

The Belvedere

R. P. Foley, Manager.

Electric Lights.

All Conveniences.

Most Charming Resort in Michigan.

Entire Relief From Hay Fever Guaranteed.

Burton
Electric Bell

134

Charlevoix, Mich.,

Aug 26

1899.

My dear President Harper

Will you kindly read
the enclosed letter from Edgar Goddard,
and advise me ^{how} to advise him.
It seems to me that he cannot afford
to decline this splendid offer, and that
we cannot afford to let him do so.
Could not his year (salary - year) date
from July 1st and he be allowed to
reckon the first quarter as his
vacation? The work is so distinctly
valuable to us from the point
of view of the University that I think
his three mos in Oxford next summer
might even be credited as residence
if this were necessary. I should
be glad if you saw fit to write to
Edgar yourself. Of course I shall do

Salao

Kindly return the letter - to me.
I can be reached here till Sept 6th.

Sincerely yours

Ernest D Burton

Monday Dec 18/99

Burlington

No. 11

My dear Mr. President

I am exceedingly sorry to have to report that my effort with Mr. Watkins was entirely unsuccessful. He received me pleasantly, and I made known my errand very soon, and was told that you had been to see him, and that I could say nothing to induce him to do anything at this time. I continued the conversation seeking an opportunity to renew the attack - indeed did so near seeking a point in his armor, but he told me that he ~~had~~ was setting his house in order knowing that he could not live long, and that he had practically determined the disposition of all his property. Finally he excused himself on the ground that men were waiting for him at the bank.

It is possible that you or Mr. Rogers might at the last moment get him to do something, but my effort made no impression upon him. Yours with great regret

Ernest Burton

File under Burton

Hyde Park Baptist Sunday School, December 9, 1900.

Dear Friend:-

You are aware of the systematic effort on the part of Officers and Teachers to raise the standard of Bible study in the Hyde Park Baptist Sunday School. One important step in this line was the division of all pupils into grades according to age and attainment in Bible knowledge.

In order that this grading might correspond to the pupil's actual attainment, it was necessary that there should be a just standard of promotion from one grade to another. For this purpose written examinations are held in March, June and December of each year, and the results of these examinations determine in large part the promotion of the following year.

Recognizing the many demands upon our young people, this work has been planned so as to add as little pressure as possible. The questions are given out one week before the answers are to be handed in, thus giving opportunity to do the work at the most convenient time. The questions do not call for feats of memory, but are to be answered with the Bible in hand or with any helps except the personal aid of parents or friends, and the writing should not in any case require an unreasonable amount of time.

The voluntary coöperation of pupils in this matter has been most ratifying and the results are already manifest in a better quality of work in all grades.

We need the active interest of every parent and friend of the school. Will you not plan this week to give the young people of your household full opportunity to write this final examination of the series for 1900 so that we may close the year and century with the best record yet made.

Most sincerely yours,

Ernest D. Burton, Director of Instruction.

H. E. Slaughter, Examiner.

Hyde Park Baptist Sunday School.

Third and Final Examination for Promotion in 1901.

Paper to be returned December 16, 1900.

Use the Bible or any printed helps, but not the personal aid of others.)

The Life of Christ; Junior grade.

1. Who are the twelve apostles?
2. What wonderful sermon did Jesus preach, after choosing the twelve?
3. In brief what did he tell them?
4. What was the effect of his sermon?
5. Who was the centurion and what did Jesus do for him?
6. When Jesus went into the house of Simon who followed him and what did she do?
7. What is a parable, and what was the parable of the sower?
8. Describe what took place when Jesus and his disciples were crossing the Sea of Galilee.
9. Name four miracles which Christ performed immediately after this.
10. What did Jesus tell his disciples when he sent them out to preach?

THE LIFE OF SAMUEL JOHNSON

CHAPTER I. HIS EARLY YEARS.

Samuel Johnson was born on the 9th of September 1709.

He was the fourth son of Michael Johnson, a farmer, and his wife, Mary.

He was educated at the grammar school of Lichfield.

He was a very diligent student.

He was admitted into the university of Oxford in 1728.

He was a member of the Bodleian library.

He was a very good scholar and a very good writer.

He was a very good friend to the poor and the oppressed.

He was a very good friend to the church and the state.

He was a very good friend to the world.

He was a very good friend to the human race.

He was a very good friend to the whole of mankind.

He was a very good friend to the whole of creation.

He was a very good friend to the whole of nature.

He was a very good friend to the whole of the universe.

He was a very good friend to the whole of the world.

He was a very good friend to the whole of the earth.

He was a very good friend to the whole of the sky.

He was a very good friend to the whole of the sun.

He was a very good friend to the whole of the moon.

He was a very good friend to the whole of the stars.

He was a very good friend to the whole of the planets.

He was a very good friend to the whole of the galaxies.

He was a very good friend to the whole of the universe.

He was a very good friend to the whole of the world.

Hyde Park Baptist Sunday School.

Third and Final Examination for Promotion in 1901.

Papers to be returned December 16, 1900.

(Use the Bible or any printed helps but not the personal aid of others.)

The Three Great Apostles: Junior grade.

1. How and where did Saul prepare for his work of preaching the Gospel?
2. How was he received by the Jews?
3. Who were the first christian missionaries? Who sent them out? Name some of the places where they preached.
4. Tell what you can of the council at Jerusalem. What did this council decide?
5. Tell what you can of Paul's imprisonment at Philippi, and its result.
6. What troubled Paul most in Athens? Where did he preach while in this city, and with what success?
7. Who kept opposing Paul everywhere he went and with what result finally?
8. Give the names of the various letters Paul wrote. Why was he especially anxious about the Thessalonians?
9. Why did he think it necessary to write to the Galatians, and what did he tell them in his letter about being an Apostle?
10. What important city did Paul visit on his third journey? Describe some of the miracles Paul did there, and tell the story of the burning of the books of magic.

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Hyde Park Baptist Sunday School.

Third and Final Examination for Promotion in 1901.

Paper to be returned December 16, 1900.

(Use the Bible or any printed helps but not the personal aid of others.)

The Three Great Apostles: Intermediate Grade.

1. What are the special features covered by the period of the study of this Quarter?
2. Where did Paul go soon after his conversion, and what preparation did he make while there, for his ministry?
3. Name the cities which he visited on his first missionary journey.
4. Give an incident connected with his work in two of these cities.
5. Name the principal speakers at the council at Jerusalem. Give an outline of what they said and tell what conclusion they reached.
6. Give the route of Paul's second missionary journey.
7. Why did Paul go to Macedonia?
8. Tell briefly the story of his work in Philippi, in Thessalonica and in Athens.
9. How long did Paul remain in Corinth, and what letters did he write while there? What causes did he have for writing these letters?
10. What promise did he make the Ephesians when he left them? Describe the events which took place when this promise was fulfilled.

Hyde Park Baptist Sunday School.

Third and Final Examination for Promotion in 1901.

Paper to be returned December 16, 1900.

(Use the Bible or any printed helps, but not the personal aid of others.)

The Three Great Apostles; Progressive grade.

1. (a) How did Paul come to be an apostle?
(b) Give some proof of his conversion.
2. (a) By what body of Christians was he sent out upon his first missionary journey? (b) Who were his companions?
3. Outline this journey by naming in order the places visited, and give some incident connected with each place, if possible.
4. To whom and where did Paul always preach first when he entered a new town?
5. What doctrine did he always preach?
6. Who always raised opposition against him, and why?
7. What was the occasion of the first great council in Jerusalem, and what great question did it settle?
8. (a) Outline Paul's second missionary journey.
(b) Who were his companions?
9. State some of the principal events of this journey.
10. How did Paul's preaching to the Gentiles differ from his preaching to the Jews? Compare his sermon at Antioch in Pisidia, for instance, with that at Athens.

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Hyde Park Baptist Sunday School.

Third and Final Examination for Promotion in 1901.

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(Use the Bible or any printed helps but not the personal aid of others.)

The Harmony of the Gospels.

1. Point out three differences between the Genealogies in Luke and Matthew.
2. Give the title and dominions of Herod the Great.
3. Who was Archelaus, and where and when did he reign?
4. Who imprisoned John the Baptist? Name his dominions.
5. Why did Jesus move to Capernaum?
6. What effect did the imprisonment of John have on the activities of Jesus?
7. Why was it necessary to call the first disciples again, at Capernaum?
8. What is the difference in arrangement between Mark's list of the first six apostles and Matthew and Luke's list?
9. What is the point of each arrangement?
10. What was Jesus' attitude toward the expression of the genuine popular religious life of his day, e.g., feasts, synagogue service, the religious revival under John's preaching?

Dr. Harper

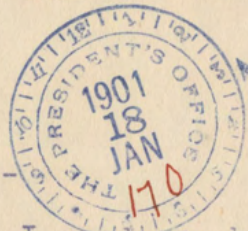
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The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER



CHICAGO

January 17, 1901.

My dear President Harper:-

I send you herewith a copy of the contract for the Constructive Studies. The University Press made three copies all of which were signed, retaining two for themselves, one for Mr. Miller and one for Mr. Rust, and sending one to me as the person appointed to represent the three authors and editors. I am retaining for myself this original, and am sending you this copy as a memorandum.

Very truly yours,

E.D.B.

Ernest D. Burton

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The University of Chicago
PUBLISHED BY THE UNIVERSITY OF CHICAGO



CHICAGO

January 18, 1901.

My dear President Brewster:-
I send you herewith a copy of the
for the Executive Committee. The University has
copies all of which were signed, retaining
one for Mr. Miller and one for Mr. [unclear], and sending one to
the person appointed to represent the [unclear] and [unclear]
I am retaining for myself one original, and a second
copy as a memorandum.

Very truly yours,

Yours,

James B. Conant

COPY.

