

## EXAMINATIONS FOR ADVANCED STANDING.

Candidates for admission to one of the Colleges who have carried their work (either under private instruction or in some other college or university) beyond the requirements for admission to the Academic College (the Freshman Class) may, upon entering the University apply to be examined for advanced standing. Such application must in all cases be made in writing at the time of admission, must specify in detail the subjects offered, and must be accompanied by written statements from the instructors under whom the work in question has been done. (Students already in college may make application not later than March 15, 1892). (Candidates to whom permission has been given under this rule to take the examination for advanced standing may, by obtaining in advance a card of introduction from the Examiner, present themselves at the regular term examinations in the subjects covered by the card of introduction, and if they pass satisfactorily, and present an acceptable term thesis, receive credit for the work covered by the examination. Examinations for advanced standing in other subjects than those pursued in the University will be held at the close of each Quarter. No candidates for advanced standing may, however, offer themselves at a special session if the subjects in which they wish to be examined stand anywhere in the current number of the Quarterly Calendar.)



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RESOLVED, That there be organized three sub-faculties as follows:

1. An Academic College sub-faculty consisting of all who give instruction in the Academic College;

A University College sub-faculty consisting of all who give instruction in the University College; and

A Graduate School sub-faculty consisting of all who give instruction in the Graduate School.

2. That these sub-faculties shall be re-constituted from term to term to conform to the changes that take place in the instructional work of the members of the faculty;

3. That it shall be the function of the Academic College sub-faculty to consider and act on all matters relating exclusively to the Academic College; of the University College sub-faculty to consider and act on all matters relating exclusively to the University College, and of the Graduate School sub-faculty to consider and act on all matters relating exclusively to the Graduate School, provided that all matters that may incidentally involve general principles or affect the general policy of the University shall be referred to the General Faculty or Arts, Literature and Science, for consideration, conformation or other action;

4. That it shall be the prerogative of either of these sub-faculties to propose to the General Faculty of Arts, Literature and Science any resolution or proposition either of a general or a special nature that has a bearing upon matters falling within its functions.

5. That the creation of these sub-faculties shall be understood to leave the consideration of all general questions to the General Faculty and the Senate practically as at present, the



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5. That the creation of these sub-faculties shall be

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the General Faculty and the Senate practically as at present, the



object of their creation being to make provision for the detailed consideration of special and minor questions relating to the several the colleges immediately in their charge without unnecessarily consuming the time of other members of the faculty and without hampering the free consideration of these subjects by the largeness of the body having them in charge.



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5, THE RAYMOND  
WALTON PLACE

*Trusler*  
CHICAGO, May 1, 1903.

Dear President Harper:-

I am sorry not to have answered your question about the University College before now. It has been pending, with some other matters, on a good many considerations, which are not yet wholly settled, and hence the delay.

I can say to you, however, today, that I will give you for the University College Six Thousand Two Hundred Dollars (6200.00) for this year, as I have for the last four years.

I should add that I fear I shall not be able to do this beyond this year, but I am very glad for the moment to be able still to stand back of the University College.

President William R. Harper,  
University of Chicago,  
Chicago.

*I am*

*Very sincerely yours*

*Arthur H. Comstock Blaine*



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*Very sincerely yours*  
*Robert W. Taylor*

President William R. Harper,  
University of Chicago,  
Chicago.

*June 3 1903*



*Howland*

Chicago, Nov. 23, 1899.

Pres. Wm. R. Harper

University of Chicago

My dear Dr. Harper:-

*Wm. R. Harper*

Mr. Howland's letter did not reach me until after I had placed my memorandum in your hands. I am glad to find that we are not hopelessly at variance in regard to the work of the College for Teachers and the Class-study Department. In fact, we are practically in agreement in regard both to the necessity of a reorganization and as to the general plan that should be adopted. There are a few points presented in his letter, however, upon which my opinion is slightly different from his. For instance, I do not think that the radical weakness of the College for Teachers is its intimate connection with the University Extension Division, but rather the incongruity of the present relation between it and the Class-study Department. Mr. Howland, I think, has not entirely freed himself from the impression that the work of the Class-study Department is of the same character and grade as Lecture-study work. He therefore, in my judgment, underestimates the efficiency of the work of our regular University Extension classes. This, however, is not of sufficient importance to demand an extended argument in support of either his view or mine.

Again, I should not assign the connection of the College for Teachers with the University Extension Division as the cause which has prevented the enrollment from surpassing that of last year. I should say that an increase in our enrollment has been prevented by several causes, among which are the following: First, the reduction in



Chicago, Nov. 25, 1922.

Prof. W. F. Harper

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Again, I should not assign the connection of the College for Teachers with the University Extension Division as the cause which has prevented the enrollment from surpassing that of last year. I should say that an increase in our enrollment has been prevented by several causes, among which are the following: First, the reduction in



the salary of teachers and the agitation among them in regard to their wages; second, the active antagonism of certain leaders among the teachers, aided by the untimely (for us) issuance of Supt. Andrews order which was interpreted as an attempt to force teachers to enter classes; third, many teachers who took up the work last year found that our present requirements make too large a draft on their time and energy; Hence they are not with us this year. This is one reason why I <sup>c</sup>recommend the reduction of our sessions to 1 1-2 hours. Further, many persons entered the College last year with an erroneous idea in regard to the work they would be expected to do. This was especially true of certain classes in Literature. Such persons failed to return at the opening of the present Quarter.

Mr. Howland and I are not quite in agreement in regard to the difference between Class-study work and College for Teachers work. Evidently it is not clear to those referred to by him and I think it is a little hazy to everybody concerned. I hold that it is a distinction without a justification in difference.

I regret that I am compelled to say I do not share Mr. Howland's expectations in regard to broadening the field of the University. It seems to me quite natural that students in the College for Teachers should have previously taken work in the Class-study Department. Nor do I see the possibility of offering the teachers <sup>something</sup> quite different from what has hereto fore been within their reach. We have only to gather up the work of the college grade and establish it upon a better basis.

If the work can be broadened by making provision for day classes to accommodate students from the North Side and from the West Side I should be very glad. But it has always seemed to me that the advantages of work in the University itself are so obvious and so great that we could not hope to draw many to classes conducted here. I may be in error about this and should be glad to find that I am.



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I have touched upon the main points of difference. As to the proposals regarding reorganization I am in hearty agreement with the first, second, third and fifth. My plan of confining the work of the Class-study Department to academic courses is slightly different from Mr. Howland's fourth proposal.

