

November 4th, 1902.

My dear Mr. MacClintock:-

We are having a great many complaints in reference to the correspondence work which is under the charge of Mrs. MacClintock. I am wondering whether some step can be taken to make it possible for the work to be done more promptly. It is a source of very great mortification and chagrin to us that these complaints come so frequently. Perhaps we can talk the matter over

Yours very truly,

November 4th, 1902.

My dear Mr. MacGlinstock:-

We are having a great many complaints in reference to the correspondence work which is under the charge of Mrs. MacGlinstock. I am wondering whether some step can be taken to make it possible for the work to be done more promptly. It is a source of very great mortification and chagrin to us that these complaints come so frequently. Perhaps we can talk the matter over

Yours very truly,

December 21st, 1900.

My dear Mr. MacClintock:

Some time at your early
convenience I should like to have a talk with you
about the correspondence work conducted by Mrs.
MacClintock. Will you do me the favor to see me on
this subject?

Very truly yours,

December 21st, 1900.

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MacClintock. Will you do me the favor to see me on

this subject?

Very truly yours,

*Correspondence
Dept*

, September 27, 1901

Mr. J. R. Crouch,

Orangeburg, South Carolina.

My dear Mr. Crouch:-

I have your letter of September twenty-fifth and am interested in the way in which you quote the Correspondence Study Circular against my statement, and yet, on second thought, they do not appear to me to be antagonistic. I believe that in correspondence work the individual gets more than he would as a member of a large class, because every answer to every question has to be written out in full, and the instructor can tell in a moment whether the student has done the proper amount of reading and thinking regarding the special problem. I myself, in correspondence work, have had some of my best students, and the opinion formed simply from the lesson papers they have sent, has afterwards been verified when I met them as resident students. There may possibly be an inconsistency between a statement of this kind, and the refusal of the University to grant a degree wholly upon non-residence work, but such is the rule, and as the thought uppermost in my mind in connection with you was that you were thinking of doing non-residence work en-

September 27, 1901

Answered
Sept 27

Mr. J. R. Green,

Orangeburg, South Carolina.

My dear Mr. Green:-

I have your letter of September twenty-fifth and am interested in the way in which you quote the Correspondence Study Circular against my statement, and yet, on second thought, they do not appear to me to be antagonistic. I believe that in correspondence work the individual gets more than he would as a member of a large class, because every answer to every question has to be written out in full, and the instructor can tell in a moment whether the student has done the proper amount of reading and thinking regarding the special problem. I myself, in correspondence work, have had some of my best students, and the opinion formed simply from the lesson papers they have sent, has afterwards been verified when I met them as resident students. There may possibly be an inconsistency between a statement of this kind, and the refusal of the University to grant a degree wholly upon non-residence work, but such is the rule, and as the thought uppermost in my mind in connection with you was that you were thinking of doing non-residence work on-

tirely, I suppose I involuntarily emphasized the rule of the University regarding it. The thing for you to do, I should think, is to do some work by correspondence, and then get leave of absence and attend the University for the length of time required by our rule.

Very truly yours,

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 University regarding it. The thing for you to do, I should think,
 is to do some work by correspondence, and then get leave of ab-
 sence and attend the University for the length of time required
 by our rule.

Very truly yours,

Chicago Correspondence Schools

PONTIAC BUILDING

CHICAGO

September 19, 1902.

L. BRENT VAUGHAN, PRESIDENT
J. W. HEYWOOD, SECRETARY
M. P. HALLORAN, TREASURER

September 20th, 1902.

Corrected Schools

Mr. L. Brent Vaughan,
Pontiac Building, Chicago.

My dear Sir:

I am afraid that you are asking too much of me. I do not think that President James would ask the President of the University of Chicago to recommend Northwestern University. The University of Chicago has its own correspondence division. It is not, therefore, quite apropos to ask an officer of the University to recommend a different institution. I think that upon consideration you will see this.

Very truly yours,

W. R. Harper

Chicago Correspondence Schools

PONTIAC BUILDING

L. BRENT VAUGHAN, PRESIDENT
J. W. HEYWOOD, SECRETARY
M. P. HALLORAN, TREASURER

CHICAGO

September 19, 1902.

President W. R. Harper.

59th & Lexington Ave.,

Chicago, Ill.

(6)

Dear Sir:-

I take the liberty of sending you herewith a prospectus of our new venture. I desire to call your attention to the fact that your humble servant is President of this institution, and that we have secured the services of some of the members of the faculty of the University of Chicago to prepare out text-books. I would greatly appreciate anything you might say concerning Mr. Gale, Mr. Herschberger, Mr. Wood or myself. Anything you might say would enable us very easily to secure a great many good words from State, City and County Superintendents. I have taken the liberty of quoting some of your remarks on the correspondence method.

Trusting that you will be able to see your way clear to give us a good word, I beg to remain,

Sincerely yours,

L. Brent Vaughan

Chicago Correspondence Schools

PONTIAC BUILDING

CHICAGO

September 19, 1902.

L. BRENT VAUGHAN, PRESIDENT
J. W. KEVWOOD, SECRETARY
M. E. HALLORAN, TREASURER

President W. R. Harper.

50th & Lexington Ave.,

Chicago, Ill.

Dear Sir:-

I take the liberty of sending you herewith a prospectus of our new venture. I desire to call your attention to the fact that your humble servant is President of this institution, and that we have secured the services of some of the members of the faculty of the University of Chicago to prepare out text-books. I would greatly appreciate anything you might say concerning Mr. Gale, Mr. Hersehbarger, Mr. Wood or myself. Anything you might say would enable us very easily to secure a great many good words from State, City and County Superintendents. I have taken the liberty of quoting some of your remarks on the correspondence method. Trusting that you will be able to see your way clear to give us

a good word, I beg to remain,

Sincerely yours,

L. Brent Vaughan

July 21st, 1900.