*A correct copy
Ernest D. Burton*

THIS MEMORANDUM OF AGREEMENT - in triplicate - made and entered into this First (1st) Day of October, Nineteen Hundred (1900) by and between The University of Chicago, party of the first part, and William R. Harper, Ernest D. Burton, and Shailer Mathews parties of the second part,

WITNESSETH:-

That The University of Chicago, party of the first part, for and on account of its Press Division hereby agrees to and with William R. Harper, Ernest D. Burton, and Shailer Mathews, parties of the second part, editors and authors of a series entitled "Constructive Studies in the Life of Christ", to manufacture and publish the aforesaid series, the work to be executed in accordance with the specifications and stipulations hereinafter set forth, viz.,

1. To manufacture and publish said series at its own expense, as a bound volume, and in such other style and manner as it shall deem expedient.
2. To pay Ten per cent (10%) of the gross amount received from the sale of said book on all sales made on and after December First (1st) Nineteen Hundred (1900) as follows, viz., One per cent (1%) to William R. Harper, as editor, or his legal representatives, Five per cent (5%) to said Ernest D. Burton, as editor and author, or his legal representatives, and Four per cent (4%) to Shailer Mathews, or his legal representatives, it being also agreed that in case arrangements are made with other publishers for the joint publication of the series, the same ratio of royalty shall be paid on all copies sold by such other publishers. On sales made previous to December First (1st) Nineteen Hundred (1900) it is understood that no royalty shall be due or payable.
3. To keep said series in stock and on sale, and in suitable ways to promote the sale thereof during the life of this contract, provided that if at any time during the continuance of this Agreement said work shall become unsaleable in the ordinary channels of the trade, the said party of the first part shall have the right to dispose of any copies on hand, paying to said parties of the second part Five per cent (5%) of the net amount received therefor in lieu of the royalty percentages hereinbefore described.

Copyright
Charles Scribner

THIS MEMORANDUM OF AGREEMENT - in triplicate - made
and entered into this First (1st) Day of October, Nineteen Hundred
(1900) by and between The University of Chicago, party of the first
part, and William R. Harper, Ernest D. Burton, and Shailer Mathews,
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have the right to dispose of any copies on hand, paying to said
parties of the second part five per cent (5%) of the net amount
received therefor in lieu of the royalty percentages hereinaf-
fore described.

In consideration of the faithful performance of the above Agreement on the part of the University of Chicago, party of the first part, the said William R. Harper, Ernest D. Burton, and Shailer Mathews, parties of the second part, have agreed and do hereby agree as follows: viz:-

To grant and guarantee to the said party of the first part, the exclusive right to publish said work during the term of this contract, as hereinafter stated, hereby covenanting with the said party of the first part that they are the sole proprietors of the said work, provided, however, arrangements for joint publication may be made with other publishers by and with the consent of all parties to this contract.

It is, also, mutually agreed between the parties hereto, as follows:-

1. That the first statement of sales for the year December First (1st) Nineteen Hundred (1900) to November Thirtieth (30th) Nineteen Hundred and One (1901) shall be rendered in January Nineteen Hundred and Two (1902) and that thereafter statements shall be rendered annually in the month of January, payment to be made in cash two months after date of statements.
2. That at the expiration of three years from December First (1st) Nineteen Hundred (1900) all rights conveyed by this instrument shall revert to the said parties of the second part, and that they shall have the option of purchasing from the said party of the first part the plates of said series at the cost of electrotyping plus the cost of the type setting of such portions of the book as it is necessary to reset in order to the fulfillment of this contract, viz., pages 49 to 214 inclusive.

IN WITNESS HEREOF the parties have hereunto set their hands the day and year first within mentioned.

THE UNIVERSITY OF CHICAGO

(Signed) H. A. Rust
Comptroller,

William R. Harper,

Ernest D. Burton,

Shailer Mathews.

In consideration of the faithful performance of the
above Agreement on the part of the University of Chicago, by
of the first part, the said William R. Harper, Ernest D. Burton,
and Gaillet Mathews, parties of the second part, have agreed and do
hereby agree as follows: viz:-

To grant and guarantee to the said party of the first
part, the exclusive right to publish said work during the
term of this contract, as hereinafter stated, hereby covenant-
ing with the said party of the first part that they are the
sole proprietors of the said work, provided, however, strange-
ments for joint publication may be made with other publishers
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ment shall revert to the said parties of the second part,
and that they shall have the option of purchasing from the
said parties of the second part the right to publish the said
cost of electrotyping plus the cost of the type setting of
each portion of the book as it is necessary to reset in
order to the fulfillment of this contract, viz., pages 49 to
514 inclusive.

IN WITNESS WHEREOF the parties have hereunto

set their hands the day and year first within mentioned.

THE UNIVERSITY OF CHICAGO

(Signed) E. A. Hart

Comptroller

William R. Harper

Ernest D. Burton

Gaillet Mathews

February, 19, 1901.

My Dear Mr. Burton:

The Trustees have decided to adopt the Harvard plan of a Board of Preachers for the University. The money has been secured for carrying out the arrangement. It will be possible to pay each preacher the same sum paid at Harvard, one hundred dollars a week, for services rendered.

I am writing to ask you to suggest the names of eminent men whose coming to the University as a preacher would, in your opinion, be of service to the University.

Hoping that I may have the favor of your assistance in this matter, I remain,

very truly yours,

W. R. Harper

February, 12, 1891.

My Dear Mr. Burton:

The Trustees have decided to adopt the Harvard plan of a Board of Preachers for the University. The money has been secured for carrying out the arrangement. It will be possible to pay each preacher the same sum paid at Harvard, one hundred dollars a week, for services rendered.

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The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER



CHICAGO February 11, 1901.

My dear President Harper:-

Pardon my delay in returning to you the inclosed announcement of lectures on Religious Pedagogy. I have tried to get some information concerning Mr. St. John. The lectures themselves, it seems to me, it would be desirable to have given, provided the lecturer is thoroughly competent, and provided, also, that they be given under proper safeguards. I should not think that they were desirable as public lectures, and that possibly some restrictions ought to be put upon the persons allowed to elect the course. It occurs to me that ~~a letter to~~ Rev. Raymond Calkins, the last man whose testimony is contained in his article of commendations, might be a suitable man to give information. Very likely you know personally some other persons in this list who could give you the facts needed.

Very truly yours,

Ernest D. Burton

E.D.B.

Henry
Bacteriology

CHICAGO February 11, 1901.

My dear President Harnack:-

Excuse my delay in replying to you.

I have enclosed announcement of lectures on Religious Liberty. I have
tried to get some information concerning Mr. St. John. The lecturer
themselves, it seems to me, it would be desirable to have given,
provided the lecturer is thoroughly competent, and, of course, also
that they be given under proper safeguards. I should not think
that they were desirable as public lectures, and that possibly
some restrictions ought to be put upon the persons allowed to select
the course. It occurs to me that a lecture on Rev. Raymond Calhoun,
the fact that whose testimony is contained in his article of con-
mendation, might be a suitable way to give information. Very
likely you know personally some other persons in this list who
could give you the facts needed.

Very truly yours,

E. J. H.

"Would you know how to lead the child * * * ? Observe the child; he will teach you what to do."—Froebel.

A Child Nurture Institute
A COURSE OF LECTURES AND CONFERENCES ON
Child Study and : : : : :
Religious Pedagogy

By Edward P. St. John,

Extension Lecturer on Religious Pedagogy of the Bible Normal College,
Springfield, Massachusetts.

In the Sunday-school room of Wesley Chapel, M. E. Church

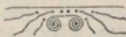
CORNER OF BROAD AND FOURTH STREETS,

COLUMBUS, O.,

Under the auspices of the Columbus Primary S. S. Teachers' Union,

December 2nd, 3rd, 4th, 5th, 6th, 7th, 1900.

Sessions begin promptly at 4:00 and 7:45 p. m. each day.



Parents, Sunday-school teachers and officers, leaders in children's and young people's societies, those engaged in charitable and philanthropic work, and all interested in the moral and religious instruction and training of children and youth are cordially invited to attend.

Offerings to defray expenses will be received at each session.

About the Institute.

ITS SPIRIT will be at once scientific and religious.

ITS AIM will be to bring the helpful results of systematic and scientific child-study to all who are interested in the moral and religious instruction of the young.

THE PLAN will be to follow the development of the growing man from earliest childhood to adult life. In each period the discussion will proceed from the study of the powers, attainments, interests and needs of the child and youth to the practical problems of home, school and church work.

THE METHOD will be that of the informal lecture-discussion. Questions, objections, and brief, pointed discussion will be welcomed at any moment. The blackboard and charts will be freely used for illustration.

AMONG THE TOPICS which will be discussed in the proper connection are the following:

Must spanking go?
How to train the will.
When conversion is easiest.
Shall we teach the catechism?
How to retain a child's confidence.
What to do when a child says "I won't."
How a child gets his first ideas of God.
Why children tell lies, and how to stop it.
How to keep young men in the Sunday-school.
How to make it a pleasure to punish your children.
What, when and how to teach children about sexual life.
What to teach in the various grades of the Sunday-school.
How to utilize general literature for moral and religious training.

How to tell stories.
How to study children.
How to manage "bad boys."
How to grade a Sunday-school.
The moral influence of fairy-tales.
The meaning and importance of play.
The use of the imagination in teaching.
How to secure obedience from a young child.
The most helpful books for parents and teachers.
The normal development of religious life in a child.
How to find the right teacher for a particular class.
How to teach the Sunday-school kindergarten class.
How to teach the Old Testament stories to children in view of modern Biblical criticism.

Also more than a score of the most important and difficult problems of Sunday-school work.

Programme.

All the discussions will bear directly upon moral and religious education. The general method and certain topics which will be discussed are indicated upon the opposite page. The particular period of development or phase of the subject to which the discussion will be confined is indicated below. Each lecture will be preceded by a brief devotional service.

Sunday Afternoon.

4:00 Child-Study and Religious Education.

Monday Afternoon.

4:00 Early Childhood.—The Kindergarten Period.
From the third to the sixth year.

Monday Evening.

7:45 Early Childhood.—The Primary Period.
From the sixth to the ninth year.

Tuesday Afternoon.

4:00 Boyhood and Girlhood.
From the ninth to about the twelfth year.

Tuesday Evening.

7:45 Adolescence.—The First Stage.
From about the twelfth to about the sixteenth year.

Wednesday Afternoon.

4:00 Home Discipline.
The Science and Art of Punishment.

Wednesday Evening.

Lecture omitted on account of church prayer-meetings.

Thursday Afternoon.

3:15 Some special dangers and temptations of children and youth.

4:00 Adolescence.—The Middle Stage.
From about the sixteenth to about the eighteenth year.