Respectfully yours,

*S. W. Howarth.*



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W. M. Howland

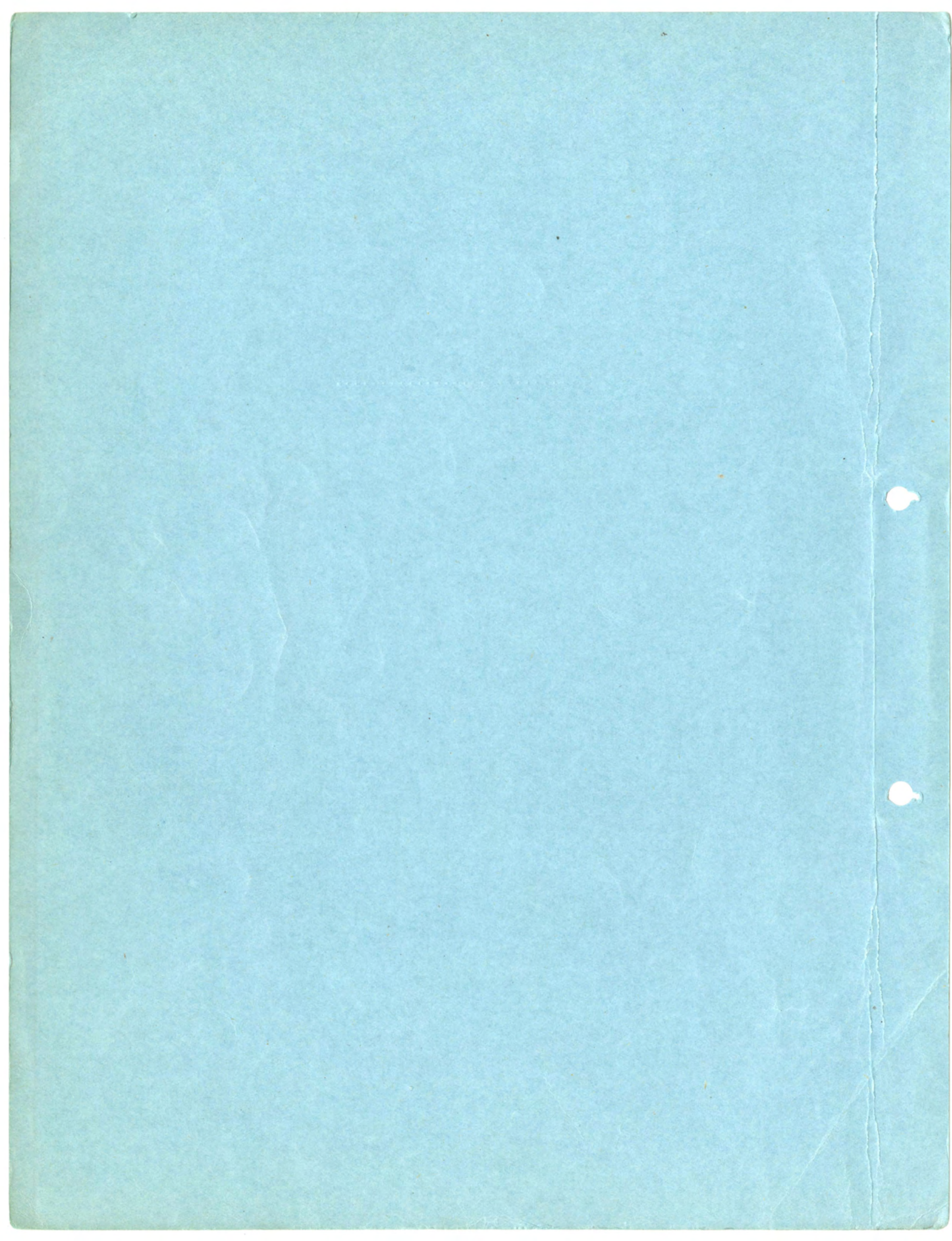


U N I V E R S I T Y C O L L E G E

R E P O R T A N D R E C O M M E N D A T I O N S

December, 1923







The University of Chicago

University College

OFFICE OF THE DEAN

December 10, 1923

Dean James H. Tufts,  
Faculty Exchange.

My dear Dean Tufts:

Attached is some material I have prepared for yourself and President Burton with a view to placing before you my conception of a desirable program for University College together with certain considerations which should be kept in mind if the College is to function properly. I shall be very glad to discuss this material with you in connection with the canvass of the findings of your Commission.

Very truly yours,

*Emory Filley*

Dean

EF/H



The University of Chicago

University College

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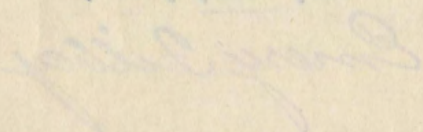
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Very truly yours,



Dean

EVH



# UNIVERSITY COLLEGE

## REPORT AND RECOMMENDATIONS

### I. STUDENT BODY:

The total registration in University College for the Autumn Quarter is 2021. These students are distributed as follows: Graduate, 378; Senior College, 461; Junior College, 251; Unclassified 931.

Students registered in University College are drawn from Chicago and from approximately seventy suburban communities distributed over a fifty mile radius, many of them commuting from centers as far outlying as Waukegan, Aurora, Elgin, Joliet, South Bend, and a few from centers as far outlying as Ottawa.

Course registrations are distributed as follows:

| <u>Department</u>     | <u>No. of Instructors</u> | <u>No. Registrations</u> | <u>Mais.</u>   |
|-----------------------|---------------------------|--------------------------|----------------|
| Art Education         | 2                         | 18                       | 1              |
| Biblical Literature   | 1                         | 17                       | $1\frac{1}{2}$ |
| Botany                | 4                         | 96                       | $4\frac{1}{2}$ |
| Commerce and Admin.   | 1                         | 12                       | $\frac{1}{2}$  |
| Education             | 8                         | 485                      | 7              |
| English               | 16                        | 565                      | 12             |
| French                | 1                         | 102                      | $2\frac{1}{2}$ |
| General Literature    | 1                         | 86                       | 2              |
| Geology               | 1                         | 21                       | $\frac{1}{2}$  |
| German                | 1                         | 11                       | 1              |
| History               | 7                         | 321                      | $5\frac{1}{2}$ |
| History of Art        | 1                         | 82                       | $1\frac{1}{2}$ |
| Home Economics        | 2                         | 14                       | $1\frac{1}{2}$ |
| Italian               | 1                         | 20                       | 1              |
| Kindergarten          | 1                         | 50                       | $\frac{1}{2}$  |
| Mathematics           | 1                         | 52                       | $1\frac{1}{2}$ |
| Natural Science       | 1                         | 39                       | $1\frac{1}{2}$ |
| Philosophy            | 1                         | 23                       | $\frac{1}{2}$  |
| Physics               | 2                         | 62                       | 1              |
| Political Economy     | 3                         | 60                       | $1\frac{1}{2}$ |
| Political Science     | 1                         | 15                       | $\frac{1}{2}$  |
| Psychology            | 4                         | 113                      | 2              |
| Religious Education   | 1                         | 22                       | $\frac{1}{2}$  |
| Social Service Admin. | 1                         | 18                       | $\frac{1}{2}$  |
| Spanish               | 3                         | 99                       | $4\frac{1}{2}$ |
| Zoology               | 1                         | 8                        | $\frac{1}{2}$  |
| Sociology             | 4                         | 96                       | $2\frac{1}{2}$ |
| 27                    | 71                        | 2507                     | 58             |



# UNIVERSITY COLLEGE

## REPORT AND RECOMMENDATIONS

### STUDENT BODY

The total registration in University College for the Autumn Quarter is 3021. These students are distributed as follows: Graduate, 378; Senior College, 461; Junior College, 231; Unclassified 951.

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Course registrations are distributed as follows:

| Department            | No. of Registrations | No. Registrations Male |
|-----------------------|----------------------|------------------------|
| Art Education         | 2                    | 18                     |
| Biblical Literature   | 1                    | 17                     |
| Botany                | 4                    | 95                     |
| Commerce and Admin.   | 1                    | 12                     |
| Education             | 8                    | 482                    |
| English               | 16                   | 265                    |
| French                | 1                    | 102                    |
| General Literature    | 1                    | 86                     |
| Geology               | 1                    | 21                     |
| German                | 1                    | 11                     |
| History               | 5                    | 321                    |
| History of Art        | 1                    | 82                     |
| Home Economics        | 2                    | 14                     |
| Italian               | 1                    | 20                     |
| Kinderergarten        | 1                    | 20                     |
| Mathematics           | 1                    | 22                     |
| Natural Science       | 1                    | 39                     |
| Philosophy            | 1                    | 22                     |
| Physics               | 2                    | 62                     |
| Political Economy     | 3                    | 60                     |
| Political Science     | 1                    | 12                     |
| Psychology            | 4                    | 112                    |
| Religious Education   | 1                    | 22                     |
| Social Service Admin. | 1                    | 18                     |
| Spanish               | 3                    | 92                     |
| Zoology               | 1                    | 8                      |
| Sociology             | 4                    | 95                     |
|                       | 71                   | 2207                   |



## II. THE TEACHING STAFF:

University College instructors for 1923 - 24 distribute as follows on the basis of professorial rank: 23 full professors, 1 extension professor, 17 associate professors, 14 assistant professors, 53 instructors and others of less than professorial rank and instructors not members of the University staff.

## III. SOME OUTSTANDING TYPES OF INSTRUCTION:

### A. GRADUATE

The kind of graduate work possible with the ~~the~~ graduate students enrolled in University College is indicated by the work done by Professor Stieglitz and others in Chemistry 81. This course attracted last year 34 graduate students, mostly teachers of Chemistry in public and private schools from Chicago and outlying suburban communities. These students came to the Chemical Laboratory for two hours each Saturday morning through the Winter Quarter. Professors Stieglitz, Harkins and Schlesinger interpreted for them current problems and researches of importance in connection with their professional duties.

Professor Morrison now has a registration of 42 students mostly graduates in his course Education 90, General Technique of Instruction in the High School. He leads these students to interpret many of the important teaching problems from the point of view of the mature experience of the individual student. It is a course in which each student is required to draw upon his own background of experience for material which he is led to organize and interpret. As a result of study and investigation in connection with this course, Professor Morrison is securing from the group a very large amount of worth while investigation and research.

Another important piece of advanced graduate work is being done by Mrs. Reed in connection with Education 59 offered in Joliet. This course has an enrollment of 69 students, half of whom have their Master's degrees and who are qualified to pursue advanced investigations. The course was offered in Joliet because of Superintendent Smith's interest in studying personnel problems related to high school administration. The members of the class were assigned to either individual or group investigations bearing upon specific phases of the personnel problem in that particular school. Investigations have gone forward in a surprisingly effective fashion and as a result a large number of studies have been brought together, many of which present suitable material for publication. As a result of the course some major personnel readjustments are being brought about in the school and all members of the teaching and administrative staff have been led to appreciate their personal responsibilities for this phase of high school administration. This unquestionably a type of work which should be encouraged through University College.