Mr. C. F. Moofe,
Manitowoc, Wisconsin.

My dear Sir:

Under proper restrictions, and for a portion of the work, correspondence work is satisfactory, and when done properly, gives instruction that is as thorough as the instruction of the classroom; but there are many things in college work besides mere instruction; and further, the Scranton schools are conducting this work for money, and not for the purpose of giving instruction. *Correspondence* Myname has been used in connection with these schools entirely without authority, and I trust that you will not act upon my recommendation in this matter. At the University of Chicago students are permitted to study by correspondence, but only a portion of the work may be done in this manner.

Very truly yours,

W. R. Harper

July 21st, 1900.

Mr. C. F. Moore,

Marquette, Wisconsin.

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tion of the work, correspondence work is satisfac-
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be done in this manner.

Very truly yours,

W. R. Harper

Mauntowee, Wis., 7/19/1908

President W. R. Harper,

Chicago.

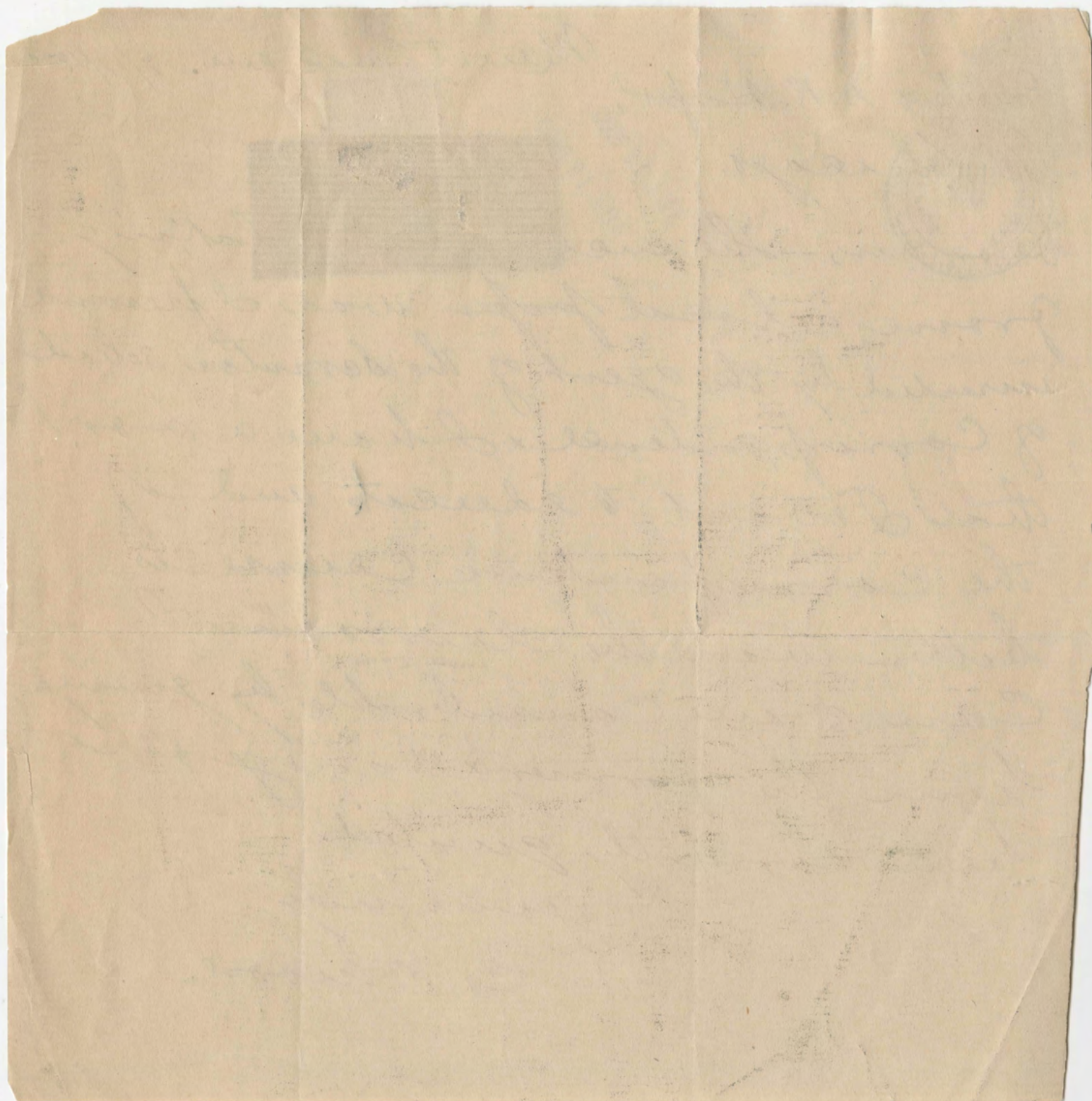
Dear Sir, -- The enclosed

The Scranton schools place an education within reach of all. President Harper of the Chicago University claims that students prepared by correspondence receive more thorough instruction than those prepared by classroom study.

from a local paper was I presume inserted by the agent of the Scranton School of Correspondence. I have a son that I want to educate and if the Correspondence course is better than the classroom I can save considerable by giving him the former. Have you been correctly quoted?

Yours truly,

C. F. Moore.



LC 6101
9
INSTRUCTION BY CORRESPONDENCE.

