. Unless you have been present
when Dr. Truett was conducting such a series of
meetings I can give you very little idea of the
wonderful good which he accomplishes. In a
school of this size (little over eight hundred) the whole
faculty and the majority of the students are
professing Christians and lessons are made shorter, no athletic games are allowed, in short, the whole course of school life is for these two weeks subordinated to Dr. Truett's work, which is, first last and always, soul-winning.

Looking back on my own undergraduate days, I cannot but realize that almost everything of this character was crowded out, and only the small minority who had previous to their college days been deeply interested in the religion of Christ took pains to keep alive their spiritual selves. Even those who took such courses as the 'Life of Christ' were in most cases made more skeptical, and none were led to the Fountain of Life.

Dr. Truett has told me that he has repeatedly been invited to speak at the University and contemplates making a special trip sometime this spring or summer. Even if University students could not say that a popular evangelist was brought in to convert them when they realized that this man was written up by Collier's Weekly as one of the six leading preachers in America.
My dream is simply this, that Dr. Truett could have the same chance to bring this matter to the attention of students at the University of Chicago as he has here at Baylor. The early weeks of the spring quarter are as open as any in the life of a great university. The affair could be managed so that the undergraduate classes, the fraternities and other organizations would invite him to be their guest at special dinners. The thing was done that way for him at Colgate. Has not the U of C got time for such things?

I have written too much already, but I feel and I think many agree with me that the university cannot give a greater favor to its students than to carry on the series of meetings that are now being conducted here.

Yours sincerely,

Norman C. Paine '13.
Chicago, February 3, 1914.

Dear Mr. Paine:

Your favor of the 20th of January was duly received. It would have been answered earlier but for my absence from the city for a time. I am always glad to receive suggestions from the alumni. The Reverend Mr. Truett has been asked to preach one Sunday I believe in the summer. The special service to which you refer I do not think would be practicable here.

With sincere regards, I am,

Very truly yours,

H.P.J. - L.

Mr. Norman C. Paine,
Baylor University,
Waco, Texas.
Dear Mr. Prine:

Your favor of the 20th of January

was only received. It would have been amusing
to listen for my speech from the citv for a time.

I am likewise glad to receive your invitation from the
Rev. Mr. Trenchard. I have been asking 
the Reverend Mr. Trenchard to preach in the summer
special service to which you refer. I go out every

morning to practice piano.

With sincere regards, I am,

Very truly yours,

[Signature]

Mr. Mouser O. Prine
Baylor University,
Waco, Texas.
May 16, 1914.

Professor James R. Angell,
Acting President,
The University of Chicago,
Chicago, Illinois,

Dear Sir:

We enclose a copy of a minute adopted by the University of Chicago Club of Utah, May 4, 1914.

It is hardly necessary to indicate what to our minds would be the advantages to the University of Chicago from the adoption of the plan suggested. It would give the University an opportunity to extend its influence (1) through the work directly of the professor sent to the University of Utah, (2) through the contact of the University with the visiting professor from Utah, and (3) through the students from the state of Utah which without doubt would be attracted to the University from that state. The University of Chicago, moreover, would be enabled to furnish instruction in some lines not now readily available, for example, Western History, in the Geology of the Rocky Mountain region, and in American Archaeology.

As directed we are laying this matter before the University of Utah. We have unofficial assurances that the suggestion will be looked on with favor.

Very truly yours,

(Frank H. Fowler)
(For the Committee)
May 10, 1914

Professor James R. Angell
Acting President
The University of Chicago
Chicago, Illinois

Dear Sir:

We are changing our name to the University of Utah.

It is timely necessary to inform you of the change of the name.

It would give the University of Utah an opportunity to express the influence (1) through the work of the graduates of the University of Utah, and (2) through the graduates of the University of Utah, that our University of Utah is located in the state of Utah.

We wish to welcome you to our University of Utah.

Very truly yours,

[Signature]
Salt Lake City, Utah, May 4, 1914.

Your committee beg leave to report as follows:—

1. The committee recommends the adoption of the following minute:—

   The University of Chicago Club of Utah respectfully suggests to the University of Chicago and to the University of Utah the formation between the two institutions of an agreement providing for an exchange of teachers for some definite period of each year. Such an agreement might provide that the teacher from the University of Chicago should conduct one or more courses in the University of Utah and in addition give one or more courses of semi-popular lectures at the University or at some other place in Salt Lake City and that the teacher from the University of Utah should conduct one or more courses in the University of Chicago and in addition should carry on such research work in the University of Chicago libraries and laboratories as should seem best.

2. The committee recommends that it be instructed to send copies of this minute to the two universities concerned with such arguments in favor of the adoption of the plan as suggest themselves and that copies of the minute be sent also to University of Chicago men at the University of Colorado, the University of Wyoming, and the University of Idaho.

Respectfully submitted,

Frank H. Fowler
J. E. Tyree
R. A. McBroom

(Adopted May 4, 1914.)
Your committee per the report on the following minutes:

The committee recommends for adoption of the following minutes:

1. The University of Chicago and the University of Utah have been meeting for the past year and a half to explore the possibility of a joint program of education and training in the field of nuclear physics. The committee recommends that the University of Chicago and the University of Utah be approved to undertake this program in an exchange of expertise and resources.

2. The committee recommends that the University of Chicago and the University of Utah be given the authority to confer the degree of Ph.D. in Physics upon students who complete the program of study at the University of Chicago and the University of Utah.

S. The committee recommends that if it is not possible to send copies of this report to the two universities concerned to each other, the minutes of the meeting should be sent to the committee of the University of Chicago and the University of Utah for review and action.

