REPORT ON HOME STUDY

1. The University of Chicago and the University of Wisconsin are given credit for the introduction of Home Study instruction in 1898. The work was well received and soon grew to be generally accepted as a definite part of the training program in most of our large universities, both state and private. In 1927 such courses were offered in at least 58 colleges and in 24 teacher training institutions, with a total of 36,273 course registrations.

2. The 1927 North Central Study shows evening courses on campus have increased rapidly and there is every indication that this work will replace in part the earlier Home Study or Correspondence Study offering.

3. The present Home Study courses listed by colleges and by teacher training institutions studied by the North Central Association Committee cover the entire range of work offered by the University of Chicago with the exception of a very few individual courses.

4. It is generally believed that the quality of work done by Home Study is quite acceptable and that the cost is completely met from student fees. In some cases there is a profit.

5. There is no apparent reason for expansion of Home Study instruction at Chicago. Since the work now offered is admittedly of high grade and since it is self-supporting, there is no reason for immediate withdrawal from the field.

6. It is recommended that the work be continued on approximately the present basis but that there be no alarm if registration during the next few years drops off materially. Any effort to extend the service would be expensive and, in my judgment, unnecessary. There would also be a constant urge to enter upon a non-credit type of instruction which would tend to discredit the more serious work now supported.

The above statements have grown out of a consideration of the following material:


Professor Reeves' Survey of extension instruction at the University of Kentucky.


Home Study Announcements from:
- University of Arkansas
- University of Colorado
- University of Georgia
- University of Iowa
- Indiana University
- University of Kansas
- University of Kentucky
- University of Nebraska
- University of Oklahoma
- Oklahoma A & M College
- University of South Dakota
- University of Tennessee
- University of Wyoming
- Pennsylvania State College
REPORT ON HOME STUDY

1. The University of Chicago and the University of Wisconsin
The University avoids the interaction of home study coursework.

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COMPARATIVE DATA RELATING TO EXTENSION WORK

(Prepared by Floyd W. Reeves from reports obtained from the North Central Association of Colleges and Secondary Schools)

Table I. Summary of Enrollments in a Group of State Universities, by Institutions, First Semester, 1927-28.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total Enrollment</th>
<th>Total Enrollment</th>
<th>Students Enrolled for Correspondence Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona</td>
<td>1,719</td>
<td>584</td>
<td>304</td>
</tr>
<tr>
<td>Arkansas</td>
<td>1,420</td>
<td>1,954</td>
<td>1,204</td>
</tr>
<tr>
<td>Colorado</td>
<td>2,913</td>
<td>2,182</td>
<td>1,850</td>
</tr>
<tr>
<td>Illinois</td>
<td>12,055</td>
<td>154</td>
<td>22,540</td>
</tr>
<tr>
<td>Iowa</td>
<td>5,350</td>
<td>1,089</td>
<td>899</td>
</tr>
<tr>
<td>Kansas</td>
<td>4,091</td>
<td>1,194</td>
<td>826</td>
</tr>
<tr>
<td>Michigan</td>
<td>10,200</td>
<td>1,146</td>
<td>1,901</td>
</tr>
<tr>
<td>Minnesota</td>
<td>11,519</td>
<td>6,423</td>
<td>1,901</td>
</tr>
<tr>
<td>Missouri</td>
<td>4,000</td>
<td>2,615</td>
<td>1,750</td>
</tr>
<tr>
<td>Montana</td>
<td>1,362</td>
<td>240</td>
<td>240</td>
</tr>
<tr>
<td>Nebraska</td>
<td>6,540</td>
<td>1,927</td>
<td>1,550</td>
</tr>
<tr>
<td>New Mexico</td>
<td>528</td>
<td>112</td>
<td>15</td>
</tr>
<tr>
<td>North Dakota</td>
<td>1,604</td>
<td>437</td>
<td>394</td>
</tr>
<tr>
<td>Ohio State</td>
<td>10,185</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oklahoma</td>
<td>4,898</td>
<td>2,565</td>
<td>1,645</td>
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<tr>
<td>Washington</td>
<td>3,585</td>
<td>2,751</td>
<td></td>
</tr>
<tr>
<td>West Virginia</td>
<td>2,575</td>
<td>25</td>
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<tr>
<td>Wisconsin</td>
<td>5,942</td>
<td>12,260</td>
<td>9,230</td>
</tr>
<tr>
<td>Wyoming</td>
<td>1,040</td>
<td>554</td>
<td>554</td>
</tr>
<tr>
<td>Total for Universities</td>
<td>91,102</td>
<td>57,852</td>
<td>22,540</td>
</tr>
<tr>
<td>Total for 20 Teachers Colleges in N. C. States</td>
<td>19,972</td>
<td>16,906</td>
<td>7,740</td>
</tr>
<tr>
<td>University of Kentucky</td>
<td>2,567</td>
<td>1,856</td>
<td>550</td>
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</table>
# Comparative Data Relating to Extension Work

(Prepared for the use of members of the Association of College and Secondary Schools.)

### Table I

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total 50</th>
<th>Total 35</th>
<th>Total 20</th>
<th>Total 10</th>
<th>Total 5</th>
<th>Total 2</th>
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<tr>
<td>State</td>
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<td>Louisiana</td>
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<tr>
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<tr>
<td>Utah</td>
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<tr>
<td>Vermont</td>
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<td>Washington</td>
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<td>West Virginia</td>
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### Notes

- The data provided is a summary of extension work performed by various institutions.
- The institutions listed are: State, Louisiana, Minnesota, Missouri, New Mexico, Oregon, Utah, Vermont, Washington, and West Virginia.
- The data includes information on total work performed in different categories, such as total for 50, 35, 20, 10, 5, and 2.
- The data is presented in a tabular format with clear headings and organized in a readable manner.
As to the demand for credit courses by class-extension and correspondence for teachers, there is practical unanimity of opinion that there is a distinct demand and that this will increase. It will increase especially because of the constant effort to raise standards for teachers' certificates. In Ohio the State will increase markedly the requirements - with a two year program for elementary teachers in the near future and a four year program for elementary teachers in ten years.

Such work is also very convenient for students who need only a few credits for graduation.

On the other hand there is a feeling on the part of some that there is no great need for the work and that there would be very small demand for it if the courses were as hard as residence courses. Teachers, they say, do not expect extension courses to be as hard as residence courses. They say that there is now no great need for extension courses either class or correspondence, and that all institutions would be better off without credit work by extension. These persons would favor putting the time and money into non-credit courses, "for adults." Peabody thinks that only good students should be taught by correspondence.
VIII. In what ways, if any, may the work of the Department of University Extension be made more effective?

General literature can, of course, offer relatively little assistance in formulating an answer to this question. Some value may, however, be derived from comments relative to certain administrative phases of the work wherein possibilities for improvement would seem to exist. Relating to preparation and acceptance of correspondence courses, provisions for examinations, regulations governing scholastic prerequisites, and improved methods of statistical reporting certain facts and opinions are available.

The following comments suggest improvements that might be made in the development of correspondence courses. In the second quotation reference is made to the procedure followed at the University of California in approving such courses.

"If we examine correspondence courses issued by different colleges and universities, we see a vast difference in their worth. There is a growing belief among university extension officers that correspondence instruction would be greatly improved throughout the country if all colleges and universities, before issuing courses, would follow the practice of examining courses produced by other institutions, and, if found better than their own, secure permission to use them. If this practice were followed and colleges and universities would permit their courses to be used by others, each institution would have available to its students the best course produced on a given subject. This procedure would have the effect also of stimulating writers of correspondence (inasmuch as their courses might be adopted generally and a royalty realized) to put forth greater effort. Thus, better courses would come into general use."

"The Extension Division is ever on guard against any lowering of standards. When a new correspondence course is proposed, the regular University department in which it falls is asked to recommend a man to prepare it. When it has been prepared, it must be approved by an advisory board and by the faculty of the University department in charge of the general subject. Then it must have the approval of the University Committee on Courses and of the Chairman of the Department of Correspondence Instruction. Lack of approval in any case causes a course either to be revised and resubmitted or to be dropped. The stand of the Extension Division may be seen from the fact that several courses approved by the University departments and Committees have been dropped on account of lack of approval by the Correspondence Department Chairman."

Much criticism has been leveled at the methods employed by extension divisions in providing for examinations in correspondence work. In this connection the following summary of methods employed by typical institutions should be of interest.

1. Eighteen of twenty institutions indicate that a final examination is required in all courses for which college credit is to be granted. The remaining two require the examination in a majority of the courses for which credit is to be granted.

2. Examinations for non-credit courses are mentioned in only two cases. Both of these schools list such examinations as optional.

3. Five schools provide that a passing mark on the final examination must be earned before credit will be granted. A sixth emphasizes the fact that the examination is to be given much weight. In the remaining schools the weight of the examination is apparently determined by the instructor.

4. In three cases the passing mark to be earned on the examination is specified.

5. Two schools make provisions for re-examinations in cases of failure.

6. Five schools set a time limit within which the examination must be taken. The time varies from one to six months beyond the time of the completion of the course. One school would permit the examination to be taken any time before the first of the month in which the degree is to be conferred.

7. Nineteen of the schools make provision for the student to take the examination in his home community whenever it is inconvenient for him to come to the University or other extension center. One school makes no provision of this nature in its bulletin.

8. Where the examination is taken away from the University or Extension Center it must be under the supervision of a competent individual acceptable to the University Extension Division.

9. School officials are usually named to supervise such examinations. Among those mentioned are city superintendents, school principals, county superintendents, and the president.

1. Data were obtained from the most recent correspondence catalogs of 20 colleges and universities.
The name and address of the individual is usually submitted by the student for the approval of the Extension Division.

With respect to scholastic prerequisites for correspondence and class-extension work the following quotation is significant.¹

"It is clear that university extension appeals to two classes of people: Those who, in an irregular way and at a slow pace, are accumulating credits and satisfying requirements looking toward the attainment of one of the university degrees; and those who are satisfied to seek merely the content value of the instruction, whether for vocational or cultural ends. To the former group the regular college entrance requirements are applicable and valid. The second class, however, deserve and receive more liberal treatment in this respect. It is customary to require of these students only a certain maturity, a definite purpose, ambition, and the mental ability to do the work. The latter is demonstrated by doing it. Only those individuals who are actuated by strong motivation and who are conscious of the possession of adequate intellectual powers will undergo for any length of time the self-imposed but arduous discipline involved in earning a living while at the same time pursuing university studies. An inexorable natural selection weeds out the incompetent, the slothful, and the faint-hearted."