Thursday Evening.

7:45 Adolescence.—The Last Stage
From about the eighteenth to about the twenty-fourth year.

Friday Afternoon.

4:00 The Gradation of the Sunday-school.

Friday Evening.

7:45 The Question Box.

8:15 The Personal Element in Religious Teaching.

'Where there is anything growing, one former is worth a thousand and reformers."
-Horace Mann.

THE BIBLE NORMAL COLLEGE,

Springfield, Mass.

Rev. David Allen Reed, President;

George H. Archibald, Rev. Jesse L. Hurlbut, D.D.,
Vice-Presidents;

George D. Chamberlain, Treasurer.

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The college offers thorough and scientific training for specialists in Sunday-school, missionary, philanthropic and charitable work.

THREE COURSES OF STUDY.

- I. A course of three years, largely elective, and contemplating an advanced degree. Open to those who have taken a bachelor's degree.
- II. A course of two years general training in all departments of the college. The college diploma granted on completion.
- III. Courses of one year or less for Sunday-school teachers, and those who cannot spend more than one year at the college.

Special Courses for volunteer helpers in the Sunday-school and other lines of church work, city or home missions, etc., are offered. They offer splendid opportunities for Sunday-school superintendents, primary teachers, leaders of young people's societies, and others at very small expense. See special circular in regard to these courses.

Catalogues of the college and full particulars concerning the regular and special courses may be obtained by addressing the college, or by applying to Mr. St. John in person.

CONCERNING THE WORK OF
EDWARD P. ST. JOHN,

Extension Lecturer on Religious Pedagogy,
BIBLE NORMAL COLLEGE, SPRINGFIELD, MASS.

From Rev. Wm. V. W. Davis, D. D.,

Pastor First Congregational Church, Pittsfield, Mass.

I enjoyed Mr. St. John's work *very much*. He has fully mastered the best pedagogical thought and states it clearly and in a quickening way. I wish his lectures might be heard by thousands of New England teachers and parents.

From Rev. Alfred J. Hutton, D.D.,

Pastor First Presbyterian Church, Corning, N. Y., and President Board of Trustees of Auburn Theological Seminary.

The meetings were the best of their kind that I have ever attended. I thoroughly endorse Mr. St. John and most heartily commend him to other communities. He is an expert in Sunday-school organization and methods. He has thought his subject through, is an unusually interesting speaker, shows the finest temper and spirit, a well balanced judgment, and is deeply reverent and devout. Every one of the five visiting pastors would endorse what I write.

From Rev. W. F. Congdon, D.D.,

Pastor Park Methodist Episcopal Church, Hornellsville, N. Y.

His lectures were a fresh and valuable application of recent psychological and pedagogical principles to the home and Sunday-school training of the young. They commended themselves to the scholarly in the audiences and yet were full of practical suggestions to the average parent and teacher. Among the most attentive listeners in the audiences were the clergymen and public school teachers of the city. I heartily commend the work in which Mr. St. John is engaged.

From Rev. P. W. Crannell,

Pastor Baptist Church, Corning, N. Y.

Mr. St. John's work in his "Child Nurture Institute" recently held here was highly satisfactory. His matter and manner are both admirable, the topics are such as no teacher can afford to be ignorant upon, and his method is very helpful. The pastors at whose instance the institute was held feel that their expectations were more than realized, and that the large number—which steadily increased—who attended received many valuable ideas and a real uplift.

From Rev. John A. McIntosh,

Pastor First Presbyterian Church, Malone, N. Y.

His work was unusually good. If I have estimated it correctly, he did more than make a fugitive impression. He gave to those who heard him something

which will be of permanent value. His work on child study was excellent. He seems to be familiar with his subject, and is not at all pedantic.

The value of such a work done by such a man in a spirit at once scientific and evangelical cannot be overestimated.

From REV. JOHN W. CONKLIN, A. M.,

Field Secretary of the Missionary Board of the Reformed Church.

He has given me many messages concerning God and God's little ones. I wish that many of our Reformed Churches might have the benefit of his child nurture institutes, for through the pastors, parents, and teachers who attend them the children will be sure to receive multiplied blessing and the best sort of revival will come to the churches.

From REV. GERARD B. F. HALLOCK, D.D.

Assistant Pastor Brick Presbyterian Church, Rochester, N. Y.

There is no question that Mr. St. John has struck a rich vein of thought, and that he has a gift in presenting the subject of religious pedagogy. I wish every minister's meeting in the land could hear just what we heard this morning. He gave us all definite help toward solving some of the most difficult Sunday-school problems.

From MR. GEORGE H. ARCHIBALD,

General Secretary Maine Sunday-school Association, Woodfords, Me.

I am well acquainted with the work done by Mr. E. P. St. John at Sunday school institutes, conventions, etc., and I believe that it is exactly the work that needs to be done more than any other. His lectures and conferences on the study of the child are in the first rank. Few men are so well acquainted with the child or with the needs of the Sunday-school worker. He is a prince of teachers.

From REV. S. A. MORSE, D. D.

Pastor First Methodist Episcopal Church, Corning, N. Y.

Mr. St. John is master of his subject, and presents his themes in such charming style and with such a wealth of apt illustration as to hold everyone to the subject with the closest attention. My conviction is that this particular line of effort is what is needed in the Sunday school work of to-day, and that Mr. St. John is the right man to demonstrate this, and to lead the way to a better condition of things in respect to Sunday-school instruction.

From J. L. SLATER,

Chairman for Eighth District N. Y. State S. S. Association, Buffalo, N. Y.

Mr. St. John has just concluded an institute in Buffalo. Much was expected of him, but our anticipations were more than realized. From primary teacher to pastor and superintendent comes a unanimous statement that he has given to our workers a new view of opportunity and possibility. His work enables us to comprehend the pupil and his needs more clearly than ever before. Much has been done to improve primary, home department, normal, and other special lines of work; he reveals the fundamental principles that underlie all the work.

From REV. EDWIN S. HOFFMAN,

Rector Christ Church, (Protestant Episcopal,) Hornellsville, N. Y.

I was more than pleased with his presentation of his subjects. I esteem his method of treatment of the principles of child nurture the best which I have ever met. I most heartily commend Mr. St. John.

From REV. H. S. HATCH,

President Massachusetts Christian Endeavor Union, Monson, Mass.

Mr. St. John's work with us in the Child Nurture Institute was in every way satisfactory and eminently so. I did not detect in all his work one single fault either in accuracy of statement or fidelity to principle.

From MISS NELLIE B. JORDAN,

Corresponding Secretary Maine State Sunday-school Association, Alfred, Maine.

All who attended Maine's Summer School for Sunday-school Teachers received much benefit from Mr. St. John's lectures and conferences on child study. His scholarly presentation of the subject, his enthusiasm, and his genial Christian spirit made the study a delight to all teachers. He is one of the best Sunday-school workers ever in Maine.

From REV. CHARLES NOBLE FROST,

Pastor First Presbyterian Church, Bath, N. Y.

Such work as Mr. St. John is doing is most valuable. I attended all the sessions of the institute which he recently conducted here, and was greatly profited and helped myself, as, I believe, were all others who attended. His method is winning and attractive; his statements simple and clear; his answers to questions are satisfactory and judicious. It will give me great pleasure to do what I can to assist him in getting a hearing before audiences whenever I may have the opportunity, for I believe that parents and teachers cannot but be greatly aided and stimulated by listening to him.

From MR. EUGENE F. PARKER,

Superintendent Presbyterian Sunday-school, Bath, N. Y.

I believe most thoroughly in the work which Mr. St. John is doing; it is unique and the time is ripe for it. His institute here on child nurture as related to the home and Sunday-school was so extremely practical and helpful that I regard it as the best thing that has come to us for years. Mr. St. John is certainly peculiarly fitted to do most successfully just that kind of work.

From MR. PERCIVAL M. WHITE,

Chairman Program Committee, Buffalo Sunday-school Union, Buffalo, N. Y.

The institute held in the Delaware Avenue M. E. church, under the direction of Mr. E. P. St. John was a great success.

Mr. St. John gave entire satisfaction. He thoroughly understands his work, and with numerous and elaborate charts makes his subject plain. The sessions were well attended and showed an increase in numbers and interest as the work

continued. We desire to have the course repeated next year. Mr. St. John by his courtesy, thoroughness, and spiritual teaching won the hearts of all.

From MR. GEORGE R. SIKES,

Superintendent Memorial Chapel Sunday-school, the largest in Buffalo, N. Y.

The institute was a most pleasing and profitable setting forth of the pedagogical facts in child nature which a teacher ought to know. It carried with it in a most convincing way an appreciation of the importance of the personal religious life of the teacher. It was an inspiration to me personally, and as a superintendent. The attendance was exceedingly gratifying to us, and after a week's interval I find the desire that it be repeated freely expressed. If we should be so fortunate as to arrange another institute the attendance of our teachers would be both general and enthusiastic.

From REV. B. B. KNAPP,

President Steuben County Sunday-school Association, Painted Post, N. Y.

So new is his theme and his approach to the study of the Scriptures that the people are startled as well as interested and instructed. He is a master in his branch of Bible work and teaching. He is wonderfully fitted in mind and spirit to do this kind of work. There never was a greater need of just such a man with just such a message. I earnestly endorse him.

From REV. JOSEPH GAMBLE, D.D.,

Pastor First Presbyterian Church, Plattsburgh, N. Y.

His treatment of Sunday-school work based upon psychological study of children and youth, was extremely interesting and instructive. I can most heartily commend Mr. St. John, and take pleasure in doing so.

From I. P. TRUMAN, M. D., Hornellsville, N. Y.

I was delighted with the valuable information given, and also with his genial and sympathetic methods of imparting his teachings concerning the proper instruction of children, especially those from twelve to sixteen years of age.

From REV. ALFRED RADLEY,

Pastor Methodist Episcopal Church, Nachute, P. Q.

It is not too much to say that he stirred the deeper feelings of the Christian community as has been done rarely, if ever, before.

From REV. N. E. FULLER,

Pastor First Congregational Church, Corning, N. Y.

I feel deeply the need of just such work as Mr. St. John is doing, and with many others join in saying that I never saw a person more fitted to meet the need. Without egotism or presumption he has great ability in persuading people to his position by his quiet, yet intensely earnest, clear, concise way of putting things.