Respectfully submitted,

[Signature]

[Date]

[Address]
Chicago, May 20, 1914

My dear Sir:—

I beg leave to acknowledge your favor of May 16th, with enclosure of action recently taken by the University Club of Utah with reference to the possible establishment of an exchange professorship system as between the University of Utah and the University of Chicago.

I find the suggestion extremely interesting, and I shall be personally gratified if it seems practicable to put it into operation. You no doubt are aware that President Judson is abroad for six months. Under these conditions you will understand, I am sure, the difficulty of securing speedy action upon your suggestion. The plan would require the endorsement of our Board of Trustees, and I am sure they would feel indisposed to act in the absence of the President,
My dear Mr. X,

I beg leave to communicate your letter of the 30th May, with enclosures of section recently taken by the University of U. C., with reference to the possibility of establishment of an exchange between your University and the University of Chicago.

I have the suggestion of an exchange in mind, and I am now preparing to write to the President of your University to explain the matter. Under these conditions, I will understand, I am sure, the difficulty of obtaining a reply, but the President of your University, for whose instructions you have now sent your letter, is at the London Conference, where I am quite well.

I am looking forward to your presence at the Conference, and I hope very much to...

Chicago, May 30, 1924
however cordial their personal attitude. I must, therefore, bespeak your patience in awaiting the President's return before definite reply is sent to your Committee.

Yours very truly,

Acting Vice-President

J.R.A. - L.

Professor Frank H. Fowler,
University of Utah,
Salt Lake City, Utah.
However great your deep personal affection I must acknowledge, please express your preference in selecting the President's next but one qualifying reply to sent to your Committee.

Yours very truly,

R.G.V.P._President.

Professor Frank H.ideon
University of U.C.P.

[Address and Signature]
Memorandum.

I think before we take up this matter seriously, we should need to know the men in the University of Utah who would be useful here.

We have various men, who would doubtless be very useful there. I should name as one Professor H. H. Barrow, who could give an appropriate course on the Geographic Influence in the Development of the Western States. It is quite possible that someone of our men might give a course in the Geology of the Rocky Mountain Region, as suggested. I note these suggestions as to subjects, however, are from the University Club of Utah, rather than from the University itself.

R. T. J.
I think that we need to focus on the environmental impact of our actions to ensure a sustainable future. The current trend of relying heavily on non-renewable resources is not only unsustainable but also harmful to our planet. It is crucial for us to explore alternative energy sources and promote conservation efforts. By doing so, we can contribute to a greener and healthier environment for future generations. Let's take responsibility for our actions and make conscious choices that benefit our planet.
November 12, 1914.

My dear President Judson:

The letter of Mr. Frank H. Fowler, representing the committee of the University of Chicago Club of Utah has been forwarded to me from your office. I have not talked with Mr. Salisbury about it, but I will hand it to him, and we will confer on the subject.

My own reaction is that the total outcome of the exchange professorship business does not tend to convince me of its permanent practicability or desirability. So long as it was a "scoop" for one or two institutions, they could derive certain temporary advantages from it. The moment the idea seizes a number of institutions, those advantages are considerably diminished and in my judgment they are largely neutralized by the interruption of the regular program of work which it is the business of members of a faculty to carry on. Not referring now to the European exchange professorships, and thinking of the example which has been set by Harvard, and which was evidently in the minds of the Chicago men in suggesting this Utah arrangement, in my judgment any member of the Chicago faculty, who is doing the kind of work which we are all supposed to be doing in order to be reasonably filling our places, would at least seven times out of ten be more valuable to Chicago by minding his business at Chicago than by conducting advertising expeditions to Utah, Colorado, Wyoming, and Idaho.

I do not mean by this that I have changed my mind about the value of visits by members of our faculties to educational institutions of all grades. Indeed, I should think it would be worth while to have a representative
very frequently meet faculties of colleges all over the country. I am not convinced, however, that we have a sufficient force to warrant depletion of it by transferring its members to other institutions for a sufficiently long stay to permit the offering of regular courses. We certainly could do this only in spots and I see no reason to conclude that the most eligible spots are those proposed in this letter any more than several other possible centers, and we certainly could not to advantage undertake to make impartial arrangements with all the institutions which might find such exchange to their advantage. My reaction is decidedly to the effect that with the exception of such visits of courtesy with one or two addresses if desired, covering as frequently as possible as large an area of colleges as possible, our best recommendation of ourselves is to develop our own work at our own posts.

I realize that there may be exceptional situations in which adherence to this rule would be unwise, but I am of the opinion that we should make efficiency and persistency at home our first objective, and that we should enter into missionary propaganda of the sort proposed only in cases of very exceptional promise.

Sincerely,

[Signature]

President Harry P. Judson.
page 10

Dear Professor,

I am writing to express my sincere concern for the faculty at the University. It is my understanding that faculty are experiencing difficulties due to the current administration's cuts on departmental funding.

I believe it is crucial for the university to address these concerns. The quality of education is directly affected by the resources available to faculty. If the administration continues to prioritize funding for non-educational departments, it may jeopardize the university's reputation and competitiveness.

I urge the administration to reconsider their approach to allocation of resources. It is essential that faculty have the support they need to succeed in their work.

Thank you for your attention to this matter.

Sincerely,

[Signature]
Chicago, May 20, 1914

My dear Sir:—

I beg leave to acknowledge your favor of May 16th, with enclosure of action recently taken by the University Club of Utah with reference to the possible establishment of an exchange professorship system as between the University of Utah and the University of Chicago.

I find the suggestion extremely interesting, and I shall be personally gratified if it seems practicable to put it into operation. You no doubt are aware that President Judson is abroad for six months. Under these conditions you will understand, I am sure, the difficulty of securing speedy action upon your suggestion. The plan would require the endorsement of our Board of Trustees, and I am sure they would feel indisposed to act in the absence of the President.
Ottawa, May 30, 1911

My dear Mr. [Last Name],

I feel there is no necessity for you to know the serious implications of the recent developments in the University of [University Name]. I need not explain that the University of [University Name] is a national institution and that the relations of the University to the Government of Canada are of the utmost importance.