20th December 1929

My dear Mr. Mallory,

It is true, as you suggest,
in your letter of December 11th, that in
appointing you a Dean in the Colleges we are
merely giving official recognition of the
status which you have in fact held for some
time.

Yours cordially,

FREDERIC WOODWARD

Mr. H. F. Mallory,
The Home-Study Department,
Faculty Exchange.
The year XI, History

If it please, as you suggest,

in your letter of December 11th, that in
appointing you a Dean to the College, we are
merely giving official recognition to the

antia which you have in fact paid for some

time.

Yours cordially,

Frederic Woodward

[Signature]

in II. N. Maitland
The Home-Scholar Department
'Recently Exposed'
My dear Mr. Woodward:

Permit me to express appreciation for your note of the fifth. From the last line of it, in particular, I infer that in appointing me Dean in the Colleges the administration is merely recognizing a long-standing status and is not assigning new duties.

Please correct or confirm this impression.

Yours truly,

H. F. Mallory
Secretary

Mr. Frederic Woodward
Vice-President and Dean of the Faculty
Faculty Exchange
March 27, '19

Dear Mr. Woodward:

Mrs. Mallory and I turn our face northward today. Two months in this land of sunshine, birds and flowers have benefitted us so much more than one month could have that we cannot thank you too much for generously granting us the extra thirty days.

The contrast between the outdoor life we've had during February and March and the kind our friends in Chicago have written about can only be appreciated by a person who has experienced both. If you and Mrs. Woodward have not spent a winter in central or southern Florida, I hope you can and will within the next fifteen months. Gratefully,

J. Mallory
Dear [Name],

I hope this finds you well. I am writing to share my latest updates and to ask for your advice on a few matters.

Firstly, I have made some progress on my current project. I have been working on it for the past few weeks, and I am excited about the results so far. I would appreciate your thoughts on whether I am on the right track or if there are any areas I should focus on.

Secondly, I am planning a trip to [Location] next month. I have read some wonderful reviews about the local cuisine and culture, but I am unsure about the best time to visit. Could you provide some suggestions on when the weather would be most favorable and what activities are most popular during that time?

Lastly, I have been considering a few options for [Product/Service]. I have narrowed it down to two choices, but I am unsure which one would be the better fit for my needs. I would greatly appreciate your opinion on which one I should consider.

Thank you for taking the time to read this letter. I look forward to hearing from you soon.

Best regards,

[Your Name]
December 31, 1928

My dear Mr. Mallory:

Thank you very much for letting me see letters from Miss Smith and Miss Wilson which I return for your files. It is always pleasant to read such appreciative comments on the work of any department of the University.

Yours cordially

FREDERIC WOODWARD

Acting President

Mr. H. F. Mallory
Department of Correspondence-Study

Correspondence returned
December 14, 1926

My dear Mr. Melton:

Thank you very much for letting me see letters from Helen Smith and Miss Eileen Waring.

I return for your letter. If it seems desirable to you, send me suggestions concerning the work of the Department of the University.

Yours sincerely,

Frederic Moodard

Vice President

Mr. H. H. Melton
Department of Correspondence-Student Correspondence Reference
My dear Mr. Woodward:

I have told Miss Elizabeth R. Wilson that it is impracticable to obtain additional credit in the way she describes, but I'd like to have you see how one who has done as much for a Bachelor degree as she can by correspondence feels about the adequacy of the method.

Yours very truly,

H. F. Mallory
Secretary

President Woodward,
Faculty Exchange.
I have received Mr. Tilton's letter of the 15th instant.

It is my duty to report to the President of the Board of Trustees the facts and circumstances referred to in your letter. I therefore feel that I must advise you that the matter must be disregarded in its entirety.

I am, therefore, unable to make any recommendations.

Very truly yours,

[Signature]

H. E. Maltby
Secretary
October 31, 1928

My dear Mr. Mallory:

I acknowledge receipt of your letter of October 30 enclosing a letter from Mr. H. A. Taveira which I return herewith. I am afraid that I cannot make any helpful suggestion, for I certainly do not feel disposed to enter into competition with Columbia, or other institutions, by personal solicitation of the students for home-study courses. I may be wrong about this for I have never given the matter careful consideration, but that is the way I feel now.

Yours cordially,

FREDERIC WOODWARD

Acting President

FW:K

Mr. H. F. Mallory
The Home-Study Department
Faculty Exchange
October 26, 1938

The Governor:

I enclose a copy of your letter of October 26 to Mr. A. Tavante, which I have now received. I am afraid that I may not have

received the notification of your appointment to the committee on

October 25 to make into communication with the government and

to make suggestions to them on the subject. I may be able to come

over here and see you at your convenience. I may be able to assist

you in any way I can.

Yours truly,

FREDERICK MOONWALKER

Vice President

[Handwritten note in the margin:]

Mr. H. E. Potter
The Home-School Department

Hyde Park
My dear President Woodward:

This letter from Mr. H. A. Taveira touches on a present problem.

There is no question but that the numerous and active field agents of Columbia (I don't know about Wisconsin) are inducing many persons who would normally use our home-study courses to enroll for theirs. This method of personal solicitation, the ever-increasing number of state institutions which are teaching by correspondence, the natural tendency to patronize home institutions, and our relatively high charges are lowering registrations for our courses.

What can be done to meet the situation?

Please return Mr. Taveira's letter with your reply.

Yours very truly,

H. F. Mallory
Secretary

Acting-President Woodward
Faculty Exchange

C.c. to Mr. Moulds and Mr. Flimpton.
October 28, 1928

My dear Major Loving:

Receipt of your letter of October 21 is acknowledged. I have inquired into the matter to which you refer and find that while Mr. Mallory, the Secretary of the Home Study Department, received your telegram he was unable to answer it because it did not show your address and did not give the name of the student to whom it referred. Mr. Mallory, I am informed, answered your inquiry on October 24.

I am very sorry for this delay, but I think you will see that it was not Mr. Mallory's fault.

Yours cordially

FREDERIC WOODWARD

Acting President

Major W. H. Oving
251 Adams Street
Oakland
California
October 25, 1938

[Handwritten text in an unrecognizable format]
The President
University of Chicago,
Chicago, Ill.

Sir:

On Tuesday October 9th I sent a night letter to the Secretary of the University of Chicago asking certain information, and to date not even a letter has been received in response to my telegram. It is so unusual for such actions that I thought I would take up the matter with you.

I have a Filipino youngster who has just come over to attend the University of California. He attended the University of the Philippines for three years and has had two years pre-medical course. When he arrived here and reported to the University he fell short of 4½ units to enter. He was told that he could make up the necessary units by taking a correspondence course from your university. He wrote for information and was told that he could take two major subjects and make up the credits. The amount stipulated was $57.00 for the two subjects. Upon receipt of the letter I immediately telegraphed the secretary asking if it were possible for this young man to complete the course in these two subjects in time to enter U. C. by January 12th, if he put in 50 hours weekly. To the telegram I have received no reply and consequently the young man has lost two weeks already. It cannot be that the telegram was not delivered as no message to that effect was received from the telegraph office.

Will you kindly have the matter investigated and give me an answer at the earliest possible date?

Thanking you in advance, I am

W.H. LOVING
Major, U.S.A., Retired.

Telegram of about Oct. 7 from W.H. Loving addressed
from 714 N. 15th Street, to Lay of Winter.
To: Management
From: Secretary

Subject: Test Result

Dear Sir,

I have the honor to submit the result of the test conducted on [insert date]. The test was administered to [insert details about the test]. The results indicate that [insert results summary].

Please find attached the detailed report of the test.

Thank you for your attention.

Sincerely,

[Signature]

Secretary

(Add any necessary additional information or attachments here.)
August 9, 1928

My dear Mr. Mallory:

As you may know, Mr. Woodward is on his vacation this month. He will be glad, I know, to read your interesting letter of August 8 upon his return early in September.

Very truly yours,

H K J

Secretary to the President

Mr. R. F. Mallory
Home Study Department
Faculty Exchange
Dear President Woodward:

I venture to bring to your attention the somewhat unusual case of Mrs. May Toy Chu.

As Miss May K. Toy she finished thirty majors in residence with a total of ninety grade points. Last year she made arrangements to complete the work for her degree through our home-study courses, married Mr. Silwing P. C. Chu and went with him to China, where he holds a responsible position. She has just finished her thirty-sixth major with a B grade, and will receive her degree at the coming Convocation.

In incorporating teaching by correspondence in the organization of the University, President Harper gave expression to his conception of one of the functions of a university and in so doing made it possible for hundreds of thousands to continue their education even though barred from attending a higher institution of learning. The University of Chicago pioneered in this field, but its success encouraged other schools to adopt the correspondence-teaching method until today one or more colleges or universities in all the states in the Union, except eight or nine, are conducting home-study courses.

This is one of the contributions to educational advance made by the inspired and inspiring founder of our University which is not any too well known or often enough cited by those who do know it.

Very truly yours,

H. F. Mallory
Secretary

 Acting President Woodward
 Faculty Exchange
Dear Colleague:

You may be interested to learn that:

137 of the 491 who received a Bachelor degree at the June 1928 Convocation took one or more home-study courses, as follows:

- 12 took 4 to 12 home-study courses
- 13 took 3 home-study courses
- 19 took 2 home-study courses
- 92 took 1 home-study course.

Only 100 of the 491 took all of their college work in residence here.

13 of the 491 first established student relations with The University of Chicago through the Home-Study Department, finishing from 1 to 6 courses before entering campus courses.

349 of the 491 entered The University of Chicago with 1 to 27 majors of advanced standing, and 95 of these took from 1 to 12 home-study courses.

17 of the 47 elected to Phi Beta Kappa took 1 to 3 home-study courses.

12 of those who received the Master's degree and 4 who received the Ph. D. degree utilized home-study courses to make up undergraduate deficiencies or to supplement the residence graduate work required for these degrees.

Yours truly,

H. F. Mallory

Secretary.
Dear Colleague:

You may be interested to know that:

196 or the 365 were registered a graduate degree in the June 1958
Commencement.

135 of the 365 were regular students.
16 of the 365 were regular students.
12 of the 365 were regular students.
6 of the 365 were regular students.

Only 100 of the 365 took part in the college work in residence.

I am the Chairman of the University of Chicago's Department of Mathematics and Statistics.