From REV. RAYMOND CALKINS,

Pastor Congregational Church, Pittsfield, Mass.

I cannot speak in too high terms of his work here. He made a decided impression upon his hearers by the scholarly way in which he presented his subject, as well as by his frankness and willingness to give personal and practical help.

SIX LECTURES ON
CHILD STUDY AND RELIGIOUS PEDAGOGY

By Edward P. St. John, Extension Lecturer on Religious Pedagogy
Bible Normal College, Springfield, Mass.

- I. Early Childhood—The Kindergarten Period.
- II. Early Childhood—The Primary Period.
- III. Boyhood and Girlhood.
- IV. Adolescence—The First Stage.
- V. Adolescence—The Middle Stage.
- VI. Adolescence—The Last Stage.

Lecture IV. Adolescence--The First Stage.

Approximate age: Females, 11-15; Males, 12-16.

Adolescence the period from beginning of pubertal changes to maturity. Its characteristics. The three stages, and relation of each to moral and religious development. The first an especially interesting and difficult period. The "bad boy" and "tomboy" stage.

1. *Physical characteristics.*

Rapid and uneven growth, resulting in laziness and awkwardness. Failure to understand these conditions brings loss of sympathy and thus of power to influence moral life.

Rapid sexual development, bringing special dangers and temptations. Knowledge of sexual life usually gained from impure sources. Duty of parents and teachers.

2. *Intellectual development.*

Attainment of clear self-consciousness, commonly manifested in stubbornness, wilfulness, and desire to leave home. Normal conditions, but a point of great danger. How to guard it. Reticece and bashfulness, arising from the same root, another danger point. The new sense of personality must be respected, and confidences should not be forced. Sympathetic relations with the adolescent especially important.

Keen sense of humor, which manifests itself in practical-joking, seeming irreverence, etc. Appreciation of humor on part of the teacher or parent has great value as an aid in discipline and in pointing a moral.

3. *The emotional life.*

Egoistic emotions most prominent. Feeling of power manifests itself in bullying. This expression may be transformed

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to championship of the weak. The meaning of "showing off," teasing, "stunts," etc. Feelings of pride, courage, ambition, etc., should be dealt with in a constructive way, making them foundations of strong and noble character.

Religious emotions developing, but discussed in connection with the next period.

4. Spontaneous interests.

Physical power, manifested in strength, skill, and courage, greatly admired. Hero-worship. The boy's hero at this stage. The reason for these conditions. Importance in moral training.

Love of adventure very strong. Manifested in hunting, camping, choice of literature, etc. The dime novel and its influence. How to counteract it, and guard against its dangers. Healthful and helpful literature.

Interest in domestic life and pursuits increasing among the girls.

5. Characteristic social relations.

The sexes mutually repellant. Manifestations. Great significance of these facts in moral and religious training. Errors arising from misunderstanding of these conditions. Practical suggestions.

Tendency toward rudimentary social organization. Cliques. Secret societies. Gangs. Leadership, fighting, stealing, "stunts," etc., in the gang. The moral influence of the gang. Lessons for the leader of religious work among boys.

6. Basis of appeal for discipline.

Example has the strongest influence in immediate control and in character-building. Moral qualities of the teacher more important than intellectual at this time.

7. Organized agencies for moral and religious development.

The successful organizations are those which separate the sexes. Boys' Brigade. Boys' Clubs. Boys' Branch of the Y. M. C. A. Girls' Guilds.

8. Suggestions for Sunday-school organization and management.

An "Intermediate" department for pupils in this stage. Sexes separated. Classes of about six members, and having simple organization.

Ideal teacher for boys, an athletic young man. For girls, a mother of from thirty to forty years.

The course of study should place especial emphasis on biographical Bible study. To this may be added study of the lives of missionary heroes and of crises of church history.

February 12th, 1901.

My Dear Mr Burton:

I send you herewith the first provisional form of the proposed Press Building. It is understood that the Library is to occupy the second and third floors. You will notice in the plans arrangements are made for stacking.

Could you take this up with Mrs Dixon and make what suggestions you think necessary? Will you kindly return the plans to me.

Very truly yours,

W. R. Harper

February 18th, 1901.

My Dear Mr. Burton:

I send you herewith the first provisional form of the proposed Press Building. It is understood that the Library is to occupy the second and third floors. You will notice in the plans arrangements are made for stacking. Could you take this up with Mrs. Dixon and make what suggestions you think necessary? Will you kindly return the plans to me.

Very truly yours,

W. R. Harper

CHICAGO March 28, 1901.

My dear Mr. President:-

In reference to the letter of George W. Sharp, which I return herewith, I think the only thing to say is that broadly speaking there are two views held by members of our theological faculty. Some would return an emphatic affirmative answer to his first question, others would say that the question is one which in the very nature of the case cannot be answered; that it is beyond the limits of divine revelation or the possibilities of human knowledge - at least so far as we are now able to see - to define the nature of Jesus in metaphysical terms. What we can know, - and this would be emphatically affirmed by those of whom I am now speaking, - is that Jesus Christ is the consummate revelation of God, to be worshipped and obeyed as God, having for us the religious value of God. The difference between the two views is not one of religious significance, but lies in the realm of metaphysics.

Whether it is wise to make this answer I do not know, but it is the only one that seems to me possible to make. I know nothing of course of the previous correspondence.

I will endeavor to call on Mr. Jacobus and shall try to arrange to have him down to lunch or dinner with some of our faculty next week. I am glad to be reminded of it, and had intended to do it but it had escaped my memory.

Very truly yours,

E.D.B.

E.D. Burton

CHICAGO, March 28, 1901.

AMERICAN JOURNAL OF THEOLOGY
EDITED BY THE DIVINITY FACULTY
THE AMERICAN JOURNAL OF SEMITIC
LANGUAGES AND LITERATURES
EDITED BY THE SEMITIC FACULTY
THE BIBLICAL WORLD
EDITED BY THE BIBLICAL FACULTIES

My dear Mr. President:-

In reference to the letter of George V. Sharp, which I return herewith, I think the only thing to say is that broadly speaking there are two views held by members of our theological faculty. Some would retain an emphatic affirmative answer to his first question, others would say that the question is one which in the very nature of the case cannot be answered; that it is beyond the limits of divine revelation or the possibilities of human knowledge - at least so far as we are now able to see - to define the nature of Jesus in metaphysical terms. What we can know, - and this would be emphatically affirmed by those of whom I am now speaking, - is that Jesus Christ is the consummate revelation of God, to be worshipped and obeyed as God, having for us the religious value of God. The difference between the two views is not one of religious significance, but lies in the realm of metaphysics. Whether it is wise to make this answer I do not know, but it is the only one that seems to me possible to make. I know nothing of course of the various correspondence.

I will endeavor to call on Mr. Jacobus and shall try to arrange to have him down to lunch or dinner with some of our faculty next week. I am glad to be reminded of it, and understood to be so, but it had escaped my memory.

Very truly yours,

Edw. S.

E. S. S.

April 4th, 1901.

My dear Dr. Burton:

The amount necessary to establish a fellowship which would yield three hundred dollars a year is seventy-five hundred dollars. Ten thousand dollars would yield four hundred dollars a year. I wish very much indeed that Mr. Ferguson might be able to endow a fellowship.

Very truly yours,

W. R. Harper

April 4th, 1901.

My dear Dr. Burton:

The amount necessary to es-

tablish a fellowship which would yield three hundred

dollars a year is seventy-five hundred dollars. Ten

thousand dollars would yield four hundred dollars a

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W. R. Harper

THE AMERICAN JOURNAL OF THE
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LANGUAGES AND LITERATURES
FACULTY
THE EASTERN WORLD
FACULTY

My dear Mr. Presi

Mr/ W. D. Ferguson

THE AMERICAN SCHOOL OF THEOLOGY
FOUNDED BY THE UNIVERSITY OF CHICAGO
THE AMERICAN SEMITIC
LANGUAGES AND LITERATURES
FACULTY
THE WORLD
LITERARY FACULTIES

The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER

CHICAGO April 3, 1901.



My dear Mr. President:-

May I renew the inquiry made on behalf of Mr/ W. D. Ferguson of California as to the amount necessary to endow a fellowship. Mr. Ferguson you remember is the gentleman - formerly a student with us,- who was appointed to a fellowship on his statement that he himself had raised the money for the stipend. He at the same time expressed the hope of being able to make the fellowship permanent, and inquired what amount of money was necessary to do this latter. His letter has apparently gone astray in some way, and has not been answered. I should be glad to send him word as soon as possible.

Very truly yours,

Ernest D. Burton

\$300
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The University of Chicago
 PUBLISHED BY JOHN D. ROCKEFELLER

CHICAGO APRIL 5, 1901

My dear Mr. President:-

May I renew the inquiry made on behalf of
 Mr. W. D. Burgess of California as to the amount necessary to endow
 a fellowship. Mr. Burgess was formerly in the gentleman - formerly
 a student with us - who was appointed to a fellowship on his state-
 ment that he himself had raised the money for the fellowship. He at
 the same time expressed the hope of being able to raise the fellow-
 ship permanent, and inquired what amount of money was necessary to
 do this latter. His letter has apparently gone astray in some way,
 and has not been answered. I should be glad to send him word as
 soon as possible.

Very truly yours,

Very truly yours,

James D. Gifford

1000

ERNEST DEWITT BURTON
SHAILER MATHEWS
CLYDE WEBER VOTAW
EDGAR JOHNSON GOODSPEED

The University of Chicago
FOUNDED BY JOHN D. ROCKEFELLER

My dear President Harper

If you have not already read in the "Record Herald" of this morning the statement about my brother Dr. E. F. Burton, you will doubtless see it or hear of it. I want to say to you that I am thoroughly acquainted with the facts, and that I am as sure as I can be of anything outside of my own soul that the charges against my brother are absolutely false and that the case is one of peculiarly atrocious malice and devilishness on the part of George Hall. It was of this that I wished to speak to you yesterday -
Believe me,

Sincerely yours

Ernest D. Burton

Oct 2. 1901.