Dr. Freeman has listed his course, Education 71, Introductory Laboratory Course in Experimental Education, for the Spring Quarter from 7:00 to 9:00 P.M. This course has been requested by a number of advanced students living in and near Chicago, who have experienced dif-



## II. THE TEACHING STAFF

University College instructors for 1933 - 34 distributed as follows on the basis of professional rank: 23 full professors, 1 extension professor, 17 associate professors, 14 assistant professors, 33 instructors and others of less than professorial rank and instructors not members of the University staff.

## III. SOME QUESTIONS OF INSTRUCTION

### A. GRADUATE

The kind of graduate work possible with the 400 graduate students enrolled in University College is indicated by the work done by Professor Stille and others in Chemistry 31. This course attracted last year 34 graduate students, mostly teachers of chemistry in public and private schools from Chicago and outlying suburban communities. These students came to the Chemical Laboratory for two hours each Saturday morning through the Winter Quarter. Professors Stille, Watkins and Schlesinger interpreted for them current problems and researches of importance in connection with their professional duties.

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Another important phase of advanced graduate work is being done by Mrs. Reed in connection with Education 90 offered in 1932. This course has an enrollment of 69 students, half of whom have their Master's degrees and who are qualified to pursue advanced investigations. The course was offered in 1932 because of Superintendent Smith's interest in studying personnel problems related to high school administration. The members of the class were assigned to either individual or group investigations bearing upon specific phases of the personnel problem in that particular school. Investigations have gone forward in a surprisingly effective fashion and as a result a large number of studies have been brought together, many of which present suitable material for publication. As a result of the course some major personnel problems are being brought about in the school and all members of the teaching and administrative staff have been led to appreciate their personal responsibilities for this phase of high school administration. This unquestionably a type of work which should be encouraged through University College.

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ficulty in carrying the work during the year or during our Summer Quarter. It is expected that this course will stimulate and direct a relatively large amount of effective research work in connection with class room practices

#### B. SURVEY COURSES

A very different type of University College work is represented by the course now offered in the department of History by Professor Thompson, B70. In this course Professor Thompson presents a survey of the history of the Middle Ages. A corresponding service is to be rendered by Professor Dodd during the spring quarter in connection with course B85. This course deals with modern history problems beginning with the Revolutionary period and coming down to date. Students from all parts of the city have been attracted to Professor Thompson's course and present indications point to corresponding interest in the lectures which are to be given by Professor Dodd. There is marked interest in these orientation and survey courses, and if instructors were available, the number might well be increased to four or five rather than two in the History Department to say nothing of such departments as General Literature, Philosophy, Religion, Science and Education.

#### C. GENERAL UNDERGRADUATE

In addition to the special courses indicated above there is always a demand for a certain number of elementary courses in such departments as English, Romance, History, Psychology, etc. We have, for example, a number of mature men and women who have for one reason or another been denied an opportunity for study along these lines during the Junior or Senior College periods. The case of a young man who came to Chicago for employment as an engineer following graduation from the Massachusetts Institute of Technology is somewhat typical. This young man was very much interested in Romance, English and History. He was convinced that further cultural training was for him more desirable than specific training bearing upon his immediate profession. University College should afford an opportunity for such extension of cultural training.

#### IV. OPPORTUNITIES FOR EXTENSION SERVICE.

##### A. LEADERSHIP IN THE FIELD OF RELIGIOUS EDUCATION.

There appears to be an opportunity to bring together in the downtown district of Chicago a group of people engaged in preaching or other forms of religious work for a systematic study of current problems such as Science and Religion, the Psychology of Religion, the Development of World Religions, the Development of Christianity, etc. Instruction for the kind of courses here indicated must be of outstanding quality and instructors must be drawn from the highest ranking professorial groups in the University.



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## II. STUDENT SERVICE

A very different type of University College work is represented by the course now offered in the Department of History by Professor Thompson, B.O. In this course Professor Thompson presents a survey of the history of the Middle Ages. A corresponding service is to be rendered by Professor Bode during the spring quarter in connection with course W.O. This course deals with modern history problems beginning with the revolutionary period and coming down to the present. Students from all parts of the city have been attracted to Professor Thompson's course and present indications point to corresponding interest in the lectures which are to be given by Professor Bode. There is marked interest in these orientation and survey courses, and all instructors were available, the number might well be increased to four or five rather than two in the History Department to say nothing of such departments as General Literature, Philosophy, Religion, Science and Education.

## III. CULTURAL UNDERSTANDING

In addition to the special courses indicated above there is always a demand for a certain number of elementary courses in such departments as English, Romance, History, Psychology, etc. We have, for example, a number of mature men and women who have for one reason or another been denied an opportunity for study along these lines during the Junior or Senior College periods. The case of a young man who came to Chicago for employment as an engineer following graduation from the Massachusetts Institute of Technology is somewhat typical. This young man was very much interested in Romance, English and History. He was convinced that further cultural training was for him more desirable than specific training bearing upon his immediate profession. University College should afford an opportunity for such extension of cultural training.

## IV. OPPORTUNITIES FOR KNOWLEDGE SERVICE

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B. DIRECTION OF CONTINUED STUDY FOR COLLEGE TRAINED WOMEN IN CHICAGO.

There are thousands of college trained women in Chicago, many of whom are in their own homes or engaged in professional service of one kind or another. These women have a superior background of general training and many of them are free for systematic study bearing upon current problems of importance either in the home or in connection with organized community or institutional activity. It should be possible to provide through University College a certain number of courses which would advance either institutional service or general cultural development. Such courses as Democratic Institutions, Survey courses in History or General Literature, Budget making for the Home, Nutrition, and other similar courses should afford an opportunity for profitable continuation study on a college level.

C. LEADERSHIP IN MATTERS OF MUNICIPAL AND STATE GOVERNMENT.

The results of researches now under way in the department of Political Economy in the University should be made available for mature students of problems bearing upon state and municipal government. Systematic study of these problems by men and women already engaged in governmental work should result in immediate rather than remote influence on governmental affairs. The downtown center should in such an instance afford an immediate and effective outlet for researches conducted by the University department. Professor Merriam is interested in this problem and expects to list such courses for 1924-25.

D. SOCIAL CASE WORK.

In addition to the basic and advanced professional training made available for case workers through the Graduate School of Social Service Administration, University College should make available for experienced case workers in Chicago a center to which current case work problems might be brought for discussion. Such a center would take on something of the characteristics of the clinic and should result in an effective pool of experience. As a supplement to residence study this contact with field workers in Chicago should be most effective and beneficial not only to social workers in the field but to the University department as well.

E. BUSINESS RELATIONSHIPS FOR ENGINEERS.

There are in the Chicago district a large number of technically trained engineers, many of whom after a few years of engineering experience enter upon business responsibilities. Few of these men found in connection with their engineering training an opportunity for systematic study of business relationships. They are interested in such study and desire much of the material offered through such courses as Political Economy Ol, 1 and 3. They are, however, not willing to enroll for this instruction along with mixed groups of students nor are they interested in immature leadership such as is often provided for the introductory courses in Economics and Commerce.



B. DIRECTION OF CONTINUING STUDY FOR COLLEGE TRAINED WOMEN  
IN CHICAGO.

There are thousands of college trained women in Chicago, many of whom are in their own homes or engaged in professional service of one kind or another. These women have a superior background of general training and many of them are free for systematic study bearing upon current problems of importance either in the home or in connection with organized community or institutional activity. It should be possible to provide through University College a certain number of courses which would advance either institutional service or general cultural development. Such courses as Democratic Institutions, Survey courses in History or General Literature, Budget making for the Home, Nutrition, and other similar courses should afford an opportunity for profitable continuation study on a college level.

C. LEADERSHIP IN MATTERS OF MUNICIPAL AND STATE GOVERNMENT.

The results of research now under way in the department of Political Economy in the University should be made available for mature students of problems bearing upon state and municipal government. Systematic study of these problems by men and women already engaged in governmental work should result in immediate rather than remote influence on governmental affairs. The downtown center should in such an instance afford an immediate and effective outlet for researches conducted by the University department. Professor Williams is interested in this problem and expects to list such courses for 1934-35.

D. SOCIAL CASE WORK.

In addition to the basic and advanced professional training made available for case workers through the Graduate School of Social Service Administration, University College should make available for experienced case workers in Chicago a center to which current case work problems might be brought for discussion. Such a center would take on something of the characteristics of the clinic and should result in an effective pool of experience. As a supplement to residence study this contact with field workers in Chicago should be most effective and beneficial not only to social workers in the field but to the University department as well.