I wish to express my gratitude for your cooperation.

Yours truly,

[Signature]

[Position]
July 20, 1928

My dear Mr. Mallory:

Thank you for sending me the letter from Mr. Cushman's Home Study teacher. I am forwarding a copy of the letter to Mr. Swift and agree with you that he should know both sides of the case.

Yours cordially

Frédéric Woodward

Acting President

Mr. F. F. Mallory
Faculty Exchange
July 20, 1926

My dear Mr. Swift:

I think you may be interested to see the enclosed copy of a letter from the teacher of Clarence Cushman's Home Study course in History.

Yours cordially

Frederic Woodward

Acting President

Mr. Harold H. Swift
Union Stock Yards
Chicago
Hi great Mr. Smith,

I think you may be interested to see the enclosed copy of a letter from the head teacher at Grammar Grammar's Home School, Dr. Smith.

Yours sincerely,

[Signature]

[Address]
My dear Mr. Woodward:

You will recall the telegram which Clarence Cushman, Jr., of Omaha, sent to Mr. McDonough to the effect that Professor Tschan was slow in handling his papers in his home-study course in history. I telegraphed and then wrote Mr. Tschan about the matter and enclose his reply.

If the case was brought to Mr. Swift's attention, I believe that, in fairness, he should know how the other side of the board looks.

Yours truly,

H. F. Mallory
Secretary

HFM:EB

Professor F. C. Woodward
Acting President
University of Chicago
May 12, 1986

My dear Mr. Welch,

As you know, the College of Education at the University of Chicago has been experiencing a period of uncertainty regarding its future. It seems that the College may be facing closure due to financial difficulties.

I am writing to express my concern about this situation. As a member of the faculty, I feel compelled to speak out on behalf of the College and its students.

The College has contributed significantly to the field of education, and I believe it is important for us to continue to support it in any way possible.

I urge you to consider the implications of closure for the students and the broader community. It would be a tragedy to lose such an important institution.

Sincerely yours,

[Signature]

E. T. Welch

Dean
2002 - 13th St.
Washington, D.C.
July 7, 1928.

Mr. Frederic Woodward,
Acting President
University Chicago
Chicago, Ill.

Sir:

Your letter came to me and I am as I have been doing for the last 8 months begging for my
Money which is due me. I was required to drop the course that I wanted, and told to take another course that I did not want.

As rich as your university is, you all have no right to take from a poor girl like dam, and give me nothing in return.

You could at least send me my tuition fee, or a part of it, which I need so badly.

Respectfully,
A. Blondel Newcomb.
Office of the President

Referred to Mr. Mallory

June 26, 1928

Please

1. Dispose of as you think best.
2. Answer and retain in your files.
3. Answer and return with carbon of reply for our files.
4. Return with answer on President’s stationery for him to sign.
5. Return
   a) With information called for in writing.
   b) With suggestion of answer in writing.
   c) Comment in writing.
6. Return and arrange for personal interview.
7. Follow through—and report.
8. Initial and return (sent for information only).
10. Send to with covering letter.
11. File under
12. Make copies.
    Send to
10.

Return with answer on President's stationary for firm to sign.

5. Receipt of information called for in writing

6. Request and arrange for personal interviews

7. Follow through—send report

8. Initial and return (send for information only)

9. Accept
decide

10. Send to

11. File under

12. Make

13. Reference

14.

Remarks

15.
June 28, 1928

My dear Miss Newsom:

The receipt of your letter of June 22 addressed to Mr. Mason is acknowledged. I have taken up the matter with Mr. Mallory, Secretary of the Home Study Department, and am entirely satisfied that you have no claim for return of tuition from the University. The rules of the University in regard to the remission of tuition have been fully observed by Mr. Mallory and I believe he has already explained the rules to you.

Yours cordially

Frederic Woodward

Acting President

Miss A. Blondel Newsom
2002 - Thirteenth Street N.W.
Washington D.C.
My dear President Mason:

Possibly Miss A. Blondel Newsom, 2002 Thirteenth Street, Northwest, Washington, District of Columbia, will not be satisfied until she has carried her case to the Supreme Court.

If you desire I shall be glad to submit the entire file of correspondence with her, which contains copies of ten letters I have written her. In several of them I have pointed out that we have returned to her all the money that she could possibly claim on account of having been denied the privilege of continuing in "The Junior High School Movement" after Professor Lyman reported that the quality of her thinking was insufficient to cope with the problems of this course.

Of the $47 she originally sent us we have retained only $35 which is the regular charge for tuition in the other major for which she applied and for her matriculation in the University.

She has not taken advantage of the privileges in this other major in spite of repeated suggestions that she do so, and now less than three of the fourteen months she had for finishing the course remain.

Yours very truly,

[Signature]

H. P. Mallory
Secretary

President Max Mason
Faculty Exchange
The University of Chicago

Chicago, Illinois

June 28, 1928

Dear Professor:

I am writing to express my appreciation for the opportunity to study in your department. I have had a wonderful experience and have learned much from your teachings.

I would like to inform you that I have been accepted into the graduate program at the University of Chicago. I am excited to continue my studies in this field and to contribute to the academic community.

Thank you for your guidance and support during my time at the university.

Sincerely,

[Signature]

R. E.

Registrar
2002 - 13th St. N.W.
Washington, D.C.
June 27, 28.

Dr. Max Mason,
President University Chicago
Chicago, Ill.

Dear Sir:

I stated facts to you in my letter. I was enrolled in the "Junior High School Movement" after sending in about eight lessons. I was told to drop the course and
was not competent to continue, I have my registration in that subject, and also my returned papers corrected and returned to me by Prof. Lyman.

I was forced to discontinue my course and my money for the course was retained by the University.

Now Mr. President I want my money, or part of it, I am entitled to it.

I am just a poor country school teacher, I get hardly
everything for my work.
School has been closed
two months already and
it will be October before
it reopens, so every penny
helps me to get food.

Please see that Mr.
Mallory sends me some
money at once.

Respectfully,

C. B. Newson.
To Members of the Faculty:

You will be interested to learn that

169 of the 485 receiving Bachelor's degrees June 14, '27 pursued home-study courses
21 " 121 " Master's
18 " 101 " Ph.D.

+++++++++++++++++++++++++

25 of the 169 receiving Bachelor's degrees finished 3 or more Majors by correspondence
11 " 169 " 4 " 7 " 20 Majors by correspondence with an average grade of B+ for the 20 Majors.

+++++++++++++++++++++++++

A number of the others who received degrees were enabled to finish residence courses through the Home-Study Department.

The human side of home-study work is brought out in the accompanying reprint of an article which Extension Assistant Professor Annie Marion MacLean contributed to the May issue of Scribners. Professor MacLean has been teaching sociology for us by correspondence nearly a quarter of a century.

Would you like two or three extra copies of the reprint for distribution?

Yours truly,

Secretary.
To Members of the Society:

You will be interested to learn that 189 of the 596 receiving certificates of receipt June 15, 1899, have been so returned to the Principal's Department at the University of Chicago. The certificate is stamped "P.M."}

+----------------------------------------+
| 159 | 160 | 161 | 162 | 163 | 164 | 165 | 166 | 167 | 168 | 169 | 170 | 171 | 172 | 173 | 174 | 175 | 176 | 177 | 178 | 179 | 180 | 181 | 182 | 183 | 184 | 185 | 186 | 187 | 188 | 189 |
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+----------------------------------------+

A number of the others who received graduate work expected to complete their collegiate course.

The summer term of home-study work to begin in June 1899.

Wishing you the best of success, and a cheerful reception as a candidate for the doctorate.

Yours truly,

Secretary
DUE to the unfriendly offices of that gay dog, Time, I find myself almost a pioneer in a movement recently grown popular. A generation ago an institution of higher learning offering correspondence courses of university grade for credit was looked at askance by those who clung to hoary traditions in education; now the university that does not offer such courses is trying to establish a reasonable excuse. In the meantime, adult education has stepped into the limelight, and here have I been in the midst of it for over twenty years, with never a laurel wreath thrown my way until some months ago when a questionnaire came from a great foundation, suddenly aware of a significant movement, asking, "How do you do it?" or words to that effect. Since then a desire to tell about my own work has been growing rapidly, and now I feel that I have been "repressed" long enough and am going to do it.

My own teaching by correspondence has been done through a great university having now upward of ten thousand students registered in home-study courses. Owing to certain circumstances my work has shifted in the last few years from an avocation to a vocation. The number in my courses seldom falls below one hundred and twenty-five and, on account of the nature of my subject, the students are more or less mature. Many are teachers in important positions, but practically all are men and women working, for one reason or another, for university credit. So much for personnel. As to location, it is everywhere. This is not a story of methods, because it goes without saying that a great university maintains high standards in all its lines of endeavor. On the part of the instructor, courses are prepared and outlined, probably with greater exactness than for classroom instruction, where the give-and-take of spoken language may be depended upon to clear up obscure points. On the part of the student, there is little opportunity to bluff his way through. He must prepare the entire lesson and write his answers to each question. Opportunities for dishonesty are reduced to a minimum. And why, in the name of common sense, should any one undertake anything as laborious as correspondence study to cheat at it? Parents do not send children to school along the inky way; children at considerable sacrifice send themselves. Such work, praise God, has not yet become fashionable. If, and when it does, we may expect to see a full quota of frivolous documents cluttering up the United States mails. Then, of course, we shall need social, athletic, intelligence tests, and what-not to keep them out.

I am free to confess that what may be called the human side of teaching has always interested me most. I am really writing about the by-products of home-study instruction rather than the isms and ologies with which my work deals. My mind is full of the subject I teach, but it is also full of the men and women who operate fountain-pens and typewriters in quest of higher learning.

Twenty-three years ago when I began work by correspondence as a side-line of viva-voce teaching, my subject was considered hardly a suitable one for women. In consequence of this attitude of earlier years, my first student, a foreign gentleman, with more or less uncomplimentary language, sidestepped the course when he found it had been taken over by a mere female. That was at the time a hard pill for me to swallow, now it is a toothsome morsel. Then, as now, my work was ever present. Never a vacation could I take without being accompanied by a trunk full of papers or explaining to students all over creation that their lessons would be delayed for a time. Urgent cases had to

Reprinted from the May Scribner's Magazine
Copyright, 1927
COLLEGE BY CORRESPONDENCE

be arranged for by telegram. Running away from a family of children is a simple affair compared with trying to escape from a hundred home-study students. Lessons pursue me relentlessly. But I would not have it otherwise. I am sure I should be lonesome with no thirster after knowledge in North Carolina or Oregon to placate. Going on a trip becomes a great adventure. Once I penetrated to the northeastern wildernesses only to have mail arrive at each point after I had left. The accumulation reached me weeks later on the last boat of the season scarred by travel and completely covered by forwarding addresses. "You have many friends," said the village postmaster who finally turned it over to me. I obliged by answering affirmatively. Now when I travel, my arrangements are far-reaching, and designed to cover every possible emergency. But there is always at least one that is not covered. I have concluded that a home-study instructor's place is in the home, yet I know I am too modern to stay there. Therefore, unless physical handicaps prevent, I move about with a cloud of witnesses in the air or mail bag.