I have been informed of the seriousness of the situation and the need for immediate action. I have been told by [Name] that the University of [University Name] is in a state of crisis and that the situation is critical. The University must take all necessary steps to ensure the continuation of its operations.

I have been informed that [Name] has taken steps to ensure the continuation of the University's operations. I am confident that the actions taken will be effective.

I hope this information is of assistance to you. Please do not hesitate to contact me if you have any further questions.

Yours sincerely,

[Your Name]
SAIT TAKE CARE OF THE
UNIVERSITY OF THEAE.
Professor Frank H. Porter.

T. N. A. - T.

notice for president

Your very truly,

Your Committee.

President's return before definite reply to sent to
therefore, bespeak your patience in awaiting the
however cordial your personal attitude. I must.

-2-
...however, contact with friends and relatives... I must...

...forward, pass on your knowledge to maintain the...

Your Committee.

Yours very truly,

Vice-Chair, Department

L.Y.A. — J.
Chicago, May 20, 1914

My dear Mr. Dickerson:—

I enclose carbon herewith of a letter, also submitted, which has just come to hand from the University of Chicago Club of Utah.

Obviously the matter under discussion would require action of the Board of Trustees, and you will see that I have expressed myself as feeling that the Board would be unwilling to enter upon such an arrangement in the absence of the President. I think the documents had better be in your hands, and I will request that on the President's return you bring the matter to his attention.

Yours very truly,

Acting Vice-President

J.R.A. - L.

Mr. J. S. Dickerson,
The University of Chicago.
Mr. Geo. W. Pickercorn:

I enclose carbon copies of a letter also submitted which you have just come to hand from the University of Chicago, C. C. of U. P.

Opportunity the matter under discussion might lead me to action on the part of Trustees, and you will see that I have expressed myself as leading the Board toward amending the present plan of the Trustees. I think the Board in the exercise of their powers will not be at fault in making the request that the Trustees accept your plan of the matter to the satisfaction.

Yours very truly,

Vice-President

The University of Chicago.
Sincerely,

matter come to me.

on the subject and give it to them. I will do so if the
come to your office, I hope you will have a memorandum
of American University. If question on the subject
be a proper subject for consideration by the association
matter of meeting a house. I agree with you that it would

regarding to your note of the 26th about the

May 29, 1914.

Dean of the Graduate School of Arts and Science

University of Chicago
Dear Mr. Small:

May 26, 1937

I understand that a report on the status of the

student exchange program is due to be submitted to the

Committee on the School of Commerce and Economics.

I am writing to request a copy of the report that you

sent to me earlier. I would like to review it in detail to

ensure that our exchange program is functioning as

intended.

Please let me know the status of the report and

whether it can be sent to me.

Sincerely,

[Signature]
Dear Mr. Smith,

Chicago, May 26, 1914

Secretary to the President

Sincerely yours,

Hindoo gentleman, I have asked him to confer with you, somewhat at variance with our own, would suggest this young hood the custom of the Canadian and British Universities, permits the Graduates freely to wear even the bachelor's hood. For the master's hood should not be brought up before the advice of learned and company. I wonder if the question wear at commencement. This is the hood applied to the master's hood which he expects to wear at the University of Chicago to wear in India. Stated that he the possibility of his receiving an emeritus from the degree, a Hindoo student. In making indications concerning one of our candidates for the master's.
Dear Mr. Smith,

One of the committees for the event,

suggested a simple request in making preparations for the

ceremony:

1. Make arrangements for a committee to oversee the

2. Provide refreshments for the guests,

3. Plan a small ceremony to mark the inauguration of the

I look forward to your cooperation.

Sincerely,

[Signature]
President Harry Pratt Judson,
University of Chicago,
Chicago.

My dear President Judson:

The General Assembly of Virginia at its last session enacted legislation permitting copies in bronze to be made of the historic Houdon Statue of Washington, which was made from life by one of the world's greatest portrait sculptors for the State of Virginia.

The marble original of this statue stands in the rotunda of the State Capitol at Richmond and is an exact fac simile of the person of Washington, having been made from actual casts and measurements of Washington taken at Mount Vernon by Houdon, and it affords those of this and future generations their only means of knowing the exact personal appearance of the Father of our Country.

At the last session of Congress the United States Senate passed a Bill to purchase two bronze copies of the Houdon Statue of Washington, one for the United States Military Academy at West Point and one for the United States Naval Academy at Annapolis. There is a fair chance of the Bill passing the House at this session.

I would like to have you consider the matter of purchasing one of these bronze copies of the Houdon Statue for the Chicago University.

A standard price of $3,750 has been established for these replicas. This includes a solid oak pedestal and all expenses of setting up. Five hundred dollars of this amount goes to the State of Virginia as a royalty for the benefit of the State Library Fund. On the base of each replica, to attest its authenticity, is the fac simile of the Great Seal of the State of Virginia.

In this matter I represent the Gorham Company who have been given the sole right to make these authorized copies by the General Assembly of Virginia.

Very respectfully yours,

Leslie T. McCleary
Mr. President Kehoe:

The General Assembly of Virginia is in its present session. An emergency legislation providing for the establishment of a state system of mental hygiene in the state of Virginia, has now made its way through the Senate and House of Delegates. The bill is on the floor of the Senate, and I wish to bring its importance to the attention of the body.

At the first session of Congress, I am satisfied that the United States, by virtue of the Constitution, would be a better government. By the United States, I mean only means of advance which the country possesses. The United States, has the power of its own, and the power of the Senate.