My dear President

I have just received your letter of the 15th inst. regarding the situation of the
theological department. I am very sorry to hear that the
situation is so serious. I have been thinking of the
theological department for some time and have been
convinced that the situation is very serious.
I have been thinking of the
theological department for some time and have been
convinced that the situation is very serious.
I have been thinking of the
theological department for some time and have been
convinced that the situation is very serious.

Sincerely yours

Emory Dawson Brown

Oct 15 1901

November 20, 1901.

Mr. Henry F. Burton,

4 Dartmouth Street, Rochester, N. Y.

My dear Mr. Burton:

Your brother, after what was almost equivalent to a collapse, last week, has gone to Arizona. You probably have been informed of this fact. He certainly is in a bad condition. I think the difficulty comes largely from the strain he has had to carry in connection with his youngest brother. I think, however, that he has done the right thing, and we have all agreed that it was best for him to go to Arizona. This will give him a chance to rest, and his anxiety for his brother will be less if he is near him than if he were at some distance. I assure you that we have watched him carefully, and have done everything we could to help him. I advised him very strongly in the Autumn not to begin his work, but he felt compelled to do it. We have arranged for him to be absent, and we shall hope to hear good word from him. If I can be of any service in any way, you may be sure it will be gladly given.

Yours truly,

W. R. Harper

Rec
My Dear

November 30, 1901.

Mr. Henry F. Burton,

4 Dartmouth Street, Rochester, N. Y.

My dear Mr. Burton:

Your brother, after what was almost equivalent to a collapse, last week, has gone to Arizona. You probably have been informed of this fact. He certainly is in a bad condition. I think the difficulty comes largely from the strain he has had to carry in connection with his youngest brother. I think, however, that he has done the right thing, and we have all agreed that it was best for him to go to Arizona. This will give him a chance to rest, and his anxiety for his brother will be less if he is near him than if he were at some distance. I assure you that we have watched him carefully, and have done everything we could to help him. I advised him very strongly in the Autumn not to begin his work, but he felt compelled to do it. We have arranged for him to be absent, and we shall hope to hear good word from him. If I can be of any service in any way, you may be sure it will be gladly given.

Yours truly,

W. R. Harper

Rochester N.Y. November 15.
4 DARTMOUTH STREET. 1901.

My Dear Dr Harper, (69)

From letters just received from my sister, Mrs Beman, and from Mrs Ernest Burton, I learn that Ernest is in a critical state of health. He returned to Chicago in September in a weak condition, has since had to endure a most severe and trying strain in looking after the interests of my youngest brother who is in Arizona for his health, and in consequence seems now at the point of breaking down utterly.

His wife tells me that he is often
in an hysterical state, reduced to
violent weeping from nervous
depression.

Now would you not use your
influence to induce him to
take the proper course for the
recovery of his strength? I
have urged him to get the best
medical advice — and follow
it promptly. This will probably
involve taking another period
of absolute rest with change
of climate. He will be ^{so} unwilling
to leave his work again soon.
But no one can so well

persuade him to do what is necessary ~~than~~^{as}
yourself. If you should employ a tone of
authority, I think it would be quite justified
in view of the circumstances.

Knowing your regard for Ernest and appreci-
ation of his impulses, I do not hesitate to
appeal to you in this crisis

Very truly yours,
Henry J. Barton

Los Angeles, Cal. Mch. 12. 1902

~~President~~
My dear President Harper,

I have this morning rec'd yours of Mch 4th, delayed somewhat by my absence for a few days at a little island in the Pacific Ocean - Catalina.

I greatly appreciate the kindness of your letter, while it makes me feel even more than before regret that I have been obliged to be absent from Chicago so large a part of the past year. Until within about six weeks I have been so destitute of ambition as well as of strength as not to feel very keenly the fact that I was dropping behind the procession, and I fear I may have been even somewhat insensible to the fact that my absence was making other-people's burdens heavier. Of late, however, I have been gradually recovering from my state of numbness and insensibility, with a two-fold effect. On the one side I have had an acute sense of my ignorance, and a hunger to know something thoroughly, and under the influence of this feeling I have wished that I might manage somehow in the coming year, of which there are not so many as

then once over - to have time to study and think,
and really do something for the promotion of sound
thinking among our people. On the other-hand
I have awakened to the fact that my colleagues
in Chicago have been carrying heavy loads, made
somewhat heavier - at least by my absence. And I
want to take my turn at the mill. I am especially
sorry that your winter has been so hard a one,
and that you have been prevented in some
measure from accomplishing all you had
hoped on the Commentary.

I hope there may be an early opportunity after
my return for a survey of the situation, and some
wise planning for the future. I shall be entirely
unwilling to be spared from drudgery at the
expense of those who have already been loaded
that I might be lightened, but if any way can
be devised by which without such burdening of
others we - if you will permit me to class us
together - in this one aspect of the matter -
can save ourselves for the best work of which we
are capable, I shall be glad. Only let me say again

I do not at all or for a moment wish to burden others that I may be lightened, or to be lightened at all except that I may put my force, such as it is, where it is most needed and can be of most service.

I have greatly enjoyed the opportunity which the last few weeks have given me for a little deliberate reading and study, partly strictly in my own lines of study, partly by way of broadening my horizon a little. The list of books is not a long one, but I think I have done something that will count in future work.

As for the health, I am, I judge, nearly as well as I was two years ago; and with reasonable care I see no reason why I should not go straight ahead now.

Pardon this long letter. I haven't written you many.

Most sincerely & cordially yours

Ernest Burton

I expect to leave here about the 20th and to be in Chicago the 30th or 31st. Miss Culton will have my address from time to time.

I do not share in the movement with to make
others but I may be mistaken, or to be mistaken
at all except that I may not have force, and
it is, where it is most needed and can be of
most service.

I have greatly enjoyed the opportunity which I have
had to have given me for a little while to make
and study, but I should in my own line of study
put by way of observation and having a little
basis of books to read a long one, but I should
have more something that will count in future work

As for the best, I am, I hope, nearly as well
as I was two years ago; and with reasonable
care I see no reason why I should not do slightly
better now.

Thank you very much for the letter which I received.

Very truly yours

Wm. Lloyd Garrison

I expect I have been about the 20th and to be in Chicago
the 30th or 31st. What letter will you send me
from time to time.

✓
Charlevoix, Mich. Aug. 25, 1902.

Library Commission
My dear President Harper,

Pres
I am sending you herewith a copy of the report which I have prepared to present to the Congregation. The original is in Mr. Carpenter's hands who will present it as secretary of the Commission. I have thought however that you might care to have a copy at hand. It contains as you will see the Report to the Board of Trustees. I have not included a blue-print of the architect's layout, for the reason that I have no good one left, and I have thought that you could telephone to Mr. Clark to make and send you one. Ask for the plan marked "Approved and Recommended to the Board of Trustees, Aug 12, 1902, by the Library Commission".

I have not heard whether the Board of Trustees has approved this plan or not. If not, there may be a disposition to oppose it in the Congregation and to attempt to vote it down or modify it. If such should prove to be the case it would be well to bear in mind two things, which I am sure you will not object to my reminding you of. This report is ~~xx~~ not the property of the Congregation except as a communication of information from the Commission. The Congregation has no power to modify or vote down the Report of the Commission to the Board. It may request the Committee to modify the Report, or may express to the Board its disapproval of the Report or any part of it. But the Report itself it cannot touch. Though the Commission has adjourned without expectation of having occasion to reassemble, it will go out of existence only when discharged by the Board of Trustees that appointed it. It might therefore still consider recommendations of the Congregation unless the Board has discharged it.


If as I presume is the case the Commission has been discharged,

Charlevoix, Mich. Aug. 22, 1902.

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But the Report itself is cannot come. Though the Commission has returned without expectation of having occasion to reassemble, it will go out of existence only when discharged by the Board of Trustees that appointed it. It might therefore still consider recommendations of the Congregation unless the Board has discharged it.

If as I presume in the case the Commission has been discharged,

it is still very important that the Congregation should be satisfied with the plan which the Commission has proposed and the Trustees approved. I fear that Mr. Carpenter's defense of the Report will be rather half-hearted, mainly because of his dissatisfaction with Recommendation 6. I have done what I could to brace him up by writing, but I hope you will be ready to say some things about it. As I look at it, and as I have said to Mr. Carpenter, this resolution by no means signifies that the Departmental Libraries are to have unlimited liberty of growth, but that no library is to have an advantage over its fellows by the mere accident of having more space to spare in its building, and vice versa none is to suffer disadvantage by the mere fact of architectural disadvantage, and --- and this is important--- ~~and~~ that the responsibility for placing necessary checks upon the growth of the departmental libraries is left with the Library Board of the future instead of being assumed by the Commission of today, a body which in the nature of the case cannot legislate wisely on a matter which must be so largely affected by conditions not yet in existence. The fact is that as matters stand this recommendation is a measure of protection for Modern Languages. The outlying buildings, Divinity and Classics, are likely always, or at least for a long time, to have space in their buildings for stacks; and by reason of the 16 feet excess of length of the History building over the Modern Language building, History is also likely to have room in its building for stacks, additional to wall-cases in its reading room, for a long time to come. In the case of Modern Languages alone its margin of space over probable requirements is such that it is quite possible that within 25 or 30 years it may really need space for the development of its departmental library that can be obtained only by appropriating some adjacent portion of the stack within the General Library Building.

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On another kindred point I have a little anxiety. Mr. Carpenter's attitude and the absence of both Professor Small and myself leaves the report without a defender from among those members of the Commission who favored a Central Library plan. The result may be that it may look to the representatives of that plan-- which had a slight majority at the last meeting of the Congregation-- as if they had been sold out, or not to use so offensive an expression defeated in Commission. And in the present state of feeling it may even be felt by some that once more those of us who are charged with always voting for what the President wants have surrendered our own judgment to his. Probably all this is an imaginary danger. But I venture to express the hope that you will take occasion to say that in the view of the majority of the Commission--I should be glad if you could say in your judgment also-- this plan really combines the main advantages of both the precedingly considered schemes; that while each group building is to have its own library, it is also true that all the buildings which the plan proposes for erection will constitute together the Library of the University, the wings of this great building containing also lecture rooms for the several groups and schools. You will remember that Mr. Coolidge repeatedly described it in these terms. This description applies especially of course to History and Modern Language Buildings, but in only less degree to the whole group.