Getting a new student started is always exhilarating. One never knows what he is going to do. He may settle right down to work, or he may conduct a vigorous correspondence about the how or the when of beginning. Some students seem to find difficulty in deciding how to address me. One man from a distant State wrote: "Am I to call you Professor, Doctor, Mrs., or Miss? Please let me know at once so I can send in the first lesson." My reply was to the effect that if he eliminated the Mrs. he could make his own selection. "Since Mrs.," I said rather flippantly I fear, "is a title that I have been able to avoid only by exercise of the most subtle diplomacy, it is a point of honor with me to object to its use in connection with myself." His reply was: "In my State women are proud to be called Mrs.!" After that we got on very well, and I found that he himself had given three women (at different times) a right to use the title of which his State was proud. It is surprising how, in starting a course, there will occasionally be a student greatly occupied with the petty matter of terms of address. Once one wrote me quite impersonally to the proper university department:

"DEAR SIR OR MADAM:

"Your name escapes me. A line to the undersigned will oblige."

Recently, a first lesson came from a distant city, addressed simply to my street number. That captivated me. In an effort to understand life, I have been at various times in my career various things, from a factory-operative to a casual laborer, as well as a consumer of midnight oil, but never before a street number. I let it ride. Not so the student. He is urging me to tell him the forgotten name (which he could easily find in the university announcement, but he has probably lost that) and I forget to tell him. My name has nothing to do with theories or world events. But after all, hasn't it? The best work by correspondence is personal. I must admit that most of my students are very real to me. Their hopes, academic ambitions, and private affairs help me to interpret their work. No investigating body can ever really find out how the thing is done unless it has all the returned lessons in a course, together with the private correspondence that has been carried on; in short, the friendship that has been established. All instructors do not feel this way. A man who taught Greek once said: "My students mean nothing to me; the work is merely bookkeeping."

If I felt that way, I think I should prefer, as being less monotonous, operating a machine that pastes labels on cans. When the mail comes, and I take a preliminary look, I have little Victorian thrills. I simply must know whose work has come in. Then I decide whose papers to take up first, and as I read I see blue eyes or brown eyes with puckered brows or smiling faces and minds keen or befuddled grappling with problems. There is no stuffy classroom with shuffling feet and suppressed yawns. Conditions for me are ideal. In winter, I can flee from steam-radiators to some coral strand, taking along, of course, a bottle of red ink. The United States mail does the rest. In summer, students are on the wing. Lessons come from seashore and mountains, city parks and farms; often with bits of description thrown in. One young man wrote: "If you think Atlantic City is a good place to work, you are mistaken."
As if any one above the grade of moron ever supposed that was an ideal spot for intellectual pursuits! All I said was: "Where is her home?" And another who in apologizing for delay with lessons wrote: "I got touched with the city. You who have lived in New York must appreciate what I mean. A man, a woman, the Village, the theatre, and—time flies. Suffice it to say that the love-affair is almost over." These confidences are enlivening just as many extraneous matters are when they get mixed up with classroom instruction. They add infinitely to the gaiety of teaching. The gods probably send them to counteract monotony. Blessed be the gods! I well remember the gushing student who wrote: "I found six of your books in our library. Oh! Boy." Another said: "I should think being an author would make you feel as if you belonged to the distinguished dead!" A "dead one"? I wonder.

But acquaintance with students is not all by post. They come from remote parts and call upon me as opportunity presents itself. This is in an effort to make real to themselves the divinity who shapes their credits, rough-hew them as they may, and is always an interesting experience for the divinity. One woman on a thousand-mile motor trip called at the university to see me only to discover that I was then thirty miles away. She dashed furiously to my home, found me, threw her arms rapturously about my neck, and exclaimed: "I knew I'd like you." Then she departed to call on another instructor—a man. I wonder how she greeted him. Another time a man from a distant State, accompanied by his four-year-old son, came to see me. Before the greetings were nicely under way, the son, doubtless in an infant's effort to be friendly, kicked my dog. In the ensuing mix-up all formality disappeared. While I was trying to soothe the outraged feelings of my Irish setter, the father turned the boy over his knee and administered old-fashioned punishment. Whereupon the dog leaped on the cruel father. Finally, with the dog locked in the bathroom, and the young culprit calmed, my visitor, bowing himself out, said: "I am so glad to know you personally." And there was the timid-appearing young Japanese who called to get some light on "cos-cosmetic evolution," and the girl from the Dakotas who wanted me to get her a teaching position, and the woman from Arkansas who asked me to identify her at a bank in the big callous city, and the clergyman who requested me to find a publisher for a book he had written, and the housewife who asked me, "as one woman to another," if I could tell her how to make black-currant jelly. Then there was the elderly missionary on furlough who came to discuss high-sounding theories, but who remained to talk over methods of removing fleas from Pekingese dogs in a subtropical climate while my pedigreed pup of that breed gave illustrations.

A thing that interests me tremendously is the individual student's reaction to debatable subjects. This can usually be determined by geography. For example, a subquestion inserted in one of the lessons for my own delectation has to do with the student's acceptance of an author's view of human evolution. From various sections of the country came such answers as: "It's all right with me." "If you knew my granddad, you'd think a monkey was a prince." "I believe in Jesus, my Saviour, and am praying for the author." "I believe in Jesus." "I accept science. How can a person with sense do otherwise?" "The religion that was good enough for that Prince of Peace, William Jennings Bryan, is good enough for me." And finally: "I don't want to tell you my view for fear it might queer me in the examination!"

Study by correspondence is no longer in the stage of experimentation; it has demonstrated its right to live as at least a partial substitute for residential courses. It also provides a cultural opportunity for busy adults. I grow enthusiastic when I think of the thousands of papers I have smeared with red ink and the accruing credits in appropriate offices of record in practically every State in the Union. I can imagine myself in future years with one foot in the grave, holding tight to a bundle of papers on which I make marginal notes and despatch them to Oklahoma, Yukon, and Delaware while the grim reaper waits. I cannot see myself letting go. Believe it or not, I love my work and I am proud to march with the pioneers. Here comes the mail!

Reprinted from the May Scribner's Magazine
Copyright, 1927
May 31, 1928

My dear Mr. Mallory:

Thank you for letting me see the letter from Mr. Weiss, which I return herewith, and for the leaflets. I have no doubt there are thousands who feel as Mr. Weiss does but who do not take the time and trouble to express their appreciation.

Yours cordially,

FREDERIC WOODWARD

Mr. H. F. Mallory
The Home-Study Department
Faculty Exchange

FW#2
May 21, 1928

My dear Mr. Woodward:

Sincere expressions of satisfaction like this from Mr. Weiss to Professor Hulbert brighten the drabness of administrative routine and lend it significance.

That hundreds of other men and women have appreciated the opportunities home-study courses provide and the benefits derived from them is shown in the accompanying leaflets that I had printed recently. I hope you will find it possible to glance through them and so share my enjoyment.

Please return Mr. Weiss' letter. I have shown it also to Dean Boucher. The leaflets you may keep.

Yours very truly,

H. F. Mallory
Secretary

Vice-President F. C. Woodward,
Faculty Exchange.
ITEMS OF INTEREST

169 of the 485 receiving Bachelor degrees today have pursued home-study courses

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25 of the 169 receiving Bachelor degrees finished 3 or more Majors by correspondence

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An average grade of B+ for the 20 Majors

A number of the others who receive degrees today were enabled to finish residence courses through the Home-Study Department.

Home-Study Department
The University of Chicago

Departments

Chicago, Illinois

NAME OF INSTITUTION

The name of the graduate degree program may be
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A number of the articles wo receive degrees today, were engaged to finish rectangles.
My dear Mr. Woodward:

The thirteenth annual convention of the National University Extension Association will be held April 25, 26, and 27 at the University of Kansas, Lawrence, Kansas.

May I ask if, as in the past, the University wishes me to represent it at the meetings and if it is willing to advance $90.00 for expenses. I trust they will be less than this, but it is well to go prepared.

Yours very truly,

H. F. Mallory
Secretary

Vice-President Woodward
Faculty Exchange
April 19, 1988

Dear Professor [Name],

I am writing to inform you of the appointment of [Name] to the position of Professor of Physics at the University of [University Name].

[Name] has held several important positions in the field of physics, including... (additional information)

Please extend your warmest congratulations to [Name].

Sincerely,

[Your Name]

[Signature]
April 26, 1927

My dear Mr. Mallory:

President Mason has referred to me your letter of April 11, recommending that beginning with the Summer Quarter, 1927, the rate of payment for instruction by correspondence be increased from 35¢ to 40¢ per lesson corrected.

This recommendation is approved and you are authorized to put the new rate into effect.

Yours sincerely,

Frederic C. Woodward

Mr. H. F. Mallory
The Home-Study Department
Faculty Exchange

Wel
CHICAGO, ILLINOIS

April 11, 1927

My dear President Mason:

I recommend that beginning with the Summer Quarter 1927 the rate of payment for instruction by correspondence be raised from thirty-five cents to forty cents per lesson corrected. I believe this should be done because, since the beginning of the present academic year, we have been charging $25, $47, and $65, instead of $19, $36, and $50, for tuition by correspondence, according as one, two, or three Majors are paid for at a time; and I believe it can be done safely because the "year" those who came in at old rates have for completing their courses expires at the end of the present quarter.

Very truly yours,

Secretary

HFM: EHB

President Max Mason,
The University of Chicago,
Faculty Exchange.
the years of my service. I have, however, been in close contact with the Board of Visitors and have been working with them in an effort to provide adequate financial support for the University. I believe that we are making progress in this direction. The Board has been very cooperative and has agreed to increase the amount of the annual appropriation to $80,000, which is a fair share of the total cost of the University. I am confident that we will be able to meet our financial obligations and continue to provide a high-quality education for our students.