E. BUSINESS RELATIONSHIPS FOR ENGINEERS.

There are in the Chicago district a large number of technically trained engineers, many of whom after a few years of engineering experience enter upon business responsibilities. Few of these men found in connection with their engineering training an opportunity for systematic study of business relationships. They are interested in such study and desire much of the material offered through such courses as Political Economy Of 1 and 2. They are, however, not willing to enroll for this instruction along with mixed groups of students nor are they interested in amateur leadership such as is often provided for the introductory courses in Economics and Commerce.



They desire and deserve service from mature and experienced men with a background of study and practical experience.

F. SPECIAL COURSES FOR INDUSTRIAL AND COMMERCIAL GROUPS.

The amount of work of the type now offered in cooperation with the Institution of American Meat Packers is limited only by facilities for the administration of such work. Advances have already been made by certain mercantile establishments, hotels, and manufacturers associations.

G. LIBRARY WORKERS.

The limitations for professional training of library workers are too well known to necessitate discussion. In addition to the problem of training workers for public libraries, there is just now a strong demand for well trained librarians for service in Junior and Senior High Schools. There is also a corresponding demand for private secretaries who have had sufficient library training to make possible the effective control of printed material which comes to the office of a business or factory manager. Many private individuals are interested in this type of library service. The training necessary for these groups of specialists and semi-specialists constitutes a demand not only for full-time training but for continuation training for the large groups of workers now employed.

V. POLICIES WHICH SHOULD CONTROL THE EXTENSION OF SERVICE.

A. University College should be looked upon as one of the effective agencies for bringing to the community of Chicago and its surrounding territory, the fruits of investigation and research conducted by members of the University staff. Chemistry 81 is an example of this kind of service.

B. In addition to making available the fruits of research, contact with large numbers of graduate and other mature students should afford an opportunity for additional investigation and research in the field. This service should supplement the researches undertaken at the University and thereby make possible departmental expansion, to say nothing of the community service rendered through this close contact between the University and the students who meet with staff members weekly throughout the year. Education 90 conducted by Professor Morrison, indicates what may be done through this kind of systematic study. This service extended to other departments in the University such as Commerce and Administration, Social Service Administration, Political Science, Religious Education, and Household Administration, affords an almost unlimited field for University College expansion.

C. If it is desirable to pass on to the Chicago community the fruits of research and to stimulate participation in such research, it is equally important to bring to the community the kind of inspiration and understanding which results from the interpretation of social and economic movements. This type of service is illustrated by Professor



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Thompson's course B70.

D. In addition to the above service through University College there is always a demand for general cultural training for mature men and women who are employed. This service should be continued and extended.

E. The above provisions do not cover completely the needs of a relatively large group of men and women who desire to pursue a definite program of courses leading to their first degrees. Many of these students would not find it possible to complete the required amount of work on any basis other than part-time study. Among this group are students of marked ability who should be encouraged to go forward. While provision for systematic junior and senior college study should not be made the major objective of University College, it is of sufficient importance to justify the listing of courses in such a way as to make possible systematic and progressive study toward degrees.

F. It is obvious that standards of instruction in University College must and should remain the same as for other instruction in the University. As a matter of fact it is important that even a larger proportion of the downtown instruction be conducted by mature instructors of professorial rank. The mature men and women attracted to the downtown college soon become restless if subjected to instruction under the immature assistants who have obviously meager contacts with material and experience even on the fringe of their special subjects.

In order that the quality of instruction may be maintained each instructional department of the University should be held responsible for the recommendation or approval of instructors in University College. The dean of University College should on the other hand, reserve the right to accept or reject any departmental recommendation in order that the special needs of University College may not be overlooked.

G. In order that instruction in University College may not interfere with activities in other divisions of the University, it is imperative that all schedules for instructors be approved by the heads of the respective departments. It should be assumed that regular instructors in the University would offer not more than three majors in University College during any one academic year and from 1 to  $1\frac{1}{2}$  majors should be looked upon as a more desirable program for most instructors. Instruction in excess of three majors, if permitted, should be reimbursed at a rate somewhat less than that provided in the regular schedule for University College instruction.

H. While it is desirable that University College operate on a budgetary basis which will make no financial demands upon the University, it is equally undesirable that all funds expended for University College service be drawn from student fees. University College has gone forward to the present point in its development and might reasonably be expected to maintain itself on the present basis without funds other than student fees from tuition. It would not be possible to push



Thompson's course WFO.

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forward because of the fact that the present teaching load taxes the energy of the regular teaching staff when thought of from the point of view of instruction in addition to the regular schedule in the University. This means that on the basis of part-time or extra instruction, the college has reached its peak and must either plane off or decline. That neither of these conditions is desirable with the opportunity for service ahead, is obvious.

If University College is to undertake leadership in the fields of service which are peculiarly open to development, it is imperative that income from student fees be supplemented by endowment as for instruction and research in other branches of the University. Such necessary endowment should provide housing and funds to supplement income for special instructional and research purposes.

HOUSING: Because of traffic conditions peculiar to the Chicago district, it is important that University College maintain a central downtown department to supplement any activities which may be carried forward at the University or in other outlying centers. The fact that the College now draws students, and many of its very best students, from some seventy suburban communities, indicates at once the transportation problem faced in any attempt to remove the central location from the heart of transportation for the larger Chicago area.

While the present location on Michigan Avenue is central, the building is not properly equipped and the subleasehold does not secure standards of service necessary. If the dignity of the University of Chicago is to be maintained, the College should be adequately and properly housed in space over which the University has complete control. A building provided for this purpose might well become the downtown center for many phases of University activity including provision for the business office and for certain of the public lectures. Such a center should also attract some of the national research societies such as the National Psychological Corporation, and other societies of a professional nature, many of which would bring to the Center research activities including working laboratories and libraries of importance to the University.

With more specific reference to the needs of University College, it is most desirable that a working reserve library be provided and that the present rental library be extended. It is next to impossible to do the kind of work proposed for University College without available reference material to supplement the service provided through the present University, Public, Crerar and other libraries.

Provision should also be made for an extension of our present bookstore service. The textbook and general needs of the present student body are not being adequately met by the downtown bookstores, and it is extremely doubtful if satisfactory service can be rendered outside of the University provision.



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The need is highly specialized and the kind of branch proposed should not be objectionable to downtown stores. A splendid beginning has already been made but additional space together with service through the year is desirable.

If University College students are to be cared for effectively they should have the benefit of service through direct contact with representatives of the University Examiner and departmental advisers. The University Cashier should also be represented in the downtown center. Adequate space provision should be made for all of these branches of service.

Class rooms should be clean, well lighted and ventilated and the space should be so arranged as to eliminate in so far as possible, downtown traffic and other noise. These class rooms should be equipped for adults. Provision should be made for lanterns and for a limited amount of equipment such as charts, maps, and simple demonstration apparatus.

The combined needs of University College and other downtown University activities would appear to warrant setting aside a building of the type represented by the University Club structure. Such a building might well be sought as a memorial to the donor. Any portion of such space not immediately needed by the College or by other departments of the University might well be devoted to certain of the activities indicated above or rented strictly for income purposes.

Such a building should be located near the Public and Crerar Libraries. It should be expected that the land value together with building and equipment would cost \$1,500,000. If tax exempt, first floor and other rentals should cover all maintenance items thus affording space practically free of cost to the University for administrative and instructional purposes.

#### INSTRUCTION:

As has been indicated, the present instructional load in University College taxes the capacity of certain of our departments. The burden is most acute in connection with courses which must be offered by the more mature faculty members. Shortage of instruction at this point tends to vitiate the entire program, encourages instruction by the younger men who in many cases find it necessary to supplement a meager income. If University College is to bring to mature students the fruits of investigation and research conducted in the University it is essential that our very best instructors be encouraged to offer courses in the downtown center. This is especially true for such courses as Business Relationships, Science and Religion, Democratic Institutions, Social Case Work, Survey courses in History and Literature, Municipal and State Government and for many other similar courses in Education, Political Economy, Sociology and Science. It should not be expected that these courses would be self supporting. As a matter of fact the courses which give greatest promise of satisfactory ser-



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vice would in many instances be least promising from a self-supporting point of view. This situation draws attention to the need for endowment for instruction.

Adequate financial support through endowment might be provided through relatively small bequests, the income from which would be spent for specific units of service or through a grant for general University College instructional purposes. In any event a minimum endowment fund of \$1,000,000 in addition to a provision for a suitable building should be provided. Such a grant would make possible service from each of the major instructional departments of the University during some part of each academic year. In addition it would bring to the College certain outstanding visiting instructors. It would also be possible to supplement the regular instructional staff in the University to the point of providing a large proportion of full-time rather than over-time service, thereby providing for desirable expansion without overtaxing the regular University staff.