I. GENERAL INFORMATION.

The General Plan for University Extension Teaching.—All non-resident work of The University is conducted through The University Extension Division. The University extends its teaching beyond its class rooms in three different ways: (1) By lecture-study courses, (2) by organizing evening and Saturday classes in Chicago and its immediate suburbs, (3) by correspondence courses. Special circulars are issued explaining the work offered in these several departments. These circulars may be had on application. The scope of The Correspondence-study Department is explained in the following paragraphs:

1. The Correspondence Work in General.—Experience has shown that such direction may be given a student by correspondence as will be of material assistance to him in the prosecution of his studies. The plan has been practically tested in many departments of study with satisfactory results. An important part of the aid which the student receives from his instructor consists in guidance in his work and this may oftentimes be accomplished by written, as well as by spoken word. Work by correspondence cannot be regarded, of course, as a satisfactory substitute for residence work, but it may well be used to prepare the way for it, or to supplement it, and in all cases, where the student is prevented by circumstances from going into residence at a college or university, it may at least be a valuable aid to him in carrying on his studies alone.

2. Purpose and Constituency.—It is the purpose of the work in this Department of The University Extension Division: (1) To prepare students, who live at a distance, for resident work in any particular department in The University. A special course of reading, with the preparation of exercises or themes in connection with the subject, will enable those who can spend only a comparatively short period in residence to obtain from the residence work larger and better results. (2) To guide those who, having already resided at The University, desire to pursue their studies or investigations still further than the time spent in residence would permit.

Among others, The University desires in this way especially to help the following classes: (1) Grammar and High School teachers who have not enjoyed the advantages of a college training; (2) Teachers who have enjoyed a partial college course; (3) Instructors in institutions who desire assistance in the advanced study of a special subject; (4) Ministers and Bible students who would fit themselves better to make use of the sacred Scriptures; (5) College and University students who are compelled by force of circumstances to reside in The University the shortest possible time; (6) All those who

wish in this way to prepare themselves to enter any department of The University.

3. Method of Instruction.—The courses of instruction are arranged to cover the same ground as the courses on corresponding subjects in The University proper, each course consisting of a definite amount of work arranged by the instructor. The instruction is of two kinds, *formal* and *informal*.

(1) In the *formal* work the student is furnished with a printed instruction sheet. This sheet assigns the tasks which are to be performed, furnishing assistance and suggestions, thus guiding the work of the student as far as possible as though he were in the recitation room.

Each week the student mails to the instructor a recitation paper, on which he has written out the tasks assigned in the instruction sheet, the answers to such questions as are set therein, and any questions or difficulties which may have occurred to him. This recitation paper is promptly returned with the errors in it corrected, and with such suggestions as it may be thought best to offer. In this manner each lesson sheet receives careful study, and the results thereof are submitted to the instructor for corrections, suggestions, and criticism.

(2) The *informal* work is designed for a special class of students who are pursuing studies of an advanced nature. The course is usually arranged between instructor and student to meet the particular needs of the latter. The formal lesson sheet is dispensed with, but the course is carefully outlined by the instructor, and the student is required from time to time to present satisfactory evidence that the work is being properly done. This evidence may consist of a thesis covering the whole work, or of a number of shorter papers on special themes, or, it may partake rather of the nature of ordinary correspondence.

(Courses are *formal* when not otherwise indicated.)

The Summer Quarter of The University of Chicago (held annually) always begins July 1.

4. **Admission.**—The terms of admission are the same as those of the corresponding Academy, College, or Graduate School of The University. Students will be classified in every case as *regular* or *special*.

- (1) *Regular* students are those who have passed the necessary entrance examinations, or who have been admitted on presentation of diploma from some other college or university, and in compliance with the rules of The University expect to do in residence one-half or two-thirds of the work required for a degree.
- (2) All others who are doing work in the Correspondence-study Department of whom no preliminary examination or proof of previous work has been required are classed as *special* students.

(For a detailed statement of these terms see Circular of Information of The Departments of Arts, Literature and Science.)

A matriculation fee of Five Dollars will be charged.

5. **Regulations Governing the Selection of Courses.**—Not all the courses of The University can be offered by correspondence. Of the courses offered, the correspondence student will be allowed to choose not more than two at one time.

The student will be expected to complete any course taken, within a year of the time of beginning it, and for any portion of the course remaining uncompleted after the lapse of a year, he will be charged one-fourth of the usual fee.

6. **University Credit.**—The programme of the work offered in this circular does not as a whole represent any *course* of study leading to a degree, but is rather a *list of subjects* on which credit may be obtained. Non-resident work performed by correspondence will be accepted by The University and credit given on the following terms: (1) The applicant shall present to The University Examiner a University Extension Certificate for the work performed. (2) He shall pass a satisfactory examination upon the same at The University, or, in case of Academy work, at a regular examination conducted by The University. (3) He may not offer for the Bachelor's Degree more than one-half of the work required for that degree. (4) He may not offer for degrees of D.B. or Ph.D. more than one-third of the work required for those degrees. In every case a special examination upon the work

done by correspondence must be passed at The University.

Only those who reach a grade of A, B, or C will be regarded as having passed.

7. **Special Regulations.**—(1) Regularly a Major will consist of forty, and a Minor, of twenty, written recitations; but there may be variations from this number in order to adapt the work to the special needs of a Department.
- (2) Each Major or Minor taken by correspondence will be the equivalent of a Major or Minor on the same subject taken in residence.
- (3) A student may begin correspondence work at any time in the year.
- (4) A student, who, for any reason, does not report by recitation paper or by letter within a period of ninety days, shall thereby forfeit his right to further instruction in return for the fee paid.