On one other point I will add a word. At the very last I had for a few hours some qualms of conscience over the fact that we had made ¹¹⁰ definite provision for the growth of the Library beyond a period of 75 or 100 years. But even that qualm has been banished by new thought. I have all along thought that the best plan was to build a central Library building which should have space for the books of the Humanities groups, for the overflow of the Sciences, for a general reading room, for administration, etc. and

On another kindred point I have a little anxiety. Mr. Carpenter's attitude and the absence of both Professor Small and myself leaves the report without a defender from among those members of the Commission who favored a Central Library plan. The result may be that it may look to the representatives of that plan-- which had a slight majority at the last meeting of the Commission-- as if they had been sold out, or not to have so offensive an expression defeated in Commission. And in the present state of feeling it may even be felt by some that once more those of us who are charged with always voting for what the President wants have surrendered our own judgment to his. Probably all this is an imaginary danger. But I venture to express the hope that you will take occasion to say that in the view of the majority of the Commission--I should be glad if you could say in your judgment--this plan really combines the main advantages of both the precedingly considered schemes; that while each group building is to have its own library, it is also true that all the buildings which the plan proposes for erection will constitute together the Library of the University, the wings of this great building containing also lecture rooms for the several groups and schools. You will remember that Mr. Coolidge repeatedly described it in these terms. This description applies especially of course to History and Modern Language Buildings, but in only less degree to the whole group.

On one other point I will add a word. At the very last I had for a few hours some doubts of consequence over the fact that we had made definite provision for the growth of the Library beyond a period of 75 or 100 years. But even that doubt has been banished by new thought. I have since thought that the best plan was to build a central library building which should have space for the books of the Humanities groups, for the overflow of the Sciences, for a general reading room, for administration, etc. and

finally also for the Seminar rooms of the Humanities groups. You have not thought that was the best plan, but I think you would admit that it has its advantages. Now let us suppose that in the year 1975 or 2000 the Central building, 90x216, should be full. Let it be supposed also that the History building had been built on condition that it should always be used for the departments occupying it, and that Modern Language building had been built under similar conditions. It could never be required that no work in these departments could be done outside these buildings, that the departments should never outgrow the buildings, nor could any plan provide against the possibility of such growth. Why then, when things reach this condition should not the books of these departments gradually crowd out the lecture rooms, provision being made for these as it best could, until at length in the space of 75 or 100 years more, let us say in 2075 A.D., there should remain in these buildings only books and the Seminar rooms of the departments for which they were originally erected. Then we should be using for Library purposes all the space which on the plan which ours displaced it was proposed to reserve for the future growth of the Library; for I take it that Seminar rooms and studies are as indispensable a part of a Library building as stacks and administration rooms. I need not carry my suggestion further, unless Mr. Hale reminds us that on his plan which put the Library on the centre of the west side, it was possible to grow out into Cobb and thence into the Dormitories. In that case I might suggest that when the growth of the Library requires it, it will be possible on the same general plan that I have suggested to take in Classics on the corner and thence the Dormitories and eventually Cobb, to say nothing of growing out also through Haskell and Divinity, and through Law and Philosophy. This may only amuse you, but it seems to me to have some value as suggesting how our successors a century hence may solve the problem that we are bequeathing to them, and as relieving

Finally also for the Seminar room of the Humanities Group. You have not thought that was the best plan, but I think you would admit that it has its advantages. Now let us suppose that in the year 1975 or 2000 the Central building, 600,000, should be full. Let it be supposed also that the History building had been built on condition that it should always be used for the departments occupying it, and that Modern Language building had been built under similar conditions. It could never be required that no work in these departments could be done outside these buildings, that the departments should never outgrow the buildings, nor could any plan provide against the possibility of such growth. Why then, when things reach this condition should not the books of these departments gradually crowd out the lecture rooms, provision being made for these as it best could, until at length in the space of 75 or 100 years more, let us say in 2075 A.D., there should remain in these buildings only books and the Seminar room of the departments for which they were originally erected. Then we should be using for library purposes all the space which the plan which ours displaced it was proposed to reserve for the future growth of the library; for I take it that Seminar rooms and studies are as indispensable a part of a library building as stacks and administration rooms. I need not carry my suggestion further, unless Mr. Hale reminds us that on his plan which put the library on the centre of the west side, it was possible to grow out into Cobb and thence into the Dormitories. In that case I might suggest that when the growth of the library requires it, it will be possible on the same general plan that I have suggested to take in Classics on the corner and thence the Dormitories and eventually Cobb, to say nothing of growing out also through Haskell and Divinity, and through Law and Philosophy. This may only amuse you, but it seems to me to have some value as suggesting how our successors a century hence may solve the problem that we are suggesting to them, and as relieving

5

our consciences from any sense of guilt in imposing on our successors a problem too hard for them. If you want to put the same suggestion in a less radical form, put it as I think I have heard you put it. When the time comes that the adjacent buildings are needed for the extension of the Library the time may also have come that the Graduate Schools may need to be separated from the Senior Colleges, and in that case the removal of the Senior College work from these buildings will leave an abundance of space for a long growth of the Library and the Graduate Schools. Surely it is better in view of these possibilities and others that we probably do not think of but that our successors will think out, to build the buildings in the way that will best serve the University for 75 or 100 years than to cramp ourselves for that time simply in order to save space which will probably equally ^{be} well saved by the plan which we propose for using it.

Forgive me this long letter. And let me beg forgiveness in advance also for another long one that I may have to write soon. I am in great perplexity as to what I should do or ask the University to let me do the coming quarter or year. But perhaps I shall not have to write it.

I am curious to know what happened in reference to segregation. But I will not ask you to write. I shall learn in time.

Most sincerely yours,

Ernest D. Burton

If you can, please say something at the Congregation meeting about Recommendations 8, 9, 10, and 12, and point out that while the full advantages of the proposed plan can be enjoyed only when the whole group of buildings is completed, yet if Rec. 12 is carried out, we may obtain a good measure of these advantages very soon.

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the Senior College work from these buildings will leave an abundance of space for a long growth of the library and the Graduate Schools. Surely it is better in view of these possibilities and others that we probably do not think of but that our successors will think out, to build the buildings in the way that will best serve the University for 50 or 100 years than to cramp ourselves for that time simply in order to save space which will probably equally well saved by the plan which we propose for using it.

Forgive me this long letter. And let me beg forgiveness in advance also for another long one that I may have to write soon. I am in great perplexity as to what I should do or ask the University to let me do the coming quarter or year. But perhaps I shall not have to write it. I am anxious to know what happened in reference to segregation.

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Most sincerely yours,

Charles D. Butler

If you can, please say something at the Congregation meeting about Recommendations 8, 9, 10, and 11, and point out that while the full advantages of the proposed plan can be enjoyed only when the whole group of buildings is completed, yet if Recommendation 11 is carried out, we may obtain a good measure of these advantages very soon.

pp 1880-25
125

Copy

Report to the Congregation of the University of Chicago, of the Library Commission created by the Board of Trustees in accordance with the action of the Congregation, June 16, 1902.

In accordance with the request of the Congregation made June 16, 1902, the Board of Trustees by action taken June 24, appointed as a Joint Commission on Library Building and Policy the following persons: Messrs. Martin A. Ryerson, Franklin MacVeagh, F.A. Smith, W.R. Harper, F.^T. Carpenter, J.M. Coulter, A.W. Small, H.P. Judson, W.G. Hale and E.D. Burton.

This Commission made a careful study of the past growth of the several departments of the University with a view to forming a judgment respecting their relative space requirements, both for books and students, and also ^{of} ~~for~~ the growth of the several departmental libraries and the General Library, comparing these results with the reports of the libraries of several of the other leading Universities of the country, with a view to determining approximately the probable rate of the future growth of the libraries.

The result of these studies was to convince the Commission that it was practicable to devise a plan by which all the libraries of what have usually been called the Humanities groups might be placed in departmental buildings, and at the same time brought into such relation to the General Library Building as to accomplish nearly all the good results which could be achieved by placing departmental libraries in the General Library Building.

Plans embodying this general idea were submitted to Shepley.

677

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Plans embodying this general idea were submitted to Shelby.

Rutan and Coolidge, and Mr. Coolidge went carefully over them with the Commission to determine their feasibility from an architectural point of view. Mr. Coolidge having expressed the judgment that the plans were not only feasible, but the best that had been proposed and the most practicable so far as could be seen now, the Commission at a meeting held August 12, 1902 adopted the following recommendations to the Board of Trustees:

1. That with a view to securing, as far as possible, the advantages both of location of departmental libraries in departmental buildings, and of placing such libraries in the General Library Building, the departmental libraries of the following groups of departments and schools: viz:-(1) Philosophy, (2) History and the Social Sciences, (3) Classics, (4) Modern Languages, (5) Oriental Languages, (6) the Divinity School, (7) the Law School, be located in the buildings of these several groups and schools, but so connected with *the* general library as to make communication between ~~these~~ several libraries as easy as possible;

2. And in particular, that the sites indicated for the several buildings on the accompanying plan submitted by Shepley, Rutan and Coolidge be assigned to those buildings, viz:

To the General Library Building a space approximately 216 feet by 90 feet extending 108 feet east and west of the centre of the south line of the main Quadrangle and 90 feet north of this line.

To the Modern Language Building a space approximately 152 feet directly west of the General Library Building by 80 feet from north to south at its eastern end and 60 feet at its western end.

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libraries as easy as possible;

2. And in particular, that the sites indicated for the several buildings on the accompanying plan submitted by Shepley, Rutan and Coolidge be assigned to those buildings, viz:

To the General Library Building a space approximately 218 feet by 90 feet extending 108 feet east and west of the centre of the south line of the main Quadrangle and 90 feet north of this line.
To the Modern Language Building a space approximately 122 feet directly west of the General Library Building by 80 feet from north to south at its eastern end and 80 feet at its western end.

3.

To the Classical Building a space approximately 60 feet by 115 feet at the southwest corner of the Quadrangle, viz.-20 feet west of the Modern Language Building, and south of the already existing Dormitories, on the west side of the Quadrangle.

To the Building of the Historical and Social Sciences a space approximately 168 feet directly east of the General Library Building by 80 feet from north to south at its western end and 60 feet at its eastern end; leaving a space of 20 feet between this building and Nancy Foster Hall.