With the building and endowment indicated University College would be in a position to operate effectively and with dignity. The College would be established on a permanent basis and it would be possible to undertake new and much needed service from the point of view of affording a type of leadership that would be a credit to the University.

*Emory Gilley*



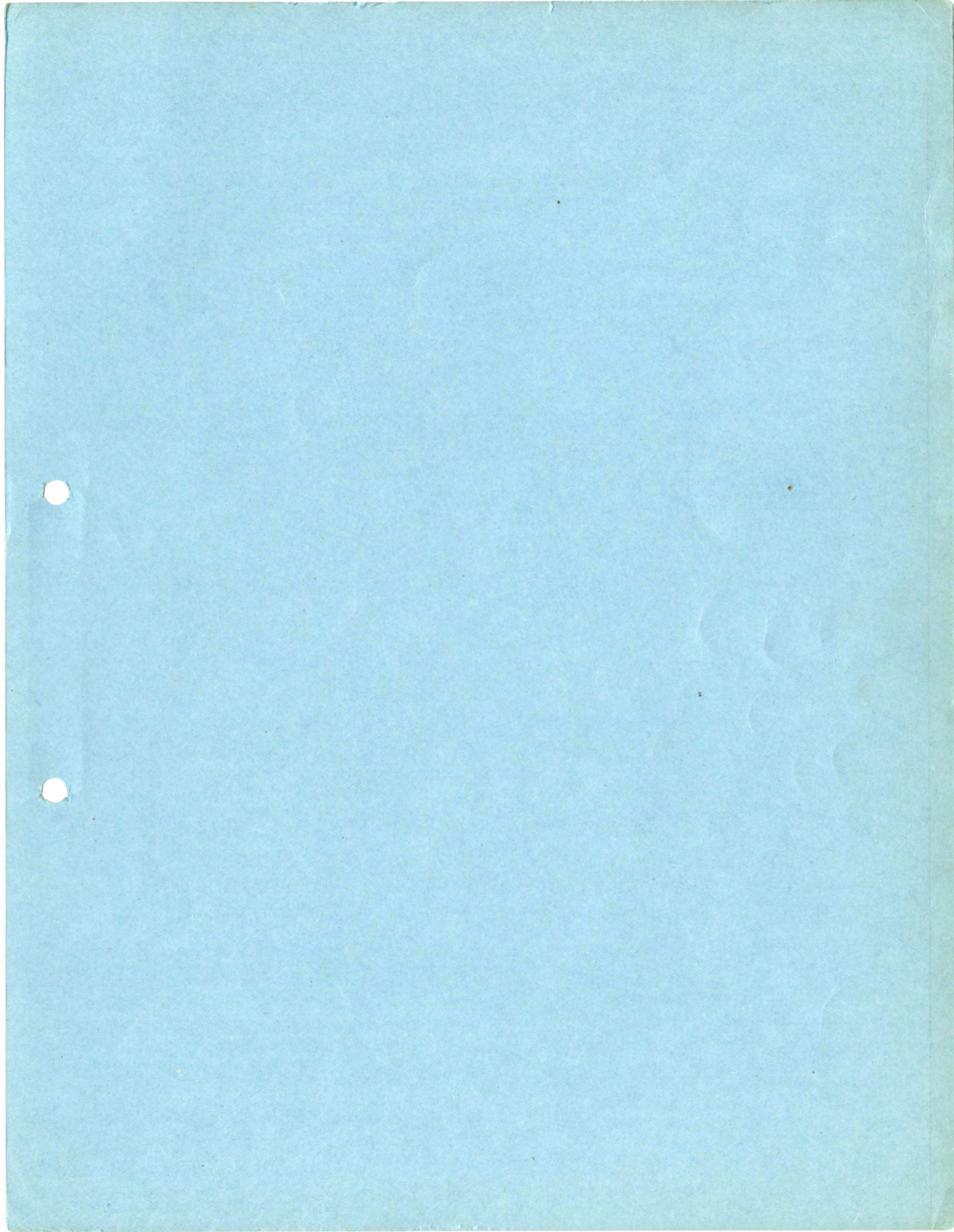
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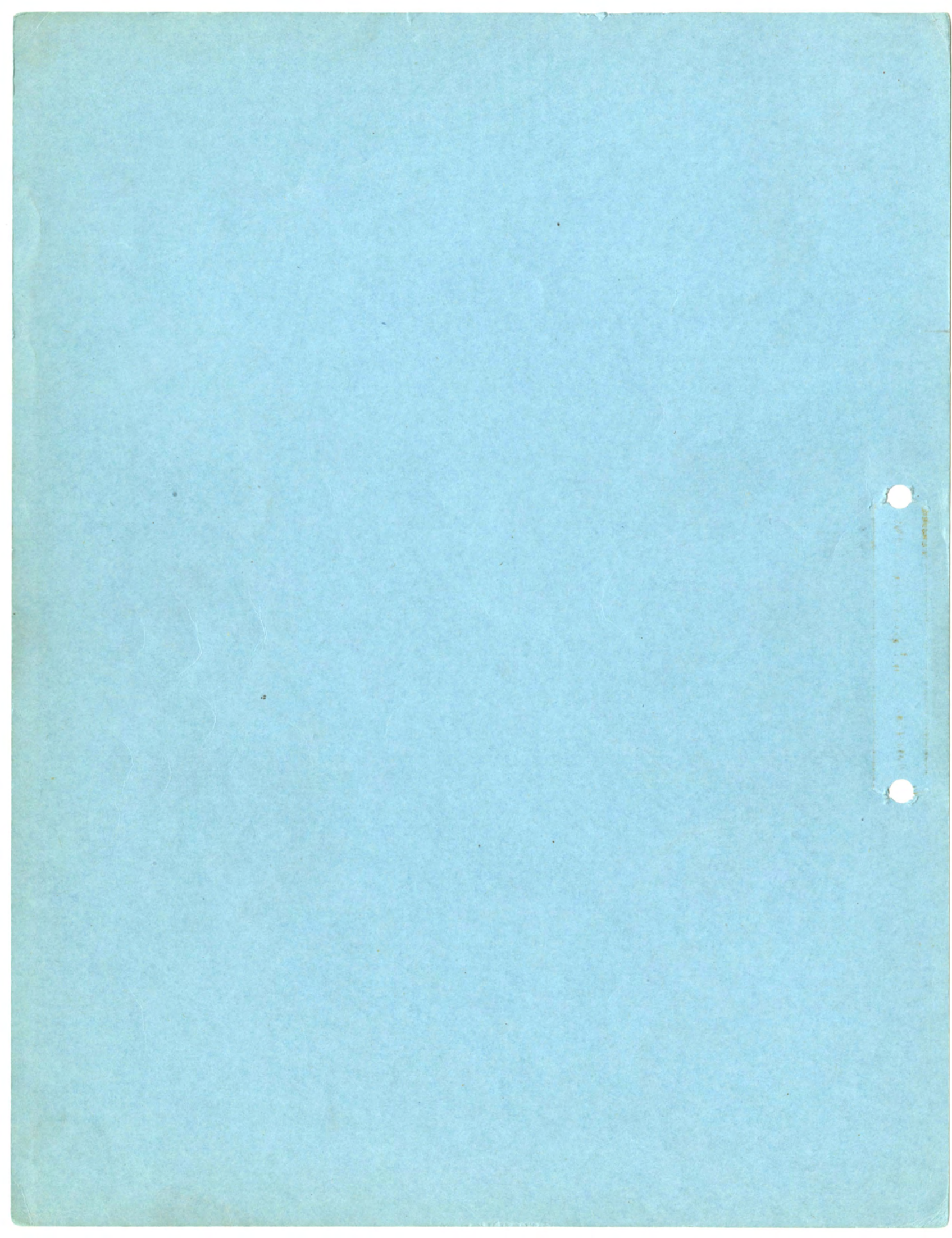
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*Wm. J. ...*











UNIVERSITY EXTENSION DIVISION

Director  
GEORGE HENDERSON

Secretaries of Departments  
Lecture-Study, NATHANIEL BUTLER, Jr.  
Class-Work, RICHARD WATERMAN, Jr.  
Correspondence, OLIVER J. THATCHER  
Library, ZELLA ALLEN DIXSON  
Training, THOMAS J. LAWRENCE  
Editorial, FRANCIS W. SHEPARDSON

THE UNIVERSITY OF CHICAGO.