I would like to have your comment on the matter of

Let me express my best wishes for the General Assembly of the State of Virginia.

Very respectfully yours,

[Signature]
SECRETARY TO THE PRESIDENT.

DEAR TRUANT YOUNG,

I accept the matter of the present time that the University is not in a position to continue the position of the House at Washington. I regret to inform you of the necessity of securing a replacement concerning the possibility of securing a replacement. I wish to acknowledge your letter of December 14th.

PRESIDENT HENRY F. REED, YALE UNIVERSITY

DEAR SIR:

CHICAGO, DECEMBER 15, 1914
Date 1945;

Dear Sirs,

Enclosed herewith is a report of the examination of the warranty as per your request, and the report is certified to be true.

Yours faithfully,

[Signature]
MEMORANDUM
THE HOUDON STATUE OF WASHINGTON

LESLIE T. McCLEARY

THE Houdon Statue of Washington is America’s most interesting, inspiring and priceless art possession. Its history is inseparably connected with the history of the United States, and it stands as a perpetual memorial of the affection and gratitude of a Nation to its Founder.

The original, in marble, is in the State Capitol at Richmond, having been decreed in 1784 by the General Assembly of Virginia as an expression of the love and veneration of the people. To Thomas Jefferson, who was then one of our ministers in France, the Governor of Virginia largely entrusted the duty of arranging for the statue, including the selection of the artist. After consultation with Benjamin Franklin, the Marquis de Lafayette and others of Washington’s friends who were then abroad, it was decided to commission Jean Antoine Houdon, the foremost portrait sculptor of Europe, to make the statue. As Houdon stood away at the head of his profession then, and has never been equaled since as a portrait sculptor, he was in demand by all the royalties of Europe, and it was necessary for him to abandon other important work, notably a commission from the Empress of Russia, in order to undertake the Washington statue. But realizing with prophetic vision the opportunity of gaining everlasting fame by transmitting to posterity the face and form of Washington, Houdon accepted the commission although it involved great hardship and financial sacrifice.

"With that intuitive penetration which characterized him in the fine arts as well as in science and in government," Jefferson perceived that nothing short of an exact reproduction of the features and form of Washington would be of lasting interest or value; so it was decided that Houdon should proceed from France to America, where he could visit Washington at Mount Vernon and there study the man and absorb his spirit.

During the fortnight which Houdon spent at Mount Vernon he took casts of Washington’s face, head, arms, hands and chest, and made minute measurements of his body, "thus acquiring that intimate knowledge of his subject demanded by his mission."

The result of Houdon’s study and work was a statue of Washington which almost lives and breathes and speaks.

Jefferson, Madison, Monroe, Franklin, Marshall, Lafayette, and many others of the time who saw the statue and knew Washington, declared it to be his absolute likeness and image.

Lafayette’s words were: "It is a facsimile of Washington’s person.” Chief Justice John Marshall said: “Nothing in bronze or stone could be a more perfect image than this statue of the living Washington.”

"No statue or painting exists which is more thoroughly authenticated than this Houdon statue of Washington. From its inception to its completion it is historically marked by a chronological record of facts, resolutions and correspondence which will preserve its identity and character for all time; and what is more rare, its perfect similitude to the original is established by facts and opinions as convincing as human testimony can furnish.”

The Houdon statue affords the only means now available of getting a proper conception of the actual appearance of Washington, whom it proves to have been a magnificent physical man, the lines of the statue rivaling in strength and beauty the world-renowned Apollo Belvedere of the Vatican, which is the most noted ideal of the male human form. The statue, which is exactly life size, shows Washington as standing six feet two and a half inches in height, with great breadth of chest, symmetrically tapering from the shoulders to the feet, erect as an Indian, with a lofty, dignified and benignant bearing.
The statue reveals Washington standing erect with head uncovered, dressed in the military clothes which he wore in the service of his country, but the sword laid aside and a long cane in his right hand, thus strikingly symbolizing that for which Washington so strongly stood—the subordination of the military to the civil power. The associated symbols and devices are most befitting and intensely significant. The erect column of thirteen rods, one for each of the original States, fashioned like the Roman fasces, stands on the mold board of a plow. Over this column is thrown Washington's cloak, and on it rests his left hand, and from it hangs his sword, now honorably laid aside after having won the independence of the States whose united power was to be beneficently administered.

The Roman fasces was a bundle of rods with an axe in its midst, carried by the lictors in front of the chief magistrates of Rome as symbolizing the administrative power of the State. The plowshare upon which this rests symbolizes agriculture as the foundation of our national strength.

Thus the symbols, the fasces and the plowshare, the one representing authority, power and honor, the other representing the peaceful arts so congenial to Washington's tastes and feelings, seem most appropriate accessories to a statue of such significance, beauty and dignity.

The paramount idea in the minds of the Members of the General Assembly of Virginia in the creation of a portrait statue of George Washington during his lifetime, was to transmit to posterity an exact and faithful likeness of the face and form of Washington, to the end that all the people for all time might enjoy the priceless privilege of knowing the actual personal appearance of the Father of Our Country.

Recognizing the possibility of the destruction of the original marble, the General Assembly of Virginia, in March, 1851, passed the following resolution:

"Resolved, by the General Assembly, that, for the purpose of guarding against the consequences of any mutilation or destruction of Houdon's statue of Washington, believed to be the only correct representation in marble of the Father of His Country, the Governor of this Commonwealth be requested to cause casts in plaster to be taken from the said statue, and the same to be distributed amongst the several collegiate institutions of this Commonwealth."

This patriotic and far-seeing legislation seems never to have been acted upon.

There are, however, in existence ten authorized bronze copies of the Houdon Statue.