8. **Expenses.**—(1) All correspondence students are required to matriculate in The University, the fee for which is Five Dollars. This matriculation is general for the whole University and admits to any of its Divisions without further fee.

- (2) The tuition fee for each Major (Mj) is Sixteen Dollars, for each Minor (M), Eight Dollars. This fee includes payment for the instruction sheets received, but the student is *required* to inclose postage for the return of the recitation papers.
- (3) All fees are payable in advance. No fees can be refunded because of inability of a student to enter upon or continue a course.
- (4) All money should be sent by draft or money order, *not by check*, made payable to The University of Chicago.

9. **Books, etc.**—Text-books, maps, etc., which are recommended for use in the various courses may be obtained by ordering directly through The University of Chicago Press, Chicago. Estimates and prices will be furnished on application.

NOTE.—Before matriculation or registration, certain information must be furnished The University. On request an application blank will be sent which should be filled out and returned to The University accompanied by the proper fees.

All correspondence should be addressed to THE CORRESPONDENCE-STUDY DEPARTMENT, THE UNIVERSITY OF CHICAGO, CHICAGO.

II. COURSES OF INSTRUCTION.

I. A AND B.—PHILOSOPHY AND PEDAGOGY.

1. **Psychology.**—This course is introductory in character. A preliminary study of the anatomy and physiology of the nervous system is made, in order to prepare for a better understanding of sensation. This is followed by a study of the more important mental proc-

esses in which the aim will be to familiarize the student with the psychological standpoint and with fundamental psychological principles. Text-books: Huxley's *Elementary Lessons in Physiology*, Bernstein's *Five Senses of Man*, James' *Psychology*, Briefer Course.

ASSOCIATE PROFESSOR STRONG AND MISS TANNER.

2. **Logic.**—An elementary course treating especially of the syllogism. Special attention is given to practical exercises. Text-book: Jevon's *Elementary Lessons in Logic*, with Fowler's *Elements of Inductive and Deductive Logic* for reference. Mj.

ASSOCIATE PROFESSOR TUFTS AND DR. McLENNAN.

3. **Greek and Mediæval Philosophy.**—This course is designed (1) as a survey of the history of thought, considered in its relations to the sciences, to literature, and to social and political conditions, and (2) as an introduction to philosophy through a more careful study of some of the most important systems. Windelband's *History of Philosophy* will be used, with special attention given to the study of the more important dialogues of Plato, and of Aristotle's *Ethics*. Mj.

ASSOCIATE PROFESSOR TUFTS.

4. **Philosophy of Education.**—This course takes up the subject of the educational standard and its application to the values of the subjects of the curriculum. It deals with the fundamental logic underlying the organization of the respective disciplines, and the fundamental psychology of the process of assimilating these subjects. It can be taken to advantage only by those with considerable maturity and some range of practical experience. Mj.

HEAD PROFESSOR DEWEY.

5. **The Study of Educational Classics.**—This course consists of a careful study of a few of the leading masterpieces of educational literature, including Locke's *Thoughts on Education*, Rousseau's *Emile*, Pestalozzi's *Letters*, Froebel's *Education of Man*, Herbart's *General Pedagogy* and Spencer's *Education*. Mj.

DR. McMURRY.

Course number 5 may be followed by a course in the biographical study of leading educational thinkers and teachers, as Aristotle, Plato, Quintilian, Luther, Erasmus, Comenius, Pestalozzi, Rousseau, Locke, Arnold and Spencer. A third course may be taken in the history of education as influenced by philosophical thinkers and by the general culture movements in society.

Associate Professor Tufts offers instruction by informal correspondence in the History of Philosophy.

II. POLITICAL ECONOMY.

1. **Principles of Political Economy.**—The aim of this course is to give to the student such an acquaintance with the principles of Political Economy as is necessary for all advanced work, or for intelligent study of the economic questions of the day. John Stuart Mill's *Principles of Political Economy* (Laughlin's edition) is used. Mj.

MR. HOWERTH.

2. **Advanced Political Economy.**—This course is a continuation of the work of the preceding course. Its aim is to give further training in economic thinking,

and to prepare the student for the advanced courses offered in The University. Cairnes' *Leading Principles of Political Economy* and Marshall's *Principles of Economics* (Vol. I). Mj.

MR. HOWERTH.

3. **Socialism.**—A review of the development of the socialistic ideal and a consideration of it from the economic standpoint. Text-books: Kirkup's *History of Socialism*, Schäffle's *Quintessence of Socialism*, Karl Marx's *Capital*. Mj.

MR. HOWERTH.

III. POLITICAL SCIENCE.

1. **Principles of Pure Political Science.**—The Theory of the State is the subject of study, the object of the course being the presentation and thorough discussion of Theoretical Politics. The use of terms in political writing and the nature of institutions are also treated. (Informal.) Mj.

PROFESSOR WILCOX.

2. **Comparative Constitutional Law.**—The constitutions of Germany, France, England and the United States are taken up in order and a comparative study is based upon them. Points of resemblance and contrast are emphasized to bring to notice the underlying principles. (Informal.) Mj.

PROFESSOR WILCOX.

3. **Political Science in the United States Constitution.**—The historical antecedents of the Constitution of the United States are studied, the process and stages of development and the principles finally wrought out. This study is based upon the text of the Constitution and the Supreme Court reports. (Informal.) Mj.

PROFESSOR WILCOX.