Founded by JOHN D. ROCKEFELLER

WILLIAM R. HARPER, President

CHICAGO Nov. 25, 1895

Dr. William R. Harper,

The University of Chicago.

Dear Sir:-

I beg leave to hand to you herewith my report on the condition of the class-work department of the University Extension Division of the University of Chicago. When I took up the work I saw at once that the first task of the Secretary must be not the formation of classes but the organization of the department.

[ I had to build from the ground up. A number of classes were conducted successfully last year but still the plans for advertising and pushing the work, the methods of receiving applications and organizing classes, and the details of business management had not been determined upon. It has been my constant effort to do these three things and in addition to place before the heads of departments, the extension representatives and the class work instructors a clear statement of the ideas and ideals of the class work department. This is a long task and is far from being completed ; but I believe it is the only way to insure the success of the work. When the University men realize (1) that as good work







may be done in absentia as in residence, and (2) that the class work department properly organized will enable them to hold <sup>in</sup> the University instructors and graduate students who could not otherwise afford to stay, they will support the department with great enthusiasm, and will do all in their power to further its interests. Many of them do not know that such a department exists and others put it on the same plane as the Lecture Study Department.

The World's Fair has interfered seriously with the work and nearly everybody who applied for class work wanted to wait until after November 15, and many until after January 1st. The number of applications received and of classes organized is, therefore, very small.

One of the chief obstacles to success is the fact that courses are offered rather than announced. I have made a strong effort to put definiteness into the plans for the winter quarter, and am now ready to announce the place, date, and hour of organization of nineteen different classes to commence early in January in various parts of the city, if a sufficient number of students apply. It is still a serious obstacle to be unable to announce that a class will be formed no matter how small the number of applicants may be.

The status of the Athenaeum matter is not at all satisfactory. The agreement with the Athenaeum was that the University should supplement and not overlap their work. The work for which there is at present most demand is in Academy subjects, and this is exactly the field from which our agreement bars us. The







Athenaeum has a single instructor in Latin, Greek, and German.

I am told that he is a very able man, but he has not even a bachelor's degree. The fact that he is there, however, bars us from organizing work in those three subjects until his time is entirely full.

Again, in science work we can do practically nothing because the Athenaeum lacks laboratory facilities. In mathematics they offer all of the Academy <sup>the</sup> and some of the College work. We are thus barred in science, classics, and mathematics, and cannot take preliminary steps to build up a full evening academy, such as you approved the plans for a few weeks ago. I have made in my report a full statement of the plans for the evening academy.]

The details of methods for issuing announcements, receiving applications, organizing classes, collecting fees, paying instructors, and keeping the records of the department are all discussed at some length in the report. The report also includes the plans made for the work of the University Extension Examiner and copy for the blanks to be used by him.

In accordance with your request that I add any suggestions, I may be willing to add, in regard to the Extension work in general, I have discussed:

- (1) The organization of the Office.
- (2) The University Extension Work.
- (3) The Card Catalogue.
- (4) The Office Exhibit.







(5) The Travelling Library.

(6) The Circuit idea.

In the last six months I have given a great deal of thought and time to the consideration of questions connected with University Extension, I have worked hard for the success of the Extension movement in Chicago, and I earnestly hope that the Division may have a most successful developement in all three of its main lines of work.

Yours very truly,

*Richard M. Atterman.*



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Yours very truly,

Richard M. Attenborough



*Howarth*

December 7, 1895.

Dear Dr. Harper:-

To put the work of the Class-study Department on a solid foundation, and to insure its healthy growth, as well as to extend by means of it the influence of the University, almost a complete re-organization seems to me to be necessary. I desire, therefore, to present the following suggestions, which in so far as they are practicable may be considered as recommendations:

(1) That an endowment fund sufficient to carry out the plans here suggested be set aside for that purpose.

(2) That this fund being provided for, the fee for a Minor in University Extension be reduced to \$5.

(3) That the University build, purchase, lease, or rent a building down town, such building to be an integral part of the University, and to be used for noon-day lectures, Saturday and evening classes, and for such other purposes as the University might desire.

(4) That all distinction between what is called by some the regular faculty of the University, and the Extension faculty, be dropped.

(5) That every man and woman holding a salaried position on the staff of the University faculty whose time is not fully occupied, be urged and expected to offer here or at the building down town, one Saturday or evening class. This should be done as a part of his or her regular work. If this is impracticable, I have only to say that in my judgment it is absolutely essential to University Extension in the true sense.







(6) That unsalaried instructors who <sup>are</sup>~~want~~ to do University Extension work be called lecturers, or by some other equally harmless title, which will not raise in the mind of the public disparaging distinctions.

(7) That such instructors be required to demonstrate before appointment their fitness for the work required of them by actually conducting a class. The idea is that it must become known that everybody cannot secure an appointment to University Extension work.

(8) <sup>That</sup> Every Extension course, no matter by whom offered, be given provided there is any demand for it. Classes might be small at first, but as soon as it is definitely known that courses will be given when and where they are offered, the numbers will increase.

(9) That each unsalaried instructor be guaranteed by the University \$30 for each class he instructs. That his maximum fee shall be \$80.

(10) That an additional fee be allowed such an instructor for each class he succeeds in organizing.

(11) Persons outside the University who organize a class shall be allowed the privileges of that class free of tuition.

(12) That an attempt be made to reach the small towns that are unable to support either a lecture course or the regular Class-work, by the Chautauqua method, modified and improved to suit our purpose. This suggestion implies the organization in these towns of study clubs to be directed by the University.

(13) That Fellows and scholars in the university be expected to devote a portion of their time to the organization or







the instruction of these clubs.

(14) That the Secretary of this department be authorized to make special arrangements to bring about the engagement of Fellows and scholars in this University, by railway corporations which furnish free instruction to their employees.

(15) That an annual circular of information be issued by this department, to be sent on application, and that smaller advertising circulars be judiciously scattered broadcast.

(16) That all necessary details for carrying the above suggestions into effect be at once arranged.

In conclusion I wish to express it as my candid conviction that University Extension on the present basis, while it can be pushed much farther, is doomed sooner or later to fall into discredit.

Respectfully submitted,

*A. H. Howarth.*







Sparks

(Sb)

Chicago, March 16, 1896

My dear Dr. Harper:-

Upon my return to the University, I find your memorandum awaiting me accompanied by your kind letter. The memorandum is not quite clear to me and I return it on the supposition that it must contain a typographical error somewhere. In (2) it mentions spring and summer quarters of 1897. If this be correct, the spring quarter of 1896 for which I am announced and making preparation is omitted. Also, the scholastic year July, 1896 to July, 1897, would include the summer quarter of 1896 and the spring of 1897.

I venture to enclose a paragraph for (2) which would include all emergencies as I see the future and at the same time is in accord it seems to me with my conversation with you and with Mr. James. In fact my conversation with him covered Extension work mostly. The last sentence in the proposed paragraph was not mentioned in my interview with you and yet is, I presume, a matter of course, the money being already earned. If I am mistaken in any part, I shall be glad to be set right.

You will, I am sure, permit me to add one suggestion which appears to me very vital. In a personal interview I could give you numerous instances of the distrust (perhaps the word is too strong) in which the Extension Committees, especially in the smaller places, hold the "University Extension" lecturer. They think him a kind of adjunct to the teaching force of the University and they



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wish to have "University" instruction if they pay for it. It will take years, if even possible, to impart to them a correct understanding of the Extension staff. Hence I hailed with delight your suggestion that all the Extension staff should teach part of the time in the University and vice versa. At Keokuk my course was taken only when they knew that I was announced for courses in the University during the Spring quarter; at Ottumwa, where I organized a center last Wednesday for next October, they propose to make that a condition. The people have been deceived so many times by wandering literary tramps in the guise of lecturers that they are suspicious. All of which leads me to strongly request that I be assigned to the University staff no difference how much time I am required to do Extension work. In my own mind one division is as honorable as the other; but I want to be where I may do the University of Chicago the most good and get for myself the greatest number of courses. I spoke to Mr. James of my earnest convictions on this point and he suggested, since they were born of experience, that I lay them frankly before you.

Strongly urging a consideration of this point, which I could present more elaborately if desired, I wish to express my appreciation of your kindness and to remain,

Very respectfully yours,

Edwin E. Sparks



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Edward E. Winslow



5, THE RAYMOND  
WALTON PLACE

*Trustee's*

CHICAGO, May 12, 1903.

President Harper,

The University of Chicago.