Of these ten copies, the State of Virginia itself presented one to the Government of the United States, one to the Government of France, and at the last session of the General Assembly of Virginia there was authorized a copy for presentation to the Government of Great Britain and Ireland. The General Assembly has also authorized a copy to be made for the University of Virginia. All of these copies so far made for the State of Virginia were made by the Gorham Company.

The other six authorized bronze copies of the Houdon Statue were made by William J. Hubbard of Richmond, under authority given him by the General Assembly of Virginia in January, 1853. After these six copies were completed the molds were destroyed, and for over fifty years the State of Virginia would not permit any further copies to be made.

These copies by Hubbard are located as follows:

One in the grounds of the State Capitol of North Carolina, one in the grounds of the State Capitol of South Carolina, one in Lafayette Park, St. Louis, one in the Metropolitan Museum of Art, New York, one on loan in the Corcoran Gallery of Art, Washington, D. C., and one in the Virginia Military Institute at Lexington, Virginia.

For the copy in the grounds of the Virginia Military Institute the State of Virginia paid Hubbard the sum of Ten Thousand Dollars, as is shown by Joint Resolution No. 12, Acts of the General Assembly of Virginia 1855—56, adopted March 8, 1856, which is as follows:
(Acts of Assembly of Virginia, 1855–6, p. 291)
No. 12—Joint resolution to authorize the purchase from William J. Hubard of a bronze cast of Houdon's statue of Washington.
(Adopted March 8, 1856)

"Resolved, by the General Assembly, that the Governor be authorized to contract with William J. Hubard for a cast of Houdon's statue of Washington, properly executed in bronze, and a faithful copy of the original, to be placed at the Virginia Military Institute at Lexington; and that the Governor be authorized to draw upon the auditor of public accounts for a warrant upon the treasurer for a sum not exceeding $10,000, to defray the expenses attending the performing of the contract, when it shall have been, in his opinion, faithfully performed."

(Act of the General Assembly of Virginia)

Permitting the Gorham Manufacturing Company, of Providence, Rhode Island, to make copies in bronze of the Houdon statue of George Washington from the moulds belonging to the State of Virginia.

1. Be It Enacted by the General Assembly of Virginia, That the permission and authority of the State of Virginia be, and the same are hereby granted to the Gorham Manufacturing Company of Providence, Rhode Island, to make further copies or reproductions of the Houdon statue of George Washington, from the moulds now in possession of the said Gorham Manufacturing Company, belonging to the State of Virginia, for any National, State, Territorial, County or Municipal Government, or for any board or commission representing any such government; for any university, college, school, library, art gallery or other educational institution; for any patriotic society, association, committee, or individual for voluntary presentation to any of the above mentioned governments, boards, commissions or institutions; or, for presentation to any duly organized board, commission or society having in charge the care and preservation of any historic spot closely related to the history and achievements of George Washington;

Provided, however, that the marble original of the said statue which stands in the rotunda of the State Capitol of Virginia, at Richmond, shall not be used in any way in the making of such copies or reproductions; and,

Provided, further, that there shall be on the plinth of every such copy or reproduction a fac simile of the great seal of the State of Virginia and an inscription as follows, to wit:

"Copied from the original by Houdon in the State Capitol at Richmond by permission of the General Assembly of Virginia."

Provided, further, that no such copy shall be made for any of the persons, firms, corporations or for any of the purposes or objects above enumerated, except by and with the approval of the Governor of Virginia, first obtained.

Provided, further, that the original moulds in the possession of the Gorham Manufacturing Company, the property of the State of Virginia, shall not be injured in the making of such copies.

And provided, further, that for each copy of the statue made the Gorham Company shall pay Five Hundred dollars into the treasury of the State of Virginia, which shall be put to the credit of the Library Fund.
June 13, 1916.

President H. P. Judson,
Office of the President.

My dear President Judson:

I wish to present an argument for the establishment of a Graduate School of Agriculture. It has to do, not merely with the development of the university in the direction of meeting a great need, but also it is a response to the gospel of "preparedness," for it means a better national equipment. I have put it in a form that should make the points easy to catch.

A start could be made, just as in the case of the School of Commerce and Administration, by proper coordination of work that we are doing already, with certain additional courses that could be given by men already here.

Yours sincerely,

John M. Coulter
June 14, 1946

To: President E. L. Azinger
Office of the President

My dear President Azinger:

I wish to present an argument for the establishment of
a Graduate School of Architecture. It was up to us, as faculty
with the development of the university to the status of
meeting a great need, but also to the expansion of the capacity
of "experience." You cannot mean a better training establishment
I have put it in a form that should make the point clear to

A great deal of what, just as in the case of the School

of Commerce and Administration, proper co-ordination of
work that we are going through with certain university courses
that cannot be given by men of less prerogatives.

Yours sincerely,

[Signature]
I. WHAT SHOULD BE ITS AIM?

(a) To train men in the fundamental science of agriculture, so that they may take positions in agricultural colleges, experiment stations, and the Department of Agriculture.

(b) To advance the fundamental science of agriculture, just as the Rockefeller Institute was founded to advance the fundamental science of medicine. In reference to plant production, many important fundamental problems are as yet almost entirely untouched, such as the physiology of disease resistance, of self-sterility, of fruit setting, etc.

II. WHY ARE NOT THE AGRICULTURAL COLLEGES MEETING THIS NEED?

(a) The demand for agricultural education has grown so fast that the funds and force of the agricultural colleges have been strained in instructing undergraduates.

(b) The demand for extension work and control work is keeping the experiment stations and the Department of Agriculture over-worked, with no opportunity to advance the fundamental knowledge of the subject. The demand for additional work in extension will increase enormously for at least seven years yet, under provisions of the Smith-Leever Bill.

(c) Legislatures, both state and national, are not likely to appropriate money for the advancement of fundamental knowledge, since they want very immediate practical results, which never make for the greatest advances in the subject.