4. **Study of State Constitutions: Developmental and Comparative.**—The separate constitutions of the original thirteen states from 1776 to the present time are studied. Then a comparative study of the existing state constitutions is made. The purpose of the course is to show the development and present status in constitutional law of the States of the Union. (Informal.) M.

PROFESSOR WILCOX.

IV. HISTORY.

ANCIENT.

1. **Roman History to the Death of Augustus.**—

M.

ASSISTANT PROFESSOR MILLER.

2. **Greek History to the Death of Alexander.**—

MISS PELLETT.

In addition to the political history of the periods covered by courses number 1 and 2 a study is made of the literature, art and philosophy of the periods.

3. **History and Civilization of Egypt.**—Introduced by an account of the decipherment of the hieroglyphic writing by Young and Champollion giving special

attention to the religion, literature, art, and science, and their remains in and influence upon subsequent civilization; the condition of Egypt at the probable period of the Israelitish sojourn; the possible date of the Exodus.

Mj.

DR. BREASTED.

EUROPEAN.

4. The History of England till the Accession of the Tudors.—Early Britain, its Romanization, the settlements of the invading German tribes, the struggle for supremacy, the union of England under Wessex, the Norman Conquest, the struggle of the people for constitutional rights, civil and foreign wars, and the beginning of the Renaissance in England will be studied.

Mj.

ASSOCIATE PROFESSOR THATCHER.

5. The History of Europe from the Invasion of the Barbarians till the Death of Charlemagne.—The condition of the Roman Empire and of the barbarian world, the invasion of the Barbarians, and the kingdoms they established, the growth of the Franks, the development of the Papacy, Karl the Great, and the beginning of feudalism are the principal topics discussed.

M.

ASSOCIATE PROFESSOR THATCHER.

6. The History of Europe from 800 to 1500 A. D.—A somewhat broad outline study of the Empire, the Papacy, the rising nationalities, the Crusades, and the most important institutions of the Middle Age. Special attention is given to the development of civilization and to the Renaissance.

Mj.

ASSOCIATE PROFESSOR THATCHER.

7. The History of Europe in the Nineteenth Century.—The aim of this course is to study the growth of liberal ideas in the various states of Europe during the present century. Particular attention will be paid to the development of Constitutional Government, in order to arrive at an intelligent understanding of the European countries as they are at present.

Mj.

ASSISTANT PROFESSOR FELLOWS.

AMERICAN.

8. The Period of Discovery and Exploration in America.—A study based largely upon Fiske's *The Discovery of America*, with references to other accessible books.

M.

DR. SHEPARDSON.

9. The Colonial Period and the War of the Revolution.—A study of the years 1754-83, based on Fiske's *The American Revolution*, Thwaite's *The Colonies*, and Hart's *Formation of the Union*.

Mj.

DR. SHEPARDSON.

10. The Political History of the Confederation.—1776-89.—A study of the feeble Confederation which carried on the Revolutionary War and its overthrow in favor of the firmer government under the Constitution. This course is based on Fiske's *Critical Period of American History*.

M.

DR. SHEPARDSON.

11. The Political History of the United States During the Period of Dominant Foreign Politics.—1789-1815. A study of American History from Washington to Monroe.

M.

DR. SHEPARDSON.

12. The Political History of the United States.—1815-'61. A study of the development of internal politics, and of the questions which led up to the Civil War.

M.

DR. SHEPARDSON.

13. Territorial Growth of the United States.—An informal course requiring investigation into the geography of the United States tracing the successive additions to our territory from the beginning of the Government down to the purchase of Alaska. This course requires access to a well-selected library, and demands much original investigation. (Informal.)

M.

DR. SHEPARDSON.

VI. SOCIOLOGY AND ANTHROPOLOGY.

1. Introduction to the Study of Society.—A concrete descriptive study of society, illustrative of the organic concept. Social aggregates, organs, and functions will be studied, with some attention to pathological conditions. The general psychical phenomena of society will also be studied, including the phenomena of authority, social morality, public opinion, the general will. Personal investigation upon the part of the student will be directed, and references and suggestions for reading furnished. Small and Vincent's *Introduction to the Study of Society* will be used as a guide in the work of the course, and the method used will be the one there elaborated.

Mj.

MR. MONROE.

2. A Study of Charities and Corrections. (Informal.)

M.

ASSOCIATE PROFESSOR HENDERSON.

3. The Family.—A study of the historical forms and contemporary social problems of the domestic institution. (Informal.)

M.

ASSOCIATE PROFESSOR HENDERSON.

4. The Labor Question.—Social Movements, economic, political, and voluntary. (Informal.)

ASSOCIATE PROFESSOR HENDERSON.

5. A Century in the Development of English Social Philosophy.—For readers of German only. Held, *Zwei Bücher zur sozialen Geschichte Englands* (Leipzig, Duncker & Humblot, 1881) and Schulze-Gaevernitz, *Zum sozialen Frieden* (Leipzig, Duncker & Humblot, 1890) will be made the basis of a study of the chief individuals and movements leading to the current social philosophy of the English people. (Informal.)

Mj.

ASSOCIATE PROFESSOR ZUEBLIN.

6. **The Structure of Society.**—The physical, economic, intellectual, social, æsthetic and ethical forces leading to the formation of associations of individuals. The interrelation of the individual and the group. The relation of social progress to social stability. (Informal.) Mj.

ASSOCIATE PROFESSOR ZUEBLIN.

7. **The Methodology of Social Science.**—Open only to those who read both French and German fluently. (Informal.) Mj.

8. **Anthropology.**—Elementary Course. (Informal.) Mj.

ASSOCIATE PROFESSOR STARR.