Very truly yours,

[Signature]

Secretary
ITEMS OF INTEREST

December 21, 1926.

44 of the 100 receiving Bachelor degrees today have pursued home-study courses
6 " " 51 " Masters " " " " " " " " " " " " " " " " 
5 " " 15 " Ph.D. " " " " " " " " " " " " " " " " 

20 of the 44 receiving Bachelor degrees finished 3 or more Majors by correspondence
7 " " 44 " " " " 6 " " " " " " " " " 
3 " " 44 " " " " 13 " " " " " " " " " 
1 " " 44 " " " " 17 Majors by correspondence with an average grade of A- for the 17 Majors

A number of the others who receive degrees today were enabled to finish residence courses through the Home-Study Department.

Home-Study Department
U.S. University of Chicago

Chicago, Illinois

December 31, 1959

ITEMS OF INTEREST

A. For the 100 receiving Bachelor degrees today, how many have pursued home-study courses:

- Bachelor
- Master
- Ph.D.

B. For the 20 receiving Bachelor degrees today, how many have pursued correspondence:

- Bachelor
- Master
- Ph.D.

C. In Master's correspondence with an average grade of A, for the 17 Meters:

- Bachelor
- Master
- Ph.D.

A number of the officers who receive degrees each year were unable to finish their course work. The Home-Study Department requests the Home-Study Department.
My dear President Mason:

May I ask if the action taken by the Senate this morning regarding home-study work does not run counter to statute 19, b), because the phrase, "non-resident work", use in 19, a) clearly refers to home-study courses and the phrase is not redefined or qualified in b).

Had I known that the matter was up long enough in advance to think it through, I should have raised this point more definitely than I did in what I said this morning. As it was, I could only assume, as I did, that the action was in accordance with the statutes of the University.

Not being a member of the Graduate Faculty or of the University Senate, I did not participate in the deliberations of either body, and I was keenly conscious of my ignorance of what lead up to the resolution and, also, of the anomaly of my presence in the meeting of the Senate.

Is it too much to ask that before any change is made in the statutes of the University affecting home-study work, I, as the administrative office in charge of it, have opportunity to understand the reasons for the change, and to express my reaction thereto?

Yours truly,

[Signature]

HFM:EB

President Max Mason
Faculty Exchange
November 20, 1926.

Dean C. J. Laing,
Graduate School of Arts and Literature.

My dear Dean Laing:

I have examined the statutes adopted by the Board of Trustees and the actions of the various University Faculties to find the origin and meaning of the first regulation defining the conditions under which non-resident work may be credited toward a degree from the University (see Handbook of the Graduate Schools, page 14, C) Non-Resident Work;)

In the first edition of the Annual Register of the University, 1892-93 appears a definite statement of the conditions under which non-resident work may be offered through the lecture study, class study and correspondence study departments toward the baccalaureate, B.B., and Ph. D. degrees. The early statutes of the University contained similar regulations adopted by the Board of Trustees. These regulations and statutes have been slightly changed from time to time until we have the present wording of Statute 20, page 20 of the special pamphlet "Statutes of the University, April 1926, and the regulation C) Non-Resident Work; (1) and (2), page 14 of the Handbook of the Graduate Schools, October 1926. C) Non-Resident Work; (1) has persisted with slight modifications from the beginning, and it is clear that it had its origin in reference to work done through the Extension Division of the University. C (2) was added in March 1923 to cover the special type of case which before and since that time has most frequently arisen through the Department of Geology.

It would appear that Statute 20 and Regulation C (1) originally referred to work through the Extension Division only, but for a number of years have been more broadly interpreted to cover in addition non-resident work of a different kind.

Yours very truly,

Recorder and Examiner.
Dear Mr. Lamme:

Graduate School Office and Registrar

The Board of Trustees:

I have examined the graduate education of the
Trustees and the actions of the various committees and
found that the actions and decisions are in the
interest of the graduate students. The following
recommendations for graduate students must be
considered:

1. The Graduate Board will consider the
recommendations and decide on the
recommendations.

2. The committees must consider the
recommendations and submit a
recommendation to the Board of
Trustees.

3. The recommendation must be
considered and approved by the
Board of Trustees.

4. The recommendation must be
considered and approved by the
Board of Trustees.

Sincerely,

[Signature]

Note: More details and explanations are included in the document, which cannot be transcribed here due to the nature of the text.
My dear Dr. Mason:

If the number of inquiries that have reached me recently from institutions that are considering the inauguration of home-study courses is an indication, the interest in teaching by correspondence is greater and more widespread than at any time hitherto.

Judging from the remarks attributed to Dean Holmes of the Harvard Graduate School of Education in the accompanying circular letter from the Massachusetts Department of Education, even the effete East is pricking up its ears.

Yours truly,

[Signature]

Secretary

President Max Mason
Faculty Exchange
"To college or not to college" is the soliloquy of thousands of young Americans annually. And if not to college, where is the higher training which is continually becoming more of a necessity to be obtained? Surely this is a pressing question, especially when we consider the overcrowding in nearly every American college and university. In 1918 there were in the United States 254,113 enrolled college students; in 1924, 726,124. Today there must be no fewer than 850,000. More simply stated, there are now three times as many students in institutions of higher learning than there were eight years ago. The number is growing faster than buildings (not to mention teachers and funds) can be furnished to take care of them. The present demand for higher education must be accommodated. Competition for the better positions is keener than ever before, while the very complexities of modern living have put a new significance on education.

Pitifully true it is that many young people go to college because "polite society" makes a college degree a requirement for entrance to its rank. The scholastic standards suffer accordingly, for if colleges accept and keep numbers of students who go there for a four-year social holiday, there is little chance of maintaining high scholarship. Students of this type are usurping the chairs of many worthier young people. Certain institutions of traditional high rank, especially women's colleges, are providing a defense against this very thing. "Smith College," says President Neilson, "is not going to be turned into a center of engaging social life with a few duties to give a kind of relish to a perpetual holiday. We are going to insist that the intellectual life here shall be the main life, even if we have to dispense with a number of admirable and effective persons."

The problem is, then, to provide for the higher education of young people - to give them the necessary practical and liberal instruction. How are we going to do it in this state? Hear the opinion of Dean Holmes of the Harvard Graduate School of Education. In speaking of a state university for Massachusetts, Dean Holmes says in substance that the desired result can be effected by an elaboration of the idea underlying the State Division of University Extension. It would make the entire state a university campus. It would stimulate, guide, and test individual effort, making much use of libraries, sending out from headquarters reading lists, syllabi, examinations, and, perhaps, instructors whose special duty it would be to visit small groups, holding sessions in local school buildings. Degrees could be given, Dean Holmes states, on liberal terms, but only after very thorough examinations. He says, however, that perhaps but FEW WOULD TAKE DEGREES, but a multitude would STUDY.

November, 1926

JAMES A. MOYER, DIRECTOR.
November 17, 1926

Dear Miss Wilson:

I sympathize with the request made in your letter of November 9, even while I cannot see ground for making a special case of your desire to obtain a Bachelor's Degree without full residence work. I am sorry to report this and am hoping that you will be able to come to Chicago at a later time.

Sincerely yours,

Max Maeson Stevens

President

Miss Elizabeth Rosetta Wilson,
766 Upper Drive,
Portland, Ore.
Dear Mr. Wilson,

I sympathize with the trouble you are in on the front of a newspaper, even more so I am sorry to report a 

resentment over your having to appear before a 

Special Court for Rehearing. I am sorry to report this 

and am hoping that you will be able to come to Chicago at 

a later time,

Sincerely yours,

[Signature]

President

Mr. M.T. Cappelby, Secretary

Vice President

Forfeiture of one

Mr. R.
November 9, 1926.

Dr. Max Mason
President of The University of Chicago
Chicago, Illinois

My dear Dr. Mason:

With Dr. Mallory's permission, I am asking for a special dispensation under which to continue my work in his department.

I had expected to come to Chicago this mid-year to do, in residence, the six months' work necessary to satisfy the requirements for my Ph.B. degree, but, as my school board has not been able to finance their Sabbatical leave policy, I must change my plans.

I shall finish, shortly, the quota of correspondence work that the general ruling permits me to do for credit, but I should like to continue home study until I have finished my degree or until such time as I can enroll on the campus.

The Correspondence Department has meant much more to me than college credit; it has furnished me with efficient tools for the day's work, and I should be willing, now, to waive the matter of credit were it not for the fact that I hold a position which calls for, at least, a Bachelor's Degree, and I should like to conform to the requirement.

Since the difficulties I have enumerated constitute a rather formidable handicap to my present advancement, I should be very grateful if the administration would grant me the privilege of completing my degree in the Correspondence Department.

Respectfully yours,

Elizabeth Rosetta Wilson
My dear President Mason:

Miss Florence Elberta Barnes, who was approved by Professor Stevens, acting head of the Department of English, and Professor Coleman, sectional chairman, to give in the Home-Study Department during 1926-27 the following three Majors:

"The Development of the English Novel,-A"
"The Development of the English Novel,-B"
"The Romantic Movement in England"

has accepted a position to teach in Baylor College for Women, Belton, Texas, and in consequence will need to be appointed as one of our non-resident instructors. Her title at Baylor will be Associate Professor of English and so, following precedent, I recommend her appointment for one year as Extension Associate Professor of English.

Her name was not included in the list of those who are to teach for us by correspondence next year that was approved at the last meeting of the Board because of uncertainty as to her future plans.

If you concur in my recommendation will you be good enough to present her name to the Board at its next meeting.

Very truly yours,

[Signature]

Secretary

President Max Mason,
The University of Chicago,
Faculty Exchange.
To the President:

The Department of English, under the leadership of Professor Smith, has decided to initiate the following changes effective for the academic year 1936-37:

1. The development of the English course will be expanded to include more topics.
2. The Department of English will be renamed the Department of English Literature.
3. New courses in comparative literature and linguistics will be introduced.

I, the President, hereby approve these changes and request that they be implemented promptly.

Very truly yours,

[Signature]

[Institution Name]
Mr. H. F. Mallory  
The University of Chicago  
Chicago, Illinois

My dear Mr. Mallory:

I appreciate your kind note of May 1, and advise that it has been and will continue to be my policy to follow the precedent set by Miss Gregg with reference to satisfying what we describe as our revival requirements. Accordingly, I shall be glad to accept credit for completion of two major courses as offered in your Home-Study Department as representing the equivalent of three college session hours' work.