III. HOW GREAT IS THE DEMAND?

(a) The younger men in horticulture and other fields of agriculture are looking for a place where they can do graduate work in the fundamental principles of their subject. They have learned to look for such work in private universities.

(b) The need of properly trained men is keenly felt in the U.S. Department of Agriculture, a very common expression there being that the Department wants to establish familiar trails between itself and the big private universities where the sciences fundamental to agriculture are organized and up-to-date.

(c) Experiment stations under the Hatch and Adams funds need men of such training.

The announcement of such a school would bring a great influx of men from experiment stations, agricultural colleges, and the Department of Agriculture. The land grant colleges, as I know from personal experience, will welcome such a move by a large private university.
I. WHAT SHOULD BE THE AIM?

(a) To train men in the fundamentals of agricultural experiment stations and the Department of Agriculture.
(b) To prepare men for positions in experiment stations.
(c) To develop the educational work of the Agricultural Experiment Stations and the Department of Agriculture.
(d) To develop the educational work of the Agricultural Experiment Stations and the Department of Agriculture.
(e) To prepare men for positions in experiment stations.
(f) To prepare men for positions in experiment stations.

II. WHY ARE NOT THE AGRICULTURAL COLLEGES MEETING THE NEEDS?

(a) The demand for experiment work and for technical work in education.
(b) The demand for experiment work and for technical work in education.
(c) The demand for experiment work and for technical work in education.
(d) The demand for experiment work and for technical work in education.
(e) The demand for experiment work and for technical work in education.
(f) The demand for experiment work and for technical work in education.

III. HOW GREAT IS THE DEMAND?

(a) The demand for experiment work and for technical work in education.
(b) The demand for experiment work and for technical work in education.
(c) The demand for experiment work and for technical work in education.
(d) The demand for experiment work and for technical work in education.
(e) The demand for experiment work and for technical work in education.
(f) The demand for experiment work and for technical work in education.

The demand for experiment work and for technical work in education is great. The demand for experiment work and for technical work in education is great.

The demand for experiment work and for technical work in education is great.
IV. WHAT SHOULD BE THE SCOPE OF THE WORK AT THE BEGINNING?

It should deal mainly with plant production (as distinct from animal production) for the following reasons:

(a) Plant production is by far the larger portion of the total agricultural product. Of the total raw agricultural product of 1914 ($9,873,000,000), considerably more than two-thirds was plant product.

(b) The equipment for the study of problems in animal production would involve an enormous output in stables, lands, stock, etc.

(c) The new venture of the Rockefeller Institute is taking care of the great problems in animal production, namely, diseases of farm animals.

V. WHAT ADDITIONS TO OUR WORK WOULD SUCH A SCHOOL NEED?

The additions to be provided for would be soil bacteriology, soil chemistry and physics, plant breeding, plant pathology, and economic zoology. Of course laboratories, plots of ground, greenhouses, would be needed as the work progressed.

VI. WHAT HAVE WE ALREADY FOR SUCH A PURPOSE?

Our present equipment for such a school might be mentioned as follows: fundamental work in physics, chemistry, physiological chemistry, zoology, and several lines of botany.

VII. SOME EFFECTS.

(a) Prominent men in the field of agriculture have stated that such a graduate school, founded on the proper basis, would be of greater significance to agriculture than any movement of the last three decades.

(b) Such a school would result practically in giving to the university a large number of high grade fellowships. Experiment stations and agricultural colleges would send many of their men on full or part pay to work at problems with an equipment of good libraries, modern methods, and scientific perspective. We have now one such man in plant physiology, and will have two beginning with the summer quarter.

(c) Such a school would put the university in touch with one of the very few fields of production, in which our excellent scientific equipment could be of great national service.

[Signature: John M. Coulter]
I. WHAT SHOULD BE THE SCOPE OF THE WORK AT THE BEGINNING?

It seems necessary with plant production (as distinct from
animal production) for the following reasons:
(a) Plant production is by far the larger portion of the

To/at the Agricultural Board of the

Commission of the two-fifths, whereas
plant production.
(b) The employment for the study of problems in plant production

would involve an enormous amount of patients, labor, etc.
(c) The new ventures of the botanist, entomologist, etc., are taking

case of the exact problems in plant production, naturally, increase of

(etc.)

V. WHAT ADDITION TO OUR WORK WOULD SUCH A SCHOOL NEED?

The addition to be brought for would be self-preservation.

The objective of any plant disease, plant breeding, plant pathology, and

soil chemistry may be preserved, and

Science's objectives. Of course, the attainment of scientific

Professor, gardener, and several times of our.

IV. WHAT HAVE WE ALREADY FOR SUCH A PURPOSE?

Our present department for much a school might be continued

as follows: Fundamental work in chemical, geometrical, physiological

applied to the, and several times of our.

IV. SOME EXTENSIONS

(a) Prominent men in the field of botany have stated

that none a botanical school, founded on the botanical basis, would

be of practical significance of botany in the movement of

the invention, because

(b) Some a school might receive practical training in giving to

the university a large number of high-grade field botanists.

We have

講座, "botanical," and will you even to

with the summer weather.

(c) Some a school would put the university in touch with

new or new work, like botanic or agricultural, to make one excellent

scientist, do with the ordinary service.
Chicago, June 15, 1916

Dear Mr. Coulter:

Yours of the 13th inst. with suggestion relating to a graduate school of agriculture is received. I am much interested in it. The time is not ripe I think for undertaking such an enterprise just now on account of other large things pending which we could not afford to complicate.

Very truly yours,

M.P.J. - L.