9. **Foods.**—A course in practical dietetics covering the study of the composition of foods, scientific principles of preparation, and their combination in diets from an economic and physiological standpoint. Mj.

MISS CARY.

10. **House Sanitation.**—This course offers a comprehensive and practical study, based on scientific principles, of the sanitary aspects of the home. Among the topics treated are the choice of building site, construction and care of cellar, drainage, plumbing, heating, lighting, furnishing and cleaning. Mj.

MISS CARY.

VII. COMPARATIVE RELIGION.

1. **The Religions of Japan and China, except Buddhism.**—The former is a typical barbarian religion and yet possesses a scripture and ritual. The latter belongs to semi-civilized religions, and includes a study of the person and work of Confucius and Laotsze. (Informal.) M.

DR. BUCKLEY.

2. **The Science of Religion.**—This course includes a study of world-wide religious phenomena according to classes, the inductions thus afforded being used as a basis for a discussion of the origin and growth of religion (mythology and duimism). (Informal.) M.

DR. BUCKLEY.

Associate Professor Goodspeed offers instruction by informal correspondence in Buddhism and other religions.

VIII. SEMITIC LANGUAGES AND LITERATURES.

1. **Hebrew for Beginners.**—A course of forty recitations, based on Harper's *Introductory Hebrew Method and Manual*, and Harper's *Elements of Hebrew*. Includes the mastery of the Hebrew of Genesis 1-3; the study of the most important principles of the language in connection with these chapters; Hebrew grammar, including the strong verb and seven classes of weak verbs; the acquisition of a vocabulary of four hundred words. M.

DR. CRANDALL.

2. **Hebrew, Intermediate.**—A course of forty recitations, based on the same books as the preceding course, with the addition of Hebrew Bible and Lexicon. Includes the critical study of Genesis 4-8, with a review of Genesis 1-3; the more rapid reading of fourteen chapters in I. Samuel, Ruth, and Jonah; the completion of the outlines of Hebrew grammar; increase of vocabulary to eight hundred words. M.

DR. CRANDALL.

3. **Exodus and Hebrew Grammar.**—A course of forty recitations, requiring Harper's *Elements of Hebrew*, *Elements of Hebrew Syntax*, and *Hebrew Vocabularies*, and *Gesenius' Grammar*, besides Hebrew Bible and Lexicon. Includes the critical study and translation of Exodus 1-24, the more detailed study of Hebrew grammar, the inductive study of Hebrew syntax, the memorizing of three hundred additional words, and of several familiar psalms in Hebrew. M.

DR. CRANDALL.

4. **Haggai, Zechariah and Malachi.**—A course of twenty recitations, including the critical and exegetical study of these books; the lexicographical study of two hundred important words; the principles of Hebrew prophecy; the systematic study of Hebrew syntax, especially the subjects of the tense and sentence; the Hebrew accentuation; the memorizing of about eight hundred words. M.

DR. CRANDALL.

5. **Egyptian for Beginners.**—Study of (1) the speech of Thutmosis I. to the priests of Abydos, (2) the Romance of Sinuhe (transliterated from the Hieratic) in the Chrestomathy of Erman's *Egyptian Grammar*; including the acquisition of the commonest signs, and the grammatical principles of the language of the classic period. M.

DR. BREASTED.

6. **Arabic for Beginners.** Mj.

PROFESSOR SANDERS.

7. **Assyrian for Beginners.** M.

DR. BERRY.

Head Professor Harper offers instruction by informal correspondence in Hebrew.

IX. BIBLICAL AND PATRISTIC GREEK.

1. **Beginning New Testament Greek.**—Presupposes no knowledge of Greek, but starts at the very foundations and aims at the absolute mastery of chapters 1-4 of the Gospel of John, including the essential facts and principles of the language. Text-book: Harper and Weidner's *Introductory New Testament Greek Method*. M.

DR. VOTAW.

2. **Intermediate New Testament Greek.**—Designed for those who have completed Course 1, and for those who wish to review their knowledge of Greek in connection with the New Testament. Comprises the thorough study of the entire Gospel of John, and the read-

ing at sight of the First Epistle of John; also all of the grammar required for general purposes, and the most common principles of syntax. Text-book: Harper and Weidner's *Introductory New Testament Greek Method*. M.

DR. VOTAW.

3. **Progressive New Testament Greek.**—For those who have a good knowledge of Greek, college graduates and others, and wish to make a special study of New Testament Greek. A thorough study of the syntax of New Testament Greek, as regards the verb, and an historical and linguistic study of the entire Book of Acts. Forty lessons. Text-books: Burton's *New Testament Moods and Tenses*, and Westcott and Hort's *Greek Testament*, with grammar, lexicon and commentary. M.

DR. VOTAW.

Head Professor Burton offers instruction by informal correspondence in the Greek New Testament.

X. SANSKRIT AND INDO-EUROPEAN COMPARATIVE PHILOLOGY.

1. **Elementary Sanskrit.**—Whitney's *Sanskrit Grammar* and Lanman's Reader are used. After about five lessons in the Grammar, a beginning is made with the reading, the grammatical points being taken up in connection with this. The reading of the course covers that portion of the Nala-episode which is included in the Reader and five selections from the *Hitopadeśa*. No attempt is made to teach Comparative Philology in this course, but it may serve as a foundation for such study. The instructor will gladly suggest reading for further work in Sanskrit or Philology. Mj.

ASSOCIATE PROFESSOR BUCK.

XI. THE GREEK LANGUAGE AND LITERATURE.

1. **Greek Primer for Beginners.**—Two and one-half consecutive Majors.