I have directed several students to the Home-Study Department of the University of Chicago during the past few months and shall take pleasure in directing those others who may wish to engage in serious study. Those persons who have taken the courses with you invariably reply that the courses challenge their best efforts, and that they are first-class.

Very truly,

[Signature]

Supervisor Teacher-training
COMMONWEALTH OF VIRGINIA
STATE BOARD OF EDUCATION
RICHMOND
May 1, 1920

To: Mr. Director

From: Mr. Superintendent

Subject: Charter School

I appreciate your kind note of
and I wish to inform you that if the Board of
will be held to follow the precedent set by the
of the Board of Education in granting such
of a Charter School to

I have visited the school
of the Board of Education at
the School Board and have
the School Board to the
of the Board of Education.

With kind regards,

Superintendent

[Signature]
The following figures show the growth of thirty-three years:

Number in the Faculty October, 1892 (above rank of assistant)........ 92
Number in Faculty October, 1925 (above rank of assistant) .......... 632
Number of students, October 1, 1892.......................... 510
Number of students in year 1924-25......................... 13,700
Total number of buildings, October 1892................. 4
Total number of buildings, October 1925................. 44
Total property, June 30, 1893.......................... $ 3,171,566.37
Total property, June 30, 1925.......................... $57,680,648.16
Expenditures, 1894-95......................................... $ 543,989.35
Expenditures, 1924-25......................................... $ 3,651,251.84

*There are eleven buildings in the course of construction, which would make this figure 55 instead of 44.

The new buildings are:
- The Theology Building
- The Joseph Bond Chapel
- The University Chapel
- The Rawson Clinical Laboratory
- The Whitman Laboratory
- The Field House
- Wieboldt Hall
- The Albert Merritt Billings Hospital
- The Max Epstein Dispensary
- The Medical and Surgical Clinical Building
- Laboratories of Physiology, Physiological Chemistry and Pathology
My dear Mr. Tufts:

For the eight to be chosen from the Faculties as members of the proposed Board on University Extension, I venture to suggest the five Section Committee Chairmen listed on page 395 of the Annual Register for 1924-25, namely,

J.M.P. Smith, Sacred Literature
H.C. Cowles, Physical and Biological Sciences
C.H. Judd, Education
Algernon Coleman, General Literature
J.H. Tufts, Historical and Social Sciences

and the following three,
E.T. Filbey
F.A. Kingsbury
H.I. Schlesinger

Yours truly,

HFM:EB

Vice-President J. H. Tufts
Faculty Exchange
CHICAGO, ILLINOIS
December 31, 1925

My dear Professor Tufts:

It is necessary to fill the vacancy in the chairmanship of the Section Committee on the Physical and Biological Sciences in the Extension Division caused by the withdrawal from the University of Professor John M. Coulter.

In accordance with precedent, I have asked Professor H. C. Cowles if, subject to the approval of the President, he would be willing to act, and he has expressed willingness to do so. If you consider the selection appropriate, will you be kind enough to notify Mr. Cowles of his appointment and let me know that this has been done?

Before he left us, President Burton expressed the wish that Professor J. M. F. Smith should act as Chairman of the Sacred Literature Committee. The other chairmen are named on page 529 of the Annual Register for 1923-24.

Yours truly,

[Signature]

Secretary

Professor J. H. Tufts
Vice President
University of Chicago
December 1, 1925

Dear Professor:  

Fellow as usual, I am interested in the progress of the 6th month of the first phase of the administration of the University of Chicago, and the report of the dean of the college. I have made some notes on the results of the first year of administration and the progress of the university. I will forward the report to you as soon as it is completed.

Sincerely yours,

[Signature]

[Institute of Chicago]
January 4
1925

Professor J. M. F. Smith
Faculty Exchange

Dear Professor Smith:

I am asking you to act as the Chairman of the Sacred Literature Committee in the Home-Study Department of the University Extension.

Sincerely yours,

James H. Tufts

JHTsL
My dear Dean Tufts:

I shall be glad to act as chairman of the Sacred Literature Committee of the Home Study Department of the University Extension, as you suggest in yours of January fourth.

Yours sincerely,

[Signature]

Dean J. H. Tufts
Faculty Exchange

JMPS.RW
January 4
1925

Professor H. C. Cowles
Faculty Exchange

Dear Professor Cowles:

I am asking you to act as the Chairman of the Section Committee on the Physical and Biological Sciences in the Extension Division.

Sincerely yours,

James H. Tufts

JHTSL
My dear Dr. Tufts:

Two or three students who have only partially finished their work and who have still from three to six months for rounding it out have asked for all the remaining lessons of their courses.

I have had to remind them that it is contrary to practice to furnish the lessons of a course faster than they are actually needed for advance, and that if an instructor has in any case departed from this practice, it must not be considered a precedent.

Many reasons will occur to you at once for adhering to the regular procedure.

Yours truly,

HFM:EB

Secretary.
Memorandum to Professor Duflot

Several points are raised by this letter. When may I have opportunity to talk them over with you?

K. M. Browning
Dear Mr. Mallory:

(Pardon formality; this is business!) Having found this morning some registration notices in my box, I wish to submit, for your consideration during the next few days, a request that the present method of providing work for new students be continued. In any event I can't take over this task till after my return from Iowa next week, and I see a number of reasons against taking it over at all.

First, all the material that goes to new students is kept at the office and is readily accessible there at all times, with very slight mechanical labor. Carting "batches" of it to my study, and then back again to the office whenever I go away for a while, seems hardly in accordance with the principles of business efficiency; yet in order for me to get any rest and change there are periods practically every year - perhaps more than once during a year - when lessons must be provided directly from the office. I should very much doubt if there isn't more lost momentum, so to speak, in the shifts back and forth, than the additional labor in the office would amount to if this job were kept there all the time. Even when I send out the lessons, the card is made out at the office, an envelope to the student is addressed and stamped, an envelope is addressed to me and taken to the faculty exchange. I have to secure from the office all the contents sent in that addressed stamped envelope, at a decidedly greater cost in labor and time than would be required to put the contents in at the office.

Secondly, in the interest of the best possible attention to the student's lessons, I believe that the instructor's time should be kept as free as possible from merely routine or mechanical work that can just as well be done by a clerk at a low salary. At the present rate of compensation it is often impossible to give the amount of time to some individual paper that one would like to give, simply because of the justifiable feeling that one must make a reasonable division of time among one's students and must read papers at a rate that provides reasonable compensation for oneself. If mere business routine could be reduced to the lowest terms, more time could be given to the students' papers and thus the courses could be more beneficial.

Finally - a point primarily personal - I feel that I am entitled to all possible aid in the effort to make my work as little of a mechanical and routine grind as it can be made, both in the interest of the students and in order to give me more time than I have had for scholarship. This is the safest way to avoid going stale; and the suggestion is particularly timely now because I have quite an accumulation of material that I believe to be worth putting into shape for publication - the sooner the better. Nor do I think this point should be regarded purely personal, for if I can manage to do any good work, it will ultimately benefit the department.

Please think it over!

Yours very truly,

[Signature]
Dear Mr. Johnson,

I am writing to express my gratitude for the opportunity to be a part of your writing project. Your dedication to the research and the passion you have for the subject matter are truly inspiring. Your perseverance in the face of challenges has not only been admirable but has also motivated me to push my boundaries.

In the beginning, I was a bit daunted by the task at hand. The amount of research needed seemed overwhelming, and I wasn't sure if I could deliver the work to your expectations. However, your encouragement and faith in my abilities have been instrumental in my progress. Your feedback has been invaluable, helping me to refine my ideas and improve the quality of my work.

Through this process, I have not only learned a great deal about the topic we are exploring but have also developed a deeper appreciation for the importance of thorough research and the power of collaboration. Your guidance has been a beacon of light in my journey, and I am grateful for the opportunity to work with you.

Thank you once again for your support and patience. I look forward to continuing this work and seeing where it leads us.

Sincerely,

[Signature]
January 15
1926

Prof. H. F. Mallory
Home Study Department

Dear Professor Mallory:

I have your note accompanying a letter from Mr. Marsh of December 23. Unless something turns up to prevent perhaps we might have lunch together next Monday at 12:00.

Sincerely yours,

James H. Tufts

JHTsL
The University of Chicago
Office of Vice-President and Dean of Faculties

Memorandum to the President:

A matter arose in the Home Study Department last week which Professor Mallory brought to my attention, and discussion of this led to a decision to call a conference of those chiefly interested in Home Study work to consider certain matters of policy. This conference was held January 25. There were present Secretary Mallory of the Home Study Department, the chairmen, or representatives of six groups, namely, Messrs. Tufts (Social Science), Gray (Education), Coleman (Languages), Cowles (Physical and Biological Science), and J. M. P. Smith (Religion), whose duties have been largely nominal, and three or four others who do a large amount of correspondence work, or who are especially interested, such as Professor Hulbert.

It appeared that at one time there was a Board of University Extension which was supposed to deal with matters concerning the Home Study work and the lecture study work. In recent years, however, this Board has been dropped. The Secretary feels strongly the need of somebody with whom he can confer, as a Dean does with his faculty. The Home Study work enrolls several thousand students and represents the University to these students. It is obvious that the same care as to standards and policies should be maintained for this work as for other parts of the University work. The conference, therefore, expressed its opinion that it would be desirable that a University board, analogous to the Board of Libraries, be appointed to have general oversight of such work and to co-operate in determining its policies, making recommendations to the President, and subject, like other boards, to review by the General Administrative Board, or the Senate. This, so far as I see, would involve an amendment to Article XIII of the government statute No. 13, by the insertion in the list of boards of one additional board, namely, Board of Extra-mural Work, (or University Extension, or Home Study, as might be desired). I do not see that it is necessary to specify more definitely the constitution of this board.

Technically any amendment to the government statute must be by action of the Senate. A regular meeting of the Senate is held late in February and, if you approve, this might be placed on the docket for that meeting.

Sincerely yours,

James H. Tufts
Recommendation to the President:

A matter arises in the Home Study Department. I am writing to express my concern regarding the decision to offer a course in military strategy at the university level.

In recent years, we have seen a growing interest in military studies, particularly among our undergraduate students. The Home Study Department has been proactive in offering courses that cater to this interest. However, I believe that it is important for us to consider the implications of offering a course in military strategy.