Mr. John M. Coulter,
The University of Chicago.
Drexel, June 16, 1916

Dear Mr. Confer:

Yours of the 15th inst. with

regretful reference to a graduate school of engineering. The time
in question I am much interested in if the aptitude test
is not true I think for understanding work, and experience is
very important on the subject of large finance buildings which we can try
not attempt to complete.

Very truly yours,

R.P. H.

Mr. John M. Confer
The University of Chicago
Dear Sir:

It has been suggested that instead of filling our public offices by the present cumbersome and expensive system of elections controlled almost entirely by political parties and in most cases by a few leaders in the party, that there could be and should be a method of selection, instead of election which would be much simpler, and give to all wishing office a fair and equal chance, and give to the public a much better class of office holders, as well as far less expensive.

It is believed by some that where a people pride themselves upon their educational institutions, schools, colleges and universities that an educational fitness for office would be much better than a political one; and that it is the character and ability to perform the duties and to give to the public the best and most economical service which should be the guide and not that he has been of great service to his party and controlled a lot of votes.

By a fair system of selection and competitive examination, every office in the state and nation could be filled and from the town clerk to the president of the United States, the man best fitted to fill the office and who would give to the public the best and most economical service, could be selected without spending millions in time and money and working ourselves into a political frenzy trying to control the most votes, this could be done as easily as we fill all our public schools every fall with good teachers without any political or financial panic, and without the aid of an organized political party.

By this means it is believed that the people of the United States would emphasize the importance of education and hold out as prizes the highest places in the land to be filled by those who were the most efficient and thorough in their educational and practical ability and who were willing to give the people the best service for their money.

It is claimed that under such a system we would be able to
Dear Sir:

I am pleased to hear of the interest of filling our position at the Bank of England. I am enclosing a letter from Mr. Smith who has been a多年 of service and knows the position well. Mr. Smith's letter speaks highly of your qualifications and experience.

Your qualifications and experience in the field of economics and finance would be invaluable to our institution. We are looking for someone with a strong background in monetary policy and a demonstrated ability to work effectively in a team setting.

We would be happy to schedule an interview at your convenience. Please let me know if this is possible.

Sincerely,
[Signature]
wipe out much controversy, discord and confusion, and that the following would be a few of the advantages that would accrue to the American People.

First.—All disputes as to the right, or advantages of woman suffrage would be forever settled; as no distinction as between sex, creed of color should be considered, but only citizenship, fitness and loyalty should count.

Second.—That by adopting a plan to let each applicant for office state the salary he or she would require to faithfully fulfill all the duties of the office, and other things being equal, giving the office to the lowest and best qualified bidder or applicant. All political boodle and graft would be cut out and a complete and final settlement of the salary question would be had where the people’s money would not be unduly squandered, and it is claimed with fair reason and grounds for such belief that the people of the United States would save annually over five hundred millions of dollars, and receive much better and more faithful service, as each one would hold his office solely upon his own merits and would be under no obligation to a political boss or fear no threat that he would not be elected again unless he did thus or so.

Third.—The millions of dollars spent by country, city, state and nation for registration, prisons, elections, contests, disputes etc. — with all the liability of quarrels, arbitration or war would be unnecessary. Also the loss to business and to the people in their time and money spent to attend to such duties would be avoided. There would be an end of the election frauds, and the control by party bosses, of wards, towns, cities and states, with the great boodle scandals, and that no longer could a few men dictate to the American people what their platforms should be and whom they should choose for office.

Fourth.—It is claimed that such a system would be much more democratic, as well as more equitable and just to every citizen
with our map conversation, ... and conversation; any that the follow-

PAINT.--If these so as to the right, or to the
accessing 100 miles or 2000 miles, ... and only accessible, ... we may of course be acceptable, and only accessible.

-And.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

all of the area of the oil, and our attempt, and some.

Given the ability to lower the level and not difficult, please to complete

If the oil to the north any last, and point a particular.

Then set back to the north, and not difficult please to complete.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

If the ability to lower the level and not difficult, please to complete.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.

The above area at the north of the beams, ... and only accessible.

Lack of a practical plan to use our deficiency.

and our attempt, and some.
as the examinations would be open to all qualified persons and it would require no fortune to get on the ticket or a party boss to control the election. There would be no vested interests controlling votes to elect a man to office solely so that he could and would further their aims after he was in office, whether to get a franchise, or some special law or favor.

It is believed that this change could be made with very little additional expense or trouble to the people. There need be no bureau established or a lot of additional high priced office holders as would certainly be required if a political party had control of it.

After a proper and regular constitutional amendment, there would be a list made out each year of all the offices to be filled in each town, county, city, state and nation, with proper qualifications and necessary requirements as to fitness, age, health etc., and a regular time set for examinations in every county, city and town, and any one feeling that he was fit and qualified to fill any office and wanting such office could attend these examinations and be examined for such office as he or she desired to fill, and all loyal offices would be filled by this examination. Those having passed creditably ofr higher offices in state or nation would be certified to the state examination which would be held later, and at that examination all state offices would be filled and those having creditable examinations for national office would be certified as the state's candidates for such national offices, not more than three persons for each office would be certified and later there would be held a national examination where the best from every state would pass the final examinations to fill all national offices and positions.

This would give to every person and every state an equal and fair chance for those national offices which were most desired, and the questions whether a state had a large or small electoral
As the examination money goes to pay for a piece of a large piece of equipment, it is necessary to pay all of the costs of the equipment. Therefore, it is necessary to pay all of the costs of the equipment.

If there is any change in the costs of the equipment, please notify the accounting department immediately. This is important so that any changes can be made to the payment plan.

Make sure to pay all of the costs of the equipment as soon as possible. This will ensure that the equipment is paid for in a timely manner.
delegation, whether North or South of Mason & Dixon's line, whether small or large, East or West, would no longer stand in the way of any qualified citizen of the United States.