ASSISTANT PROFESSOR BRONSON.

2. **Xenophon's Anabasis.**—Books II-III. Mj.

ASSISTANT PROFESSOR BRONSON.

3. **Xenophon's Anabasis.**—Books IV-V. Mj.

ASSISTANT PROFESSOR BRONSON.

4. **Homer's Iliad.**—Book I. Mj.

MR. OWEN.

5. **Homer's Iliad.**—Books II-IV. M.

MR. OWEN.

6. **Xenophon's Memorabilia.** M.

MISS PELLETT.

7. **Lysias, Selected Orations.**—History of Greek Prose Literature. Mj.

MR. OWEN.

8. **Demosthenes, "De Corona."** Mj.

MR. OWEN.

Several instructors offer instruction by informal correspondence in Greek.

XII. THE LATIN LANGUAGE AND LITERATURE.

1. **Latin Primer for Beginners.**—Two consecutive Majors. DMj.

MISS PELLETT.

2. **Cæsar.**—Book II. Mj.

MISS PELLETT.

3. **Cæsar.**—Books III-IV. Mj.

MISS PELLETT.

4. **Cæsar.**—Book I, advanced. M.

MISS PELLETT.

5. **Cicero.**—(Informal.) Mj.

MISS PELLETT.

6. **Virgil.**—Book I. Mj.

MISS PELLETT.

7. **Virgil.**—Books II-III. Mj.

MISS PELLETT.

8. **Virgil.**—Books IV-VI. Mj.

MISS PELLETT.

9. **Cicero, "De Senectute."**—Writing of Latin. M.
MISS PELLETT.

10. **Livy, Selections.**—Writing of Latin. M.
ASSISTANT PROFESSOR MILLER.

11. **Odes of Horace.**—Books I-III. Mj.
ASSISTANT PROFESSOR MILLER.

12. **Latin Prose Composition.**—Two minor courses based on Daniell's Exercises from Cæsar and Cicero respectively. (Informal.) DM.

MISS PELLETT.

XIII. ROMANCE LANGUAGES AND LITERATURES.

1. **French for Beginners.**—The object of this course is to acquaint the student with all of the essential principles of French grammar, and to enable him to turn easy English into idiomatic French, and to translate at sight such French as easy history or light fiction. Mj.

MR. NEFF.

2. **French, Advanced.**—General outline of the History of French Literature or the special study of a given period of that history. Readings are assigned and the student reports weekly on the work he has done. (Informal.) Mj.

DR. DE POYEN-BELLISLE.

3. **Italian for Beginners.** Mj.

4. **Italian, advanced.** Mj.

5. **Spanish for Beginners.** Mj.

6. **Spanish, advanced.** Mj.

Assistant Professor Bruner and other instructors in the Romance Department offer informal instruction by correspondence in special literary and philological subjects, along the lines in which they are giving instruction in their regular University courses.

XIV. GERMANIC LANGUAGES AND LITERATURES.

1. **German for Beginners.**—This course will aim to give familiarity with pronunciation, reading and writing of German script and print; a mastery of the forms of the language as well as of the more important rules of syntax; ability to read easy German prose at sight; a preparation to the student for future composition work. Books required: Joynes-Meissner, *German Grammar*; Baumbach, *Im Zwielficht*, Vol. I, ed. Bernhardt.

The course is composed of two consecutive majors of twenty lessons each.

DMj.

MR. KERN.

2. **Intermediate Course in German.**—The course is devoted to inductive reading of easy modern prose and intends to give further drill in inflection, use of particles, idioms and the subjunctive mood. The simpler points of syntax and etymology will be treated as suggested by reading. Books required: Storm, *Immensee*, ed. Bernhardt; Heyse, *L'Arrabiata*; Joynes-Meissner, *German Grammar*.

Mj.

MR. JESSEN.

3. **Intermediate Prose Composition.**—Translation of easy, idiomatic English prose into German, intended to lead the student to appreciate the equivalence of English and German idiom. Books required: Jagemann, *Materials for German Prose Composition*; Jagemann, *Elements of German Syntax*, Holt & Co., New York.

Mj.

MR. KERN.

4. **The Elements of Norwegian (Danish).**—Reading and Grammar.

Mj.

DR. DAHL.

5. **Studies in Norwegian Literature.**—Bjørnson and Ibsen.

Mj.

DR. DAHL.

Associate Professor Cutting, and Assistant Professor von Klenze offer instruction by informal correspondence in various fields of German Literature (*The Nibelungenlied*, Lessing, Goethe, etc.).

XV. THE ENGLISH LANGUAGE, LITERATURE, AND RHETORIC.

1. **English. I. Rhetoric and English Composition.**—The aim of this course is to give the student a practical knowledge of the principles of rhetoric and of their application to English writing. To this end the student will prepare exercises illustrating the use of words, the structure of sentences and paragraphs in accordance with the principles of emphasis and coherence, and other rhetorical subjects. He will also be required to write short themes on suggested topics. Exercises and themes will be criticised and returned to the writer for correction. Carpenter's *Exercises in Rhetoric and English Composition* (Advanced Course) will be used as a text-book.

Mj.

MR. DAMON.

2. **English. II. Advanced Composition.**—The work in Advanced Composition will consist in the prepara-

tion of one theme every day except Sunday for twelve weeks. The subject of the theme may be chosen by the student. It should be, so far as possible, connected with the events of the day on which it is written. The most interesting or notable occurrence, the experience which serves to distinguish that day from others, should be recorded as faithfully as possible, and with as much artistic skill as the writer can command. The instruction in the course will be personal, not general. No attempt will be made to present rhetorical principles except so far as their application concerns the actual work of the student. The student is, however, supposed to be familiar with such a comprehensive statement of the Art of rhetoric as is to be found in G. R. Carpenter's *Exercises in Rhetoric*.