The Home Study Department has a strong tradition of offering courses that are designed to provide a comprehensive understanding of various fields. Military strategy, while an important subject, raises several concerns. First, there is a potential for the course to be viewed as glorifying war and violence, which goes against our university's values. Second, the course might be seen as supporting a particular political ideology, which could be perceived as partisan.

I suggest that we carefully consider the content of the course and ensure that it is presented in a balanced and unbiased manner. Additionally, we should explore the possibility of offering courses that focus on the historical and cultural aspects of military strategy, without promoting any particular military agenda.

I would be grateful for the opportunity to discuss these concerns further with you. Thank you for your attention to this matter.

Sincerely,

[Signature]

James H. Price
My dear Professor Tufts:

I wonder if you have learned of Columbia's action in employing persons working on a commission basis to promote its home-study courses.

From what the Rev. Leslie D. Briggs, of Milford, Connecticut, says in the paragraph at the top of page two of his letter, he evidently finds the connection profitable.

I know from another source that Columbia derives a large income from the enterprise.

How does Columbia stand among the leading institutions of the country? Please return the enclosure with your comment.

Yours truly,

[Signature]

[Stamp: Secretary]

Professor James H. Tufts,
Vice-Pras., University of Chicago,
Faculty Exchange.
The University of Chicago

School of Business Administration

Professor R. T. E.

December 11, 1929

Dear Professor Jones:

I understand you have been recommended by Mr. Smith for the position of assistant professor in the Department of Economics. I am writing to express my hearty approval of this recommendation. Mr. Smith has been in close contact with the department for many years, and I am confident that his judgment is sound.

I have heard many good things about the University of Chicago, and I am sure that it is a worthy institution to which to recommend a capable candidate.

Sincerely yours,

[Signature]

[Handwritten note: Please forward this letter to Mr. Smith.]

[Handwritten note: Thanks. University of Chicago.

[Handwritten note: Sincerely yours.]

[Handwritten note: Professor Jones’ name.

[Handwritten note: The University of Chicago.]

[Handwritten note: Assistant Professor.]}
September 23, 1925

Mr. H.F. Mallory

Dear Mr. Mallory:

On my return from ten days' absence
I find your letter of September 11th concerning Mr. Briggs' proposition. I do not suppose you really need any information as to Columbia. The conditions for getting a master's degree at Columbia in twenty-four weeks by attending four summer sessions of six weeks each are regarded by other institutions unfavorably. Otherwise Columbia is undoubtedly one of the three or four leading institutions of the country. The question raised by the letter is one that might be talked over in the committee on extramural work.

Sincerely yours,

JHT.p

James H. Tufts
Dear Mr. Elliot:

On my recent trip to your farm, I

had some trouble with the equipment and

I plan to have it repaired as soon as possible. I

am under the impression that I can return

your farm for inspection next week. I hope

you can arrange for the work to be done now.

Your cooperation is very much appreciated.

Sincerely yours,

James T. Smith
July 11, 1925

Mr. H. F. Mallory
Faculty Exchange

Dear Mr. Mallory:

I find that to change
the title of the head of the Home
Study Department would require a
change in the Statutes. The Stat-
utes are, of course, not infrequently
changed. Can you give me any
information as to the title used by
other institutions? I do not know
that any other institution can pro-
perly be compared with the University
of Chicago on this point, because we
have given a greater dignity to this
division.

Sincerely yours,

James H. Tufts

JHT: H
June 25, 1925.

My dear Mr. Mallory:

I think that Mr. Smith might be able to furnish you some material for the report to the Carnegie Corporation since he is looking after the members of the correspondence work in Philosophy. I do not believe that I can at present supply the papers desired as other matters seem more imperative.

Very truly yours,

Mr. H. F. Mallory,
The University of Chicago.
June 28, 1936

My dear Mr. Mefford:

I think that Mr. Smith might be able to furnish you some material for the report to the Carnegie Corporation since he is looking after the members of the correspondence work in philosophy. I do not believe that I can at present supply the further general as other writer seems more important.

Very truly yours,

Mr. H. B. Mefford
The University of Chicago

July 10
My dear Mr. Tufts:—

By a clerical mistake the wrong words were red-underlined in the letter I sent you yesterday. Those intended to be emphasized are indicated in this copy of the letter.

What the Corporation wants to know is how we teach by correspondence.

Although the Corporation did not ask for a copy of the lesson worked out in the recitation paper I think the two should go together. Please, therefore, furnish both.

Yours truly,

[Signature]

Secretary.
The University of Chicago

The Papers of E. H. Stawell

Chicago, Illinois

June 3, 1925


The corner of State and Madison

By a contrast with the present letter I can hardly be understood to be referring to an informal and unstructured letter on the topic of the papers.

With the cooperation of the papers we need to work on the papers of the papers. When I think of your paper, I think of your papers.

Yours truly,

[Signature]
My dear Professor Tufts:

You may know that the Carnegie Corporation is contemplating a thorough study of adult education in the United States. It has requested me to send them several samples of three classes of recitation papers that come to us showing treatment they receive at our hands— one class of papers that grade high, another of those of medium quality, and still another of those that grade low.

Will you therefore have the kindness to send me two papers of each of these classes? They will be returned by the Corporation as soon as they have been examined, and then they can be sent back to the students. In the meantime you can tell each student that his paper is being held and that he can go ahead.

The inclosed paper is one that the Director of the Extension Division of the University of California had reproduced and distributed to the delegates at the convention of the N. U. E. A. at the University of Virginia to illustrate points made in a paper that had been prepared by one of his instructors in English. Doubtless it will constitute a part of the University of California's exhibit for the Carnegie Corporation.

Yours truly,
some people

the only way to get people to believe in the
inevitability of WWW's success is to show
them the benefits of using it. If people
aren't convinced that it's worth their
time, they won't use it. So, we need to
focus on creating a compelling value
proposition that addresses the needs of
the end users. This requires a deep
understanding of how people interact
with the internet and what they
expect from it. Only then can we
persuade them to try out our service.
Student's Report

(The following is the first part of a student's paper in the University of California Correspondence Course English—106, Survey of English Literature, with the student's note that accompanied it and the instructor's marginal comments and his reply to the note.)

ASSIGNMENT

Study Crawshaw, The Making of English Literature, pp. 382-397. Note particularly, "We hear the voice of one who has been disturbed to the very center of his spiritual life by the doubt so prevalent during the middle years of the nineteenth century. The faith in which he had been reared failed him utterly, and seemed to be passing away also out of the world."

Then read Arnold's Rugby Chapel, Dover Beach, Requiescat, and The Forsaken Mermaid. Referring specifically to passages in these poems, show clearly whether you agree with Crawshaw's statements about Arnold's spirit of doubt. Do not read other references on this point before you write your answer. I want your own view based upon what you find in the poems.

Arnold's spirit of doubt.

Arnold's spirit of doubt is especially felt in those of his poems which are touched by the religious disquiet of his times. Shadows of uncertainty, and heart-weary protests against an endless searching for a desired haven whose promise never even faintly appears, are found in such of his poems as Rugby Chapel, Dover Beach and Requiescat.

Rugby Chapel.

In the fourth and fifth stanzas of Rugby Chapel the poet pours out the full force of his pent-up, disturbed misgivings. He is speaking to this departed father for whom he feels the deepest affection and reverence, and who has perhaps entered more closely and with greater influence into his heart than any
other earthly friend. In his plea for such far-shining worth as his father's, he cries out, by inference as it were, a vehement protest against possible doctrinal controversy, for conscious individual continuance beyond the grave. His trained habit of sane reasoning leads him for the moment up to the comforting and profound assurance of the practical immortality of active good. But Arnold is never for long granted the peace of mental rest. The vision of future hope does not relieve the pressing heaviness of the present. His thought relapses into unhappy, even pessimistic contemplation of the sordid, futile aspect "of mortal man on the earth".

"Most men eddy about

Striving blindly, achieving
Nothing; and then they die—
Perish;—and no one asks
Who or what they have been."

The succeeding stanzas are vibrant with the poet's own suffering. He is one of those determined to

"..................strive
Not without action to die
Fruitless..............."

who have chosen

"...... a clear purposed goal,
Path of advance!.........."

Does this remind your of Carlyle's view of the great men of a period leading the poor struggling masses?

A single, occasional, storm-beaten traveller presses up the steep ascent and arrives at length at the end of his way, but "stripp'd, without friends".

Beginning with the tenth stanza, while prophesying no escape from the suffering and fearful struggles on the upward path of advance, the poet's hope lays hold upon the great and noble
Arnold pays the price of his sensitiveness and self-analysis by his lack of faith in anything outside of self. Milton, a man of equal intellectual power and far greater poetic genius, found no such difficulty. Would you explain this by differences in the periods in which the men lived? Would the progress of science account for it?

of the race, such men as his own father, to help their weaker brothers. And once again a gleam of divine assurance shines for a moment, in the eleventh stanza. The following lines,

"Servants of God!—or Sons
Shall I not call you? because
Not as servants ye knew
Your Father's innermost mind,"

paraphrase the superb Pauline pronouncement: "Wherefore thou art no more a servant, but a son: and if a son, then heir of God..."

But Arnold's faith cannot rest for long in anything outside himself or his own experience. Perhaps this denied comfort is part of the price of his rather splendid egoism. He pityingly surveys the spectacle of the host of mankind, a feeble, wavering line, whom "A God" has marshalled, given their goal, and then commended to the kinder mercies of the noble and great of the race for help and courage along the hard road. There is no comfort in the closing stanzas. The poet's mighty tribute to such men as his father does not lift the heavy question of what in the end the struggle is essentially for. It is not the vision of "the City of God" that remains with the reader, but rather the appealing contrast between the strong figure of the father, and the yearning, baffled, soul-weary son.

Dover Beach.

In the third stanza of Dover Beach, the poet's faith, which once engulfed the earth, is now

"Retreating, to the breath
Of the night-wind, down the vast edges drear
And naked shingles of the world."
Here, as in Rugby Chapel, he turns to human constancy for comfort.

"Ah love, let us be true
To one another! .......

The world with its variety and beauty is a shadowy dream, offering

"Nor certitude, nor peace, nor help for pain;
And we are here as on a darkling plain
Swept with confused alarms of struggle and flight,
Where ignorant armies clash by night."

Requiescat.

In this fine little lyric, it is not the spirit of doubt one finds, but a tone of deeper unhappiness. It is weariness, that has sunk to benumbed indifference and asks only for rest.