That by placing the local elections in charge and under the supervision of the county superintendent of schools the county judge and the county clerk or other regular officers of the community, and the state elections under the secretary of state, the state superintendent of schools and the governor, little or no additional expense would be required for salaries and little or no collusion or frauds would be probable in the examinations.

The salary asked by the applicants should be considered together with his examination papers and other things being equal those willing to give their services for the least money should have preference so that public money would really become a public trust and the people pay no more salary than each applicant felt his services were worth in other lines of business.

It is believed that with a few safeguards this system would be very nearly perfect, and give a much longer life and more stability to our government than is possible under political control, for look at it as we may, there is no question but that the downfall of every great nation in the past was largely caused by party and political intrigue. One safeguard and a wise one some think would be that no one in office and receiving public funds for his services should be allowed to run for office or seek a higher one till his time had expired and he was again a private citizen. This would give a fairer and equal chance to all and one would not be using the time paid for by the people for his own advancement and interest.

Again, it is believed that no office should be held for a longer period than four years by one person at any one period. At the end of that period give another a chance, but place the person who had filled the office with credit on the roll of honor to be drawn on should that office become vacant from death or sickness or any other cause of its applicant.
The mysterious case of the missing diamond

The Heirloom of the Margrave of Flanders

A nobleman's family has suddenly vanished, leaving behind a valuable diamond necklace. The police are stumped, and the community is in uproar. But there is one clue that might lead to the solution: a letter found in the necklace box.

The letter contains a coded message:

-To identify the actual owner of the necklace, one must follow a logical sequence of steps.

1. Locate the first clue, which is hidden in the family's old estate.
2. Solve the riddle, which involves finding a key that unlocks a secret room.
3. Inside the room, a cryptic message is found, leading to the next clue.
4. The final clue will reveal the identity of the necklace's real owner.

The community is invited to participate in the search, and a reward of one million dollars awaits the first to solve the mystery.
It is well to here recall those words and thoughts of one of the greatest statesmen of our nation, Benjamin Franklin. "I have observed," says Franklin

"That the great affairs of the world, the wars, revolutions, etc., are carried on and affected by parties.

"That the views of those parties is their present and general interest, or what they take to be such.

"That the different views of these different parties occasion all confusion.

"That as soon as a party has gained its general point, each member becomes intent upon his particular interest; which, thwarting others, breaks that party into divisions, and occasions more confusion.

"That fewer still, in public affairs, act with a view to the good of mankind.

"Those who govern, having much business on their hands, do not generally like to take the trouble of considering and carrying into execution new projects.

The best public measures are therefore seldom adopted from previous wisdom, but forced by the occasion.

"There seems at present to be great occasion for raising a United Party for Virtue, by forming the virtuous and good men of all nations into a regular body, to be governed by suitable, good and wise rules, which good and wise men may probably be more unanimous in their obedience to, than common people are to common laws.

"I, at present, think that whoever attempts this aright, and is well qualified, cannot fail of pleasing God, and of meeting with success.

BENJAMIN FRANKLIN."

Surely there was never a man better qualified to judge these things than Franklin, how close a student of such things is clearly shown in our own political history since that time. He
seems surely a true profit, and is it not a fact that our present wars and all those in the past, are almost entirely caused by politics and political interets of some rulers or monarchs, or what they take to be to their interests, and have to gain through a condition effected by war.

Why not remove this volcano from our midst, when at any time it is liable to erupt and destroy the peace and permanency of our own government? A system like the one proposed, it is believed will give a new lease of life to the nation, restore stability and encourage that economy and thrift which our forefathers wisely thought so essential for a good government/

It is held that when a community is small like that of our original colonies where every one knows equal well all the others or has had any opportunity to do so, a choice by ballot is a fair and equal way to decide questions, such would still be so in a small town or church congregation or Sunday School.

But where a nation has grown so large as the United States or even so large as any one of them, so that it is entirely impossible for the average voter to know the candidate personally or even have any general knowledge of his beliefs or ability save that given out by stump speakers in a public campaign, the ballot is in no way a safeguard to or an expression of the voter's real wishes and desires.

All the voter knows is that a political party has put up a man whom he may have the great privilege of voting for or against as the limit of his great political freedom and right as a citizen of the United States.

It is believed that the growth of labor unions, strikes, and anarchy is largely caused by politics and parties who to gain their votes foster their purposes and desires whether they accord with our constitutional rights and liberties guaranteed as we suppose by the Declaration of Independence and the constitution of the United States or not.

It is desired to get the views of the best and as Franklin
saying the virtuous and good men. To see if there is not a mutual desire to give to our country the best constitution and laws that the world has ever known —laws that would make be uniform and fair and just in all the land and for all the people and based more upon the principles embraced in the "Golden Rule."

As an educational leader your views are earnestly requested, whether you can agree and support these suggestions or would prefer to offer some further suggestions or just criticism. With all credit and praise for the wisdom of our forefathers it can hardly be expected that they could comprehend and see the future growth and changes in the conditions both of the people and things generally, with only the experience of the laws as they existed in their home countries. They could not provide all the needs of their posterity to insure to them their desires as expressed in their Declaration of Independence.

Kindly give your views and position on this subject which will be held in strict confidence if you prefer.

Find stamps enclosed for your reply and the return of this communication and oblige,

Yours for the betterment of mankind,

G. A. Williams,

Address Madison, Wis.

I would like to meet a man who would be able and willing to spend one million dollars in the right way to give the people a better and more permanent government than they have ever known. Such a man would be a man in history above that of Washington or Lincoln. He could become the next President of the United States if he will be guided by me and let me manage the country. I care where he lives beyond a reasonable doubt. Will you not help me to find a man to lead our country and the people, a great leader?

Very truly yours,

G. A. Williams