*My dear President Harper*

Please pardon my delay in answering your note of May 4 until now. I did understand that my gift to the University had been for five years, this present one being the fifth year. In my allusion to having made the gift of Sixty-two Hundred Dollars for four years, my memory was that the extra Twelve Hundred Dollars had been added the second year. As a matter of fact, now that I think of it, half of that amount was added the first year, but, my understanding is that the gift has been for five years and that next year will be the sixth and that \$6200 was what I promised.

*Please let me  
know when you  
are ready for the  
payments for this year.*

*I am  
Sincerely yours  
Mabel Blaine*



S. THE RAYMOND  
WALTON PLACE

*Trueman*

CHICAGO, May 12, 1903.

President Harper,

The University of Chicago.

*My dear President Harper*

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to the University had been for five years, this present

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think of it, half of that amount was added the first year.

but my understanding is that the gift has been for five

years and that next year will be the sixth and that \$6200

was what I promised.

*Yours  
S. The Raymond  
Walton*

*Please let me  
know when you  
will be in the  
city. I will  
be glad to see you.*



Mr. Delano has begun a series of grade meetings in his district. No such meetings were held last year on account of the lectures by normal teachers in preparation for promotional examinations; but this year each teacher in district No. 3 will be given an opportunity to see some other teacher do the work which she is called upon to present each day. *R-H. Dec. 24.*



tail-page plates, comprising at least a dozen  
portraits of Disraeli himself at different  
periods of his life, two portraits of his  
father, Isaac Disraeli, the well-known au-  
thor of "Curiosities of Literature," and two  
portraits of Mrs. Benjamin Disraeli, after-  
ward Viscountess Beaconsfield. Other pic-  
tures consist of exterior and interior views  
of most of the houses occupied by Disraeli  
in London as well as at Hughenden Manor



CHICAGO Oct. 24, 1903.

My dear President Harper:

I subjoin a few comments on Mr. Cooley's letter:

I.I have not the slightest doubt of the fact that teachers are under considerable constraint to take the Normal Extension courses. This impression is gathered from scores of interviews here last year and this autumn. Unless teachers prevaricate wholesale, they do feel that they are under a decided "pressure" to take the courses. Of course, no one imagines that the Superintendent has sent out "orders" to that effect. The constraint is dissipated, though it is real. It is involved in the system.

1. It comes most sharply in the feeling that the promotional examinations are closely attached to the Normal Extension classes. It is stated officially that students may get their training any where they choose; that all they have to do is to pass the examinations and they will receive their rewards. But the Extension classes were started in direct connection with the promotional examination scheme. You remember that they were put out hurriedly after the Federation people had accused the Superintendent of playing into the hands of the University of Chicago and forcing teachers to come over here for training. You remember how late in the summer they were proposed, and how the instructors at the Normal School were entirely unprepared for them. I feel sure that it was only afterwards that



CHICAGO Oct. 24, 1903.

My dear President Hargrett:

I enclose a few comments on Mr. Gooley's

letter:

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the general impression that they were intended for general culture was put forward and developed.

2. The impression is common among the teachers that the instructors in these Normal Extension classes have a great part in setting the examinations and reading the papers. This is a very immediate and tangible pressure, even if it be a mistake on their part.

3. Last year the opposition to the Normal Extension scheme and to the promotional examinations was instantaneous on the part of the Federation, and as the Superintendent remarks, was "brutal." But there was opposition on the part of many teachers who had no connection with the Federation. Attendance upon these classes became at once a question of loyalty to the school administration.

I heard of this immediately last fall, and constantly. Principals urged their teachers to take these courses, especially where there was distinct opposition to the tactics of the Federation. People came here and said over and over again that they had taken work with us and wished to continue, but for the present they thought they should take the Extension classes, and therefore could not work with us. I did not take names and dates of these people, because the matter was so commonly said that it seemed to me universally understood.

4. The courses are and have been free. This is always a vital matter for us. Teachers are poor and have abundant need for their money. Even our \$10 fee is a matter that we hear of constantly as



CHICAGO

2

the general impression that they were intended for general culture was put forward and developed.

2. The impression is common among the teachers that the students in these Normal Extension classes have a great part in setting the examinations and reading the papers. This is a very false and tangible pressure, even if it be a mistake on their part.

3. Last year the opposition to the Normal Extension scheme and to the proportional examinations was instantaneous on the part of the Federation, and as the Independent reported, "agitated." But there was opposition on the part of many teachers who had no connection with the Federation. Attendance upon these classes became at once a question of loyalty to the school administration.

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4. The courses are and have been free. This is always a vital matter for us. Teachers are poor and have abundant need for their money. Even our \$10 fee is a matter that we hear of constantly as



high. If Mr. Cooley's plan should work, that the teachers could get real substantial culture out of these courses, that it would help them directly and decidedly to pass their promotional examinations, the fact that they were offered for nothing and sometimes at places more convenient than ours, then it is apparent that it would require no direct "order" or direct pressure to make them very urgent. Moreover, I can not see why the Superintendent should be sensitive about the matter. If he believed in the courses, if he feels that they are a distinct help towards the promotional examinations, then of course, he is going to use every urgency within his power to get teachers to take them.

Moreover, he knew perfectly well that the teachers he had to offer for these courses were not as well trained, academic people as we could offer, and the courses, just in and of themselves, on absolutely equal terms would not succeed. This was a perpetual statement on the part of teachers whom I consulted here.

It must be asserted constantly, too, that all this opposition to his scheme came first and directly from the teachers in the schools, not from us.

II. As to our opposition to the Normal Extension scheme in general:

1. We are not to be charged at all with the sharp opposition on the part of the Teachers' Federation, nor that of the general body of teachers not members thereof. We have our criticism of the



CHICAGO

3

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The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER

4.

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scheme, but it comes from other sources.

2. As you phrased the matter, the fundamental <sup>item in</sup> ~~object~~ of our opposition is to the scheme in essence, - that it were better that teachers should not always be in the system; that they should have <sup>" "</sup> training by many instructors, especially by great specialists, and under conditions that the Normal School never can parallel. If Mr. Cooley's scheme should work ideally, it would mean that the teachers should all come into the school system through the Normal School, and then that they should keep up their work with the same instructors after they had begun to teach. No body that Mr. Cooley could possibly get together would be capable of giving all that his teachers should need, and it would be a case of breathing <sup>one's own</sup> ~~the very same~~ breath.

3. But the scheme itself was hastily adjusted, with teachers that were not of the highest academic ranks. Take, for example, the case of Mr. Hosic, the instructor in English. He has been a friend and student of mine for several years, and I took great interest in recommending him to Mr. Cooley for the Normal position. He has in him the promise of a great teacher; but as compared with what teachers could get here or at the Quadrangles, Mr. Hosic's classes are necessarily thin. Indeed, being unexpectedly called upon to take the classes, he desperately took a course of outlines he had from me and simply repeated them. I urged him to do it and helped him with it. For the Superintendent to claim, therefore, that we should



CHICAGO

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3. But the scheme itself was hastily adjusted with teachers that were not of the highest academic rank. Take for example the case of Mr. Hoxie, the instructor in English. He has been a friend and student of mine for several years, and I took great interest in recommending him to Mr. Gooley for the Normal position. He has in him the promise of a great teacher, but as compared with what teachers could get here or at the Graduate, Mr. Hoxie's classes are necessarily thin. Indeed, being unexpectedly called upon to take the classes, he desperately took a course of outlines he had from me and simply repeated them. I urged him to do it and helped him with it. For the Superintendent to claim, therefore, that we should



5.

CHICAGO

regard a course like this as highly as we would one that Miss Reynolds, or Miss Hammond, or I could give, is to ask the impossible. What is true in Mr. Hosis's case is true in most of the courses offered.

III. Great praise should be given Mr. Cooley for the reform he has made in giving teachers permission to take a year off for training and be guaranteed their positions when they returned. This is all that could be possibly asked. But I think he is wrong in attaching this in any way to the Normal Extension scheme, as he seems to do. It becomes a real help only on one basis, that is, a guarantee on the part of the Board that the teacher should not lose her position. With that in mind, it is true that hundreds of the teachers would be glad to stop routine work for a while and take a course of training. Make much of this in your communication to the Superintendent.

IV. As to our general opposition to the Normal School, I know nothing. It must refer to our Department of Education. The Superintendent's impression that our criticism of the Extension work has its basis in this general objection to the Normal School is not correct, - except that it is apparent to any observer that the teachers can get richer and higher training elsewhere than under the Normal instructors. Anybody could see this in looking over the range of instructors and courses by men who are expert in their



CHICAGO

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**Normal School a Success—"Chicago**  
normal school work is an unprecedented  
success," said Superintendent of Schools  
yesterday. "Two thousand and  
fifty-five teachers received instruction in  
a month, nearly one-half the teachers em-  
ployed in the Chicago schools."