"In quiet she reposes;
Ah, would that I did too!"

It is the ache of ineffectual, helpless insight into another's pain.

"But her heart was tired, tired,
And now they let her be."

Not even a gleam of interest cares to prophesy on Arnold's habitual query, whether or not life may perhaps continue with her and what and where may be its sphere.

"Her cabin's ample spirit,
It fluttered and failed for breath.
To-night it doth inhabit
The vastly hall of death."

The Forsaken Merman.

The Sea-King, with his children, waits in the great blowing winds and ebbing salt tide of the bay for the return of Margaret. Only yesterday, Margaret, the mortal wife of the
Merman, sat on a red gold throne in the heart of the sea, combing the bright hair of her youngest child. And then, swinging down through the clear green water, she had heard the far-off sound of Easter bells. Margaret sighed to the Sea-King that if she stayed with him she must lose her soul; so the King had sent her up through the waves to the land to say a prayer and then come back to the kind sea-caves.

But Margaret cares more for her soul than for her little Mermaid, or the love of the heart-broken Sea-King. She sits at her spinning wheel and joyfully sings of the humming street, of the child with its toy, of the priest, the holy well, her wheel, and the blessed light of the sun. Sometimes at night she steals to the window and weeps for the cold strange eyes of a little Mermaid. The gleam of her golden hair, "Children's voices wild with pain.

"But Margaret does not return. She will not listen to her" called, but Margaret did not hear and the church door shut; so they went back down to the depths of the sea. They climbed upon the weather-worn grave-stones and through the small window panes of the church, and there they saw, Margaret, with her head bowed over her prayer-book. They went along the sandy beach, blooming with sea-stocks, through the narrow streets of the white-walled town, and on to the little grey church on a windy hill. They went up through the waters to the shore to bring her home. They went up through the clear green water, the little ones rose up, and the King had sent her up through the waves to the land to say a prayer and then come back to the kind sea-caves. But Margaret did not return, so the King and her mourning little ones rose up through the waves to the land to say a prayer and then come back to the kind sea-caves.

But Margaret did not return; so the King and her mourning little ones rose up through the waves to the land to say a prayer and then come back to the kind sea-caves. But Margaret did not return, so the King and her mourning little ones rose up through the waves to the land to say a prayer and then come back to the kind sea-caves. But Margaret did not return, so the King and her mourning little ones rose up through the waves to the land to say a prayer and then come back to the kind sea-caves.
The King of the Mermen is speaking to his children, upon them to cry out to Margaret, their mortal mother, who has forsaken them and returned to the white-walled town that she may save her soul.

"Children's voices should be dear (Call once more) to a mother's ear;"

In this poem there is no direct indication of anguished doubt or lack of faith. Arnold leads us, however, to sympathize with the deserted father rather than with Margaret, who has returned to the Christian fold in order to save her soul. Thus indirectly he seems to show doubt regarding the virtues of Christianity in comparison with those of pagan mythology.

The poem calls to mind Tennyson's The Mermaid. Arnold touches upon his theme more musically than does Tennyson, and with far finer feeling. It is an elfin story breathed in a deeply tragic mood.

---

(Student's Note accompanying assignment)

Dear Dr. Smithson:-

I followed your request this time and read no criticism except the brief passage in Crawshaw. But I did read all of the poems in The Poetical Works of Matthew Arnold, complete Edition, with Biographical Introduction (Thomas Y. Crowell & Co.) except Merope.

Please suggest some additional reading in Arnold's prose. I hate selections, but what can I do when my teaching keeps me at school until after four every day and I always tote home papers to correct.

I hope this assignment will show better organization of material.
I have been interested in Arnold’s spirit of doubt and that of Wordsworth and Shelley. All three of them express their questionings exquisitely and subtly, yet Arnold’s seem to have the greatest definiteness. This puts me a little at sea. I have been teaching Wordsworth’s Ode on Intimations of Immortality, which appeared to be a questioning of orthodox theology as definite as anything could be. Then in reading Arnold I felt that his doubting was much more definite than that of Wordsworth. Have you any help for the helpless on this point?

Truly yours,

(Instructor’s Reply.)

I am glad that you followed directions in preparing this assignment. Your eleventh assignment was so full of the ideas of others that there was little room for your own. If you read too much criticism before taking up a body of literature, you may approach that literature with prejudice.

I hate selections, too. They seem to be necessary, however, to those of us who rarely go home without papers to correct. There are some good selections from Arnold and an excellent introductory essay by Lewis E. Gates in the little volume that I am mailing to you. Keep it as long as you please; I have another copy.

The last part of your paper shows good organization of material. The first part does not. You have given us a brief introduction in the part of the paper dealing with Arnold’s spirit of doubt and then you have taken up each of the poems separately. What you say about each poem is good. Yet, the main point of the whole tends to become obscured. Your conclusion regarding whether you agree with Crawshaw does not stand out emphatically. The end, the most emphatic position, presents a comparison which has no connection with the main point of the discussion.

A better plan than that of treating each poem separately would be that of grouping your material according to whether it (1) contradicted Crawshaw’s view, (2) partially agreed with it, and (3) fully agreed with it. From this evidence you could then conclude with your decision as to whether Crawshaw’s view were correct or not.

In regard to the last part of your letter in regard to Arnold, Wordsworth, and Shelley, I want to suggest that you probably feel Arnold’s doubt to be the more definite because it is intellectual primarily, while the doubt of Wordsworth and Shelley is primarily emotional. Arnold has proceeded to a conclusion by a process of reasoning, while Wordsworth and Shelley have expressed feelings which in some cases might not stand the light of reason.
Your paper is one which has been graded as quite satisfactory. In amount and in quality your work is good; but you will not be satisfied with anything less than the best you can possibly do. To attain this you will probably need some lessons dealing with the structure of paragraphs and the arrangement of paragraphs into unified, coherent, emphatic essays. Such lessons are given in our course in Exposition. You informed me some time ago that you intended to enroll for this. It would require far less time than is demanded by the present course. I advise you to begin it immediately.

Sincerely,
My dear Professor Tufts:

May I ask you as Chairman of the Historical and Social Sciences Section of the Extension Division to secure from the Head of the Department concerned, approval for the re-appointment of the persons named below (who are not members of the resident faculty) with the rank indicated in each case to give instruction in the courses set down opposite their names during 1925-26:

**PHILOSOPHY**

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<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Rank</th>
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<td>Ashley, M.L.</td>
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<td>Ethics</td>
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<td>Chicago Norm. Coll.</td>
<td>Logic</td>
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<tr>
<td>Talbert, E. L.</td>
<td>Ph.D.</td>
<td>Assoc. Prof. of Psychology, U. of Cinn.</td>
<td>Introduction to Philosophy Psychology of Religion</td>
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(Hem your approval as Head of the Department is called for. It is understood that their names will appear with the staff of the Philosophy Department in the Register and in other publications of the University as appointed to give instruction by correspondence during the coming year)

**PSYCHOLOGY**

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<td>Talbert, E. L.</td>
<td>Ph.D.</td>
<td>Assoc. Prof. of Psychology, U. of Cinn.</td>
<td>Social Psychology Psychology of Thinking</td>
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<td>Kitson, H. D.</td>
<td>Ph.D.</td>
<td>Prof. of Educ. Teachers</td>
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**POLITICAL ECONOMY**

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<td>Keen, H. F.</td>
<td>Inst. in Acct.,</td>
<td>(Bookkeeping)</td>
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<td>Crane Junior Coll.</td>
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May 15, 1969

Mr. Dear Professor Teller,

We are writing to request permission to promote the idea described on the back of this note.

Sincerely,

[Signature]

[Date]
**The University of Chicago**  
*The home-study department*

**CHICAGO, ILLINOIS**

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**POLITICAL SCIENCE**

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<th>Hall, A.B.</th>
<th>J.D., Prof. Polit. Sc., U. of Wis.</th>
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**HISTORY**

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<th>Knox, Frances A.</th>
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**SOCIOLGY**

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<th>A.M. Prof. Sociol. Y.M.C.A. Coll. Chicago</th>
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<tr>
<td></td>
<td>(to assist Professor Burgess in giving &quot;Principles of Collective Behavior)</td>
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<th>MacLean, A.M.</th>
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<td>(History of Social Reform Movement)</td>
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The University of Chicago
The Home-Study Department

CHICAGO, ILLINOIS

Professor Tufts - 3

ART

Driessell, Lucy A. M. Ext. Asst. Prof. (Introduction to the History of Painting (Flemish Painting
(This involves promotion, one step)

To lighten your labors and to expedite replies I enclose a letter to the Head of each Department concerned, which you may use if you care to. Ultimately the whole list will need your approval. As fast as returns come in kindly indicate your concurrence or non-concurrence and forward to me.

Yours truly,

[Signature]

Secretary.

Professor J. H. Tufts,
Faculty Exchange.

HFM-RIJ
The University of Chicago

CHICAGO

Professor Utne

The University

TO PROFESSOR UTNE

This is to inform you that a letter has been received from the Department of History expressing the recommendation for the appointment of Dr. Smith as an Assistant Professor.

I am pleased to inform you that the recommendation has been accepted.

Yours sincerely,

[Signature]

Secretary

[Departmental Address]
My dear President Burton:

If, as heretofore, the University wishes me to be its representative at the National University Extension Association which meets this year at the University of Virginia, and if it will pay my expenses there and back, will you have the kindness as soon as convenient to send word to this effect to me or to the University Auditor?

Yours truly,

President E. D. Burton
Faculty Exchange
CHICAGO, ILLINOIS
April 14, 1943

My dear President Burton:

I am pleased to note the University's announcement that it has been chosen as the site for the National Institute of Education and Training. This is a significant honor for the University and its faculty.

Yours truly,

[Signature]

Secretary

President E. D. Burton

Faculty Exchange
My dear Mr. Burton:

I recommend that Ida Marie Brevid, a graduate student in our School of Education, be appointed to carry on the home-study course entitled "Primary School Methods: Reading and Language" for the next few months while Miss Grace E. Storm, who is now giving it, is abroad.

Her application to give instruction by correspondence, approved by Miss Katherine Martin, acting head of the Kindergarten-Primary Department, and Professor Carl J. Holzinger, who is acting in Director Judd's absence, accompanies this recommendation. If you approve, will you kindly indicate it on the blank and, after such other action as may be called for, return the same to me?

Yours truly,

[Signature]

Secretary.

President Ernest D. Burton
Faculty Exchange.