To the Law Building a space approximately 170 feet from north to south beginning 20 feet north of the Historical Building and 216 feet directly east of Haskell Museum.

To the Divinity Building a "T" shaped space approximately 180 feet from east to west and 125 feet from north to south 20 feet north of Haskell Museum, and 85 feet east of Cobb Hall.

To Philosophy the necessary amount of the space north of the site of the Law Building and west of Walker Museum, the remainder of this space being reserved for the extension of the Museum.

3. That the several buildings when erected be connected by bridges substantially as indicated on the plan.

4. That in each of these buildings to be hereafter erected, there be provided in addition to lecture rooms, seminar rooms, offices, etc., a library for the use of the Senior College and Graduate students working in these several groups of departments, with reasonable provision for the prospective growth of these departments.

5. That the departmental libraries of each group consist of

To the Classical Building a space approximately 80 feet by 115 feet at the southwest corner of the Quadrangle, viz. - 30 feet west of the Modern Language Building, and south of the already existing Dormitories, on the west side of the Quadrangle.

To the Building of the Historical and Social Sciences a space approximately 188 feet directly east of the General Library Building by 80 feet from north to south at its western end and 80 feet at its eastern end; leaving a space of 30 feet between this building and Nancy Foster Hall.

To the Law Building a space approximately 170 feet from north to south beginning 30 feet north of the Historical Building and 318 feet directly east of Haskell Museum.

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5. That the departmental libraries of each group consist of

so many of those books desired by the several departments for the use of Graduate and Senior College students as the space which can be allotted for the departmental library will permit, it being understood that other books belonging to the departments in question will be placed in the General Library Building.

6. That reasonable stack facilities be provided for each departmental library, either in the departmental building, or in an adjacent portion of the General Library: in either case such stack to be subject to the same departmental control as the library in the departmental building.

7. That a large reading room be provided in the General Library Building.

8. That a catalogue of each departmental or group library be provided in the library room of the group, and that the General Library contain, accessible to readers, a catalogue of all books in the General Library and the several departmental libraries.

9. That such communication be established between the several departmental libraries above named and the General Library that transfer of books from any one of these libraries to any other may be made with the greatest possible facility, as nearly as possible as if they were all located in one building.

10. That, subject to the regulations of the departmental libraries, and to such regulations as the Library Board may approve, it shall be the privilege of students and instructors to bring together from the several libraries above named, books which they may need to use together, either to the General Library or to that depart-

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mental library in which they are working.

11. That the Library Board be instructed to appoint a committee on Library Building, which shall make a deliberate and detailed study of the problem of the General Library Building, and make recommendations to the Library Board, and through this board to the Board of Trustees, concerning plans for the General Library Building, and concerning its relation to the departmental libraries.

12. That pending the erection of a General Library Building the Library Board be instructed to present to the Board of Trustees a plan for accomplishing the end aimed at in Recommendations 9 and 10 including the preparation of the catalogue described in Recommendation 8.

.....

At a previous meeting of the Commission it had been voted to approve the placing of the departmental libraries of Chemistry, Physics, Geology, and the Biological Sciences in the departmental buildings of these departments, it being understood that these departments may place such books as they desire in the General Library Building. The Commission also expressed its judgment that the Library of Mathematics, and that of Astronomy so far as it ^{should} exists on the main Quadrangle, be associated with the Library of Physics, it being expected that a building for Mathematics and Astronomy will at some time be erected near the Ryerson Physical Laboratory. These actions of the Commission were presupposed in the above recommendations, and in effect added to them.

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The plans recommended in the foregoing Report provide

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2. 6.

for the General Library² Building which, in addition to ample corridors, stairs and elevators, will yield approximately 18000 square feet of floor space for administration and kindred purposes, 18000 square feet ^{floor} of ^{of ^} space for reading rooms, and 100000 square feet of stack floors/stories 7 1/2 feet high. Such a building would store in easily accessible stacks, from 1,500,000 to 1,750,000 books, and provide from 700 to 1000 desks for readers. This provides for the growth of the General Library and the libraries of the Humanities Groups (not including Mathematics) for from 75 to 110 years, if that growth should continue at the rate averaged in the first five years of the history of the University; and this without making allowance for the capacity of the libraries of the departmental buildings. The rate assumed, 16000 per year, exceeds the current annual growth of Harvard, Cornell, Yale, Johns Hopkins, and so far as is known to the Commission, that of any other American University with the probable exception of Columbia, whose annual growth of 19000 volumes includes the Sciences and Mathematics, these being in our plan provided for outside the General Library and the group of buildings now under consideration.

These plans further provide for a building for each of the following groups and schools, viz: Philosophy, History and the Social Sciences, Classics, Modern Languages, Oriental Languages (Haskell), The Divinity School, and The Law School, which in addition to the lecture rooms, class rooms, seminar rooms, studies, offices, etc. which the rate of growth of these groups and schools in the past (the estimate was made on the basis of the growth of the years 1895-1901) indicates will be needed to provide for their future development, will in each case contain a Library for the group or school occupying it. Provision

These plans further provide for a building for each of the following groups and schools, viz: Philosophy, History and the Social Sciences, Classics, Modern Languages, Oriental Languages (Hebrew). The Divinity School, and The Law School, which in addition to the lecture rooms, class rooms, seminar rooms, studies, offices, etc. which the rate of growth of these groups and schools in the past (the estimate was made on the basis of the growth of the years 1885-1901) indicates will be needed to provide for their future development, will in each case contain a library for the group or school occupying it. Provision

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space for reading rooms, and 100000 square feet of stack floors stories 7 1/2 floor space for administration and kindred purposes, 18000 square feet of stairs and elevators, will yield approximately 18000 square feet of

for the General Library building which in addition to ample corridors,

floor of

is also made for a museum in each of the following buildings, viz: Classics, Modern Languages and History. The areas of these several libraries as laid out in the provisional plans drawn by the architect to test the feasibility of the general scheme, are adjusted to the probable demands of the future as indicated by the statistics of the past growth of the departments and schools now in existence. The number of students provided for, assuming that not more than two-thirds of the students in any group or school will be in the Library room at any given hour, is as follows: Philosophy and Pedagogy, 190; History and the Social Sciences, 315; Classics, 150; Modern Languages, 490; Oriental Languages, 60 to 100: a total for these departments of about 1200 to 1250. These figures are based upon a generous allowance of space for each reader. If the space in the Law Building, which provides for 1000 students, and that which is contemplated for the Divinity Building, for approximately 450 students, be added, it will be seen that the proposed group of buildings in the south half of the main Quadrangle provides outside the General Library Building, Walker, and Cobb, for over 2700 students in residence in any given term or quarter. The provision for Mathematics and the Sciences in the north half of the Quadrangle and for Junior College students outside the main Quadrangle is additional to this. If the actual seating capacity of the Libraries of Philosophy, History, Classics, Modern Languages and Oriental Languages, viz: two-thirds of the figures given above for these groups, be added to the capacity of the General Library as already stated, it will be seen that these libraries will provide desks for 1500 to 1800 students at work at a given moment. To these figures the Law and Divinity Buildings will add perhaps 1300 desks. The book capacity of the departmental Libraries proposed for the south half of the Quadrangle would be somewhat over

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100,000 volumes exclusive of the Libraries of Law and Divinity. These would perhaps add nearly as many more.

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In explanation of the fact that the Commission transmitted its final recommendations to the Board of Trustees before laying its report before the Congregation for criticism, it is to be said that the nature of the problem was such that the Commission had requested the Board of Trustees not to locate any building in the south half of the Quadrangle until it should hear and act upon its recommendations. The result was to stop all work on the Law Building or its plans until the Board had received and acted upon the Report of the Commission. Inasmuch as it was extremely desirable that work on the Law Building should go forward without delay, the Commission felt compelled to present its report to the Trustees as soon as it was completed.

Respectfully submitted,

On behalf of the Commission,

Ernest D. Burton

Chairman.

Copy

2nd

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present its report to the Trustees as soon as it was completed.

Respectfully submitted,

On behalf of the Commission.

Charles Burton

Chairman.

Copy

Sept. 4th, 1902.

My dear Mr. Mathews:-

We have studied Burton's case very closely. He is in real danger, and the danger is not merely a physical one. It is necessary that he should go abroad at once, and it is necessary also that he should be accompanied by someone who can help him mentally. There were only two men that could help him in this way- Hulbert and myself. It is impossible for me to get away, therefore hulbert is going. They will sail Saturday.

This means that we shall have to ask you to come into residence during the Autumn Quarter, both for your work in the New Testament and dean's work. It means further, that we shall have to ask you to come back at least two weeks before the opening of the quarter. in order to take care of the students and the mail.

I am very sorry to be compelled to write this to you. The occasion, of course, is the saddest part of it all. You, of course, are as greatly interested as any of us in getting Burton on to his feet again.

Hoping to hear from you that this will be agreeable, I remain looking forward to the pleasure of seeing you as soon as practicable,

I remain

Yours truly,

W. R. Harper

Sept. 4th, 1902.

My dear Mr. Matthews:-

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Yours truly,

W. R. Harper

without too much but little that we think
it would be best to leave it
to the University of Chicago.

Personally I am much interested
in your work. I left Chicago
last year, but I am sure you will
be able to do more work than I can
do at present.

I shall be glad to hear from you
again. I am sure you will
be able to do more work than I can
do at present.

With best wishes for your health and
prosperity, I remain, dear Sir,
Yours truly,
John D. Rockefeller

President
Harper

Oxford Oct 16. 1902

My dear President Harper,

I return my vote for
the proposed Convention, and wish you
Godspeed in the important work.

Hulbert and I did our best to represent
the University at the Bodleian celebration,
of which Hulbert has sent you the newspa-
per account. It was a great occasion,
the greatest festival that Oxford has wit-
nessed in this generation. The list of
Universities represented was, as you will
see, a long one. We were sorry to be among
the very few who could not respond to
the roll-call by the presentation of an
Address from our University, which
should in part at least reciprocate the
University of Oxford's courtesy to us.