15, \$20, \$25, \$30 and \$35.  
20, \$25 and \$30. Medium

trousers; house and smok-  
d jackets.



subject matter as we offer them here or at the Quadrangles. How is it possible for the best teachers of the city to regard the Extension courses as equal to what they can get here?

V. The Normal School is seemingly the key to Mr. Cooley's suggestion and system - all teachers must come into the school system through the Normal School - then in the new scheme they ought to (if it is worth putting forward at all) keep up their training under these same instructors of the Normal School - the circle is complete when the promotional examinations depend as closely as they do upon the classes offered in this Extension plan.

Now to offer "permission" for students to take training elsewhere and allow them to pass the promotional examinations without having had any contact with the Extension <sup>class</sup>~~school~~ is to make a promise to the ear and break it to the heart. I myself would desire no sharper pressure than that.

But on the whole it seems to me that our best plan is not to antagonize the Normal Extension scheme unless it should be <sup>possible</sup>~~offered~~ to oppose it as a whole. You will notice from this little clipping published in this morning's paper that it seems to be succeeding hugely. As I wrote you, there seems to be a decidedly active movement among those who are eligible to get the promotional examinations off their hands. Some teachers are good enough to say that they are doing this rapidly and that when they are through with it, they will be ready for quiet study with us again. The worst of that



CHICAGO

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7.

CHICAGO

is that it is going to take all this year and perhaps next year for us to see whether that is true.

I think our best immediate policy is to try to persuade the Superintendent and Board to give credit towards promotional examinations for work done in academic institutions and under good conditions, as I wrote you before. I have seen Dr. Gunsaulus, Dean Carman and President James. The first says he can have nothing to do with it, since they are not having any teachers at Armour Institute, and do not wish any. Dean Carman was enthusiastic over the plan of working this up and getting the consent. Mr. James was willing to go with us - though he was not particularly enthusiastic. Still I felt that he would unite with us in any reasonable plan of procedure.

Cordially yours,

*W.D. MacClintock*



CHICAGO

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*W. B. Dillingham*



# TAKES UP COOLEY PLAN FOR TEACHERS' CREDIT

**School Management Committee Gets  
Superintendent's Scheme Involving  
Systematic Study in Normals  
and Universities.**

[Superintendent Edwin G. Cooley's plan for giving public school-teachers credit for systematic study in normals or universities was presented to the school management committee of the board of education in its perfected form yesterday. It puts a premium upon the teacher who continues her outside study in connection with her service and differs from the present system in vogue in that it does not require promotional examinations under supervision of the superintendent of schools, but accepts the class records of the various institutions as evidence that the study has been satisfactorily completed.]

The report embodying the plan was too voluminous to be considered in detail yesterday and will be taken up again at the next meeting of the committee. [By some of the teachers the report is expected to precipitate the bitterest fight which has rocked the committee this year. As a rule the teachers who have been long in service and have drifted away from personal study are vigorously opposed to the plan, while its more ardent supporters are among the younger element of teachers.]

Teachers, head assistants and principals eligible for promotion are to be allowed the discretion of substituting five courses of study of at least thirty-six hours each for the promotional examinations now required. Elementary teachers who have certificates for special branches are given two and a half courses credit for them. Teachers in these special branches must select three of their studies outside of the branches covered by their special certificates.

Principals and high school teachers must select at least a year's work in university graduate schools, and after June 30, 1904, their efficiency average for promotion must be at least 85. Almost all of the high and special branches of study are included in the list from which the teachers must elect.





the death, but, of course, I have my beliefs. The news is premature, but I hope all the truth will come out. All that said about the case now we want to be as authentic as coming from some member of the family. The authorities in the East perhaps know more about it than we do. We have not been advised, and for that reason we do not want to say anything that would make trouble for anybody. What we want is the real facts and the real truth in the case. Then we will know better how to proceed."

Mr. Krembs said the police had promised here to keep a close watch for Muentner. He expressed it as his belief that they had failed, however, for he thinks the man is still in Chicago.

#### **DOUBT BY MRS. KREMBS.**

Other members of the Krembs family expressed doubt as to the truth of the report that arsenic had been found by the Howard analyst, and declared their belief that the case would turn out to be an attack on Christian Science. It was probable, according to these relatives, that the charges against Professor Muentner would prove to be that, by failing to call a regular physician in proper time, that he permitted his wife to die of blood poisoning.

"It is all because Mr. Muentner is a Christian Scientist—of that I am positive," said Mrs. Moritz Krembs, mother of Mrs. Muentner, at the family home, 479 Fullerton avenue. "They were a devoted and congenial couple, and it is absurd to suppose for a moment that he would poison her who was so much to him and the mother of his young children. There must be some mistake in the reports from Boston. Though we deplore that our child should be the one to die without medical attendance, yet the truth is that Mrs. Muentner leaned strongly to the Christian Science belief of her husband. She had not joined the Christian Science church, but she seemed to have accepted



Mac Clintock

CHICAGO

Jan. 7, 1904.

My dear President Harper:

I have seen no chance to communicate with you comfortably since I had some long talks with Mr. Tompkins at The Normal School before the holidays. He was entirely cordial in greeting me and talked freely and with not the slightest ill-feeling against the University or our work here. I found out something like the following things from him:

1. Both Mr. Cooley and he are exceedingly ambitious for the Normal School. As I have said to you before, they regard it as the very key to the solution of their problem. They mean to develop it extensively, if they can secure money from the Board of Education.

2. They have asked the Board of Education for \$100000. for next year, 1903-04. Of this Mr. Tompkins proposed to spend \$75,000. for the Normal, and \$25,000. on the Normal Extension scheme. You will see from this that he proposed a very large program for the latter work. He said they hoped to employ six or eight new instructors of the highest rank, and to have a small part of their time for work at the Normal, but to have them chiefly assigned to this Normal Extension work.

3. Both he and Mr. Cooley have clearly seen the weakness of the Normal Extension classes as heretofore conducted - their informality, their lack of definite curricula, the fact that they lead to no special end. Mr. Tompkins, at least, knows perfectly well that the courses are not properly organized and are not rivals to what we are



Jan. 7, 1904.

CHICAGO

22

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- 2 -

CHICAGO

giving the teachers.

4. He has therefore proposed among other things that interest, first, that these courses be made definite courses for the promotional examinations and that successful completion of them shall operate instead of yearly examinations for all the tests the city system will ask. Second, that regular amounts of material, text books, and college methods of work be advised, so that these courses can be called classes; that teachers be held to strict work, exactly as if they were in a first-class college.] In these items I am sure Mr. Tompkins has been influenced very largely by us here at University College.

5. Mr. Tompkins has further urged that a down-town center be provided for these classes. He would have, as I understand him, four centers: one at the Normal School, one in the center of the city, one on the West Side and one on the North Side. But I felt in talking with him that he would like more and more to provide a single great center in the heart of the city.

6. [Here then, is a very serious state of things for us. If this money can be obtained from the Board of Education, if first-class instructors can be employed, if the courses will count towards promotions in the new system without further tests, and if the tuition remains free, and if they succeed in getting a down-town center of the right sort, I do not see what is to become of us.] Of course, if we could persuade them to <sup>establish</sup> ~~establish~~ a set of courses which would lead to promotions when successfully completed, and if they would allow



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the teachers to take those courses anywhere under good conditions, I feel that even with our tuition fee we could hold our own. But I fear that they would at once see that this would be a sharp competition with them and they would not make a liberal arrangement here.

Mr. Tompkins said he would be willing to vote for such an open arrangement, letting the teachers take the courses wherever they choose and accepting professional certificates from good institutions. There is a danger, however, that the teachers would get the impression that somehow it might be better for them to go through the Normal Extension classes, as being safer; but I can not tell now, of course, how this would work. Mr. Tompkins talked quite freely all the time about a "Teachers' College". That term, I think, has been fully adopted into their nomenclature for the future.

7. All this, of course, depends upon the Normal School's succeeding in getting this money to do this work. If they do not get it, I feel quite certain that the present Normal Extension classes will not survive, though it can not be asserted that they have not done a great deal of good.

8. I proposed to Mr. Tompkins that we go to the Superintendent with a plan of establishing these classes with an understanding that students be allowed to take them where they would. At first he consented, but later he wrote me asking me not to push the matter at the present, saying that he thought it best that they should push through their plan first and get the classes established, then the question as to whether the student could take the courses elsewhere



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I gathered from hints that the Superintendent has a difficulty always in carrying the Normal School; that it is opposed by the Roman Catholics; that he has to fight for it every year, and that he will have a stiff fight for this extra money for the Normal Extension and this additional work.

Very sincerely yours,

*W.D. Macellum*

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