We are having an interesting
time in Oxford and are beginning to under-
stand something about the educational
methods of this ancient University. Thus

Ref. to
Hulbert

Oct 10. 1891

My dear President

I have just received your letter of the 7th inst. and am very glad to hear from you. I am doing splendidly. I hope to be able to resume work here, but it is as yet a hope rather than a confident expectation. I shall probably return to London as soon as I hear from Mr. Mice, probably in ten days now, and shall then go to Cambridge for a short stay. Beyond that we have no plans as yet. With hearty appreciation of your many kindnesses and with best wishes for your health and prosperity in every way, I am
Sincerely yours
Quest & Burton

we have discovered but little that we think it would be both possible and desirable to reproduce in Chicago.

Personally I have made perceptible gain since I left Chicago. Hulbert says that I am doing splendidly. I hope to be able to resume work here, but it is as yet a hope rather than a confident expectation.

I shall probably return to London as soon as I hear from Mr. Mice, probably in ten days now, and shall then go to Cambridge for a short stay. Beyond that we have no plans as yet.

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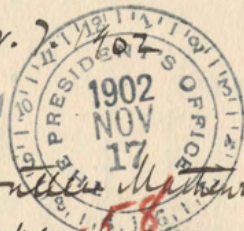
Edinburgh Nov. 7

My dear President Harper,

I have written ~~My dear~~ ^{you} that I am sorry not to be able to say definitely yet whether I can teach in the winter Quarter, or not; that I hope to do so, but that I should like if possible to have the matter so arranged that I can decide a month hence. If this cannot be I will accept any arrangement you may make. I have no doubt that I can teach if this is necessary, and I hope I can do so safely.

Hulbert & I are gathering some information concerning possible preachers and lecturers, of which we will make a full & definite report when we have all the data we can get.

I am getting some ideas about Libraries, though in general they here have little to teach us. I am not sure but I am on the track of a solution of the catalogue problem, but shall not feel sure till I can



My brain has not been able to be wholly inactive under the stimulus of constant opportunity to compare a system of education so different from our with our own. But you and I have would have generated ideas by the hundred.

I hope you are sharing the strain of your work. But I am very sure that you would have a splendid time if you could go over something of the ground that I believe I have traversed the last six weeks. Of course I know you have seen some of it, but I fancy it would not be uninteresting to repeat the experience.

Most sincerely yours

Charles S. Burton

test my ideas by some practical construction. At best I know something that has all the advantages of the card system with all the convenience of a printed page. At worst, I know - nothing at all. My plan may yet permit me to make a report on Cataloguing, as you remember I was appointed to do perhaps four years ago.

I heard Marcus Dods lecture this morning. It quite surpassed my expectations. It was beautiful & really a masterly piece of exposition. We dined with him last night.

I have not yet learned whether my services will be further needed on Piers business in London. Our present programme is to leave London for France about Nov. 15 or 18, and to sail from Boulogne ^{for N.Y.} Dec. 7 or 14.

I have thought many times how much you would have garnered from such a trip as Hubert & I are having. Even

Jan 8/1903

My dear Mr President

Just a line to say that the more I think
of it the more am I persuaded that Mathews cannot
with safety to himself or the various interests involved
undertake more than his professorship and the proposed
Editorship. I am glad to have Mathews receive and
retain all the honor possible, but I am afraid
even a nominal deanship lest it should become
more than nominal. I have talked with him
and see that his deep interest in the divinity school
and the men personally will make it harder
than I supposed for him to give up that work. I am
not sure that he ought to give it up. I am not
at all certain that the deanship is not the way
to the career of greatest usefulness. But nothing
is clear to me and I have said it forcibly to him,
that to undertake professorship, deanship, and
Editorship would be a serious mistake, inviting
failure in one or more of them or a physical break
down. I hope the issue will remain as first defined,
with South constructor. This I am confident is
kindness to him. Very truly yours Ernest D. Burton

in case he wants to see John D. Rockefeller
1. A suggestion whether it would
return:

Professor E. D. Burton,

Manhattan Hotel, New York City.

My dear Mr. Burton:-

I have just received your note with a statement of your visit to 26 Broadway. I have no very decided suggestion to offer. If you feel so disposed, a note to Mr. Rockefeller would, in all probability, secure an interview; or, better yet, if you cared to go down again and send in your card with a statement on it of what you would like to talk about. There is, of course, a chance that he may be very busy and not able, even if he should desire to receive you. There is, on the other hand, a chance that he might be very greatly pleased to talk over matters with you. The important thing, I think, is not to have him feel that you have come at my suggestion, and so I leave the matter entirely in your hands.

It is altogether uncertain when I shall be in New York- possibly on the 28th or 29th- but this is only a possibility.

The note of introduction to Mr. Charles Scribner is enclosed.

Yours very truly,

September 23rd, 1903.

Professor E. D. Burton,

Manhattan Hotel, New York City.

My dear Mr. Burton:-

I have just received your note with a statement of your visit to 26 Broadway. I have no very decided suggestion to offer. If you feel so disposed, a note to Mr. Rockefeller would, in all probability, secure an interview; or, better yet, if you cared to go down again and send in your card with a statement on it of what you would like to talk about. There is, of course, a chance that he may be very busy and not able, even if he should desire to receive you. There is, on the other hand, a chance that he might be very greatly pleased to talk over matters with you. The important thing, I think, is not to have him feel that you have come at my suggestion, and so I leave the matter entirely in your hands. It is altogether uncertain when I shall be in New York-possibly on the 28th or 29th-but this is only a possibility. The note of introduction to Mr. Charles Scribner is enclosed.

Yours very truly,



CABLE ADDRESS.
WETHERHAWK.

28

My dear President Harper,

I went to 26 Broadway this morning and saw Gates's Secretary. She told me that Gates was still on vacation & would not be in regularly till Oct 1st, and that she did not know of any intention on his part to be in this work. I arranged to have her let me know ~~when~~ if there were any chance of my seeing him this week. I passed Mr. John D. Rockefeller Jr. in the corridor, but he did not recognize me & I ~~was~~ did not speak with him. But he is evidently on deck.

I telegraphed to Coolidge on Saturday but for some reason failed to get reply till this noon. I have not had my cable message yet, so as I can do nothing here for a day or two I shall go to Boston this afternoon or tonight, ^{probably informing him Saturday night} May I hope to find him on my

return:

1. A suggestion whether it would be wise for me to try to see John D. Jr. without in person of Gates. I assume that this would not be wise but wait your advice.

2. An indication of when you will probably be in New York -

3. A note of introduction to Mr. Chas. Scribner.

Very truly yours

Ernest D. Burton

Chu

My dear Mr. Burton:-

Hoping that you are making good headway on the commentary and not allowing all these other matters to disturb you, I remain

Yours very truly,

Professor E. D. Burton.

269 Alexander St., Rochester, N. Y.

January 30th, 1904.

My dear Mr. Burton:-

Your letter of January 25th concerning the lectureship in China has just come to hand. Up to date it is all a mystery to me. I do not know what the plan is, but I suppose that in good time the mystery will be solved. I thank you for the initial presentation of it. I am delighted to know that the sketches for the divinity building are so nearly completed and that we shall soon see the perspective.

Hoping that you are making good headway on the commentary and not allowing all these other matters to disturb you, I remain
Yours very truly,

Professor E. D. Burton,

229 Alexander St., Rochester, N. Y.

DEPARTMENT

BURTON
HEWES
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ly dear President

DEPARTMENT

BURTON
HEWS
VOTAW
GOODSPEED

The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER

74

269 Alexander St., Rochester, N. Y.,

Jan. 25, 1904.

My dear President Harper:-

I learn from Chicago that the plan which some of us discussed at some length last summer or fall, in the period of your absence in Europe, if I mistake not, for the establishment of a University of Chicago in China, has assumed sufficiently definite shape so that it is to be brought to your attention. I write this line just to say in a word that I became very much interested in the plan, and believe that it has great possibilities of good, both for what it may be expected to accomplish in China, and for its highly beneficent influence upon the University and Divinity School. The plan follows in the footsteps of the Haskell lectureship, -or should I say Barrows lectureship?- which has already so amply justified itself. It seems to me scarcely possible to overstate the good which it might accomplish in various directions.

The only real objection that I can think of, to making the effort, is it will lay upon you an additional task, more especially in the effort to interest in the plan those who must be looked to to furnish money. Could this difficulty be obviated, I should, it seems to me, be enthusiastically in favor of the new enterprise.

Pardon me if this word is intrusive; having no chance to speak with you about the matter I wanted briefly to say my thought.

Very sincerely yours,

Ernest D. Burton

James D. Whitcomb
 2001 N. Dearborn
 Chicago, Ill.
 U.S.A.

The University of Chicago
 5401 S. Dearborn
 Chicago, Ill.
 U.S.A.

200 Alexander St., Rochester, N. Y.

Jan. 22, 1904.

My Dear President Harper:-

I learn from Chicago that the plan which some of us discussed at some length last summer or fall, in the period of your absence in Europe, is I mistake not, for the establishment of a University of China in China, has assumed more or less definite shape so that it is to be brought to your attention. I write this line just to say in a word that I became very much interested in the plan, and believe that it has great possibilities of good, both for what it may be expected to accomplish in China, and for the highly beneficial influence upon the University and Ministry School. The plan follows in the footsteps of the Harrell Foundation, or should I say Harrell Foundation? - which has already so amply justified itself. It seems to me scarcely possible to overstate the good which it might accomplish in various directions.

The only real objection that I can think of, to making the effort, is it will lay upon you an additional task, more especially in the effort to interest in the plan those who must be looked to to furnish money. Could this difficulty be obviated, I should, it seems to me, be enthusiastically in favor of the new enterprise.

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thought.

Very sincerely yours,

VASSAR COLLEGE
POUGHKEEPSIE, N.Y.

PRESIDENT'S OFFICE

Dear Sirs:

On behalf of Vassar College I desire to express the very deep and sincere sympathy which is universally felt in the loss which you have suffered. Dr. Burton's place in the world of education was a distinguished and honored one, and his achievements were wider in significance than the boundaries of his own institution.

While I join with Vassar College in mourning the death of an eminent educator, I am conscious also of the loss of an esteemed friend and fellow-worker in a well-loved cause.

Faithfully yours,

The Vice-Presidents,
The University of Chicago,
Chicago, Illinois.

H. W. C. Crail

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