Mj.

MR. DAMON.

3. **Masterpieces of English Literature.**—A series of literary masterpieces from Tennyson to Chaucer, accompanied by an outline history of English literature. The course is designed as a full college introduction to the critical study of English literature.

Mj.

ASSOCIATE PROFESSOR MCCLINTOCK.

4. **Studies in Shakespeare.**—The following plays: *As You Like it*, *Richard III.*, *Macbeth*, *Hamlet*, *King Lear*, and *The Tempest*, are given for close critical study with especial emphasis upon the interpretation of plot and character.

Mj.

Prerequisite: Course 3 or its equivalent.

ASSOCIATE PROFESSOR MCCLINTOCK.

5. **The Beginnings of the English Romantic Movement.**—This course is a study of movements in English literature from 1725–1775. It is open only to graduate students who have taken advanced studies in English literature, either before or since leaving college. It will trace the gradual decay of the older Classical school and the appearance of the new Romantic phases of the 18th century. The course will serve as a training in literary investigation by sending students to original sources and expecting from them serious first-hand study.

Mj.

ASSOCIATE PROFESSOR MCCLINTOCK.

6. **Studies in Tennyson.**

M.

DR. TRIGGS.

7. **Studies in Browning.**

M.

DR. TRIGGS.

8. **Modern Realistic Fiction.**—This course is designed to present the content and method of a typical group of realistic novels. The following works, or their equivalents, will be read: Eliot's *Silas Marner*, Hardy's *Tess of the D'Urbervilles*, Ward's *Marcella*, Howell's *A Modern Instance*, Meredith's *The Egoist*, Tolstoi's *Anna Karénina*, Maarten's *The Greater Glory*, Zola's *L'Assommoir*, Sudermann's *The Wish*, Wilkin's *Pembroke*. (Informal.)

DR. TRIGGS.

Associate Professor Blackburn offers instruction by informal correspondence in Old English.

XVI. BIBLICAL LITERATURE IN ENGLISH.

1. **Old Testament History: Samuel, Saul, David and Solomon.**—A course which serves as an introduction to the historical and critical study of the Old Testament. It includes the biblical material of I. Samuel to II. Kings ix. M.

DR. WILLETT.

2. **The Life of Christ in Connection with the Gospel of Luke.**—A course which should be taken first by those who wish to master thoroughly the New Testament. It is treated inductively, according to a plan which harmonizes with the logical structure of the Gospel and leads to the mastery of the plan of the Gospel and its development, the critical and other questions that arise, the historical background and the fundamental teachings. M.

MR. TANNER.

3. **The Gospel of John.**—A course developed on an inductive plan especially suited to the peculiar structure of the book. One who has mastered this course, as well as that on the Gospel of Luke, will have carefully studied all the material of the New Testament bearing on the life of the Christ. M.

MR. TANNER.

4. **The Founding of the Apostolic Church (First Half).**—A comprehensive, thorough and exact study of how Christianity was organized and established in the world as a universal religion. To this study the whole New Testament, exclusive of the Four Gospels, contribute. The Acts of the Apostles furnish the external history of the development of Christianity. The epistles show the internal life and teaching of the Christians. Both together set forth the rapid progress which Christianity made in the First Century. M.

MR. TANNER.

XVII. MATHEMATICS.

1. **Algebra.** Three consecutive Majors.
ASSISTANT PROFESSOR HOOVER.
2. **Plane Geometry.** Two consecutive Majors.
ASSISTANT PROFESSOR HOOVER.
3. **Solid Geometry.** M.
ASSISTANT PROFESSOR HOOVER.
4. **College Algebra.** Mj.
ASSISTANT PROFESSOR HOOVER.
5. **Theory of Equations.** M.
ASSISTANT PROFESSOR HOOVER.

The University of Chicago grants no honorary degrees and no degrees for work done wholly in absence. For the degree of A.M. at least one year's residence is required. For the degrees of Ph.D. and D.B. at least two years' residence is required. For the degrees of A.B., S.B., and Ph.B. ordinarily two years' residence is required. All examinations on work done by correspondence must be passed at The University.

6. **Plane Trigonometry.** Mj.
ASSISTANT PROFESSOR HOOVER.
7. **Special Trigonometry.** M.
ASSISTANT PROFESSOR HOOVER.
8. **Analytic Geometry.** Mj.
ASSISTANT PROFESSOR HOOVER.
9. **Calculus.** Two consecutive Majors.
ASSISTANT PROFESSOR HOOVER.
10. **Analytic Geometry.**—Advanced course. Mj.
ASSISTANT PROFESSOR HOOVER.
11. **Analytic Mechanics.** Mj.
ASSISTANT PROFESSOR HOOVER.
12. **Differential Equations.** Two consecutive Majors.
DR. BOYD.

Head Professor Moore offers each quarter informal instruction in higher Mathematics including courses on the theory of functions of a complex variable, selected chapters of Algebra, etc.

XVIII. ASTRONOMY.

Dr. Kurt Laves offers informal instruction in General and Mathematical Astronomy.

XXVII. BOTANY.

Mr. Charles J. Chamberlain will arrange for such botanical work as can be directed by informal correspondence. The nature of the work will depend upon the training and facilities of the applicant.

XLV. CHURCH HISTORY.

1. **The Protestant Reformation.**—Extent and state of Christendom at the opening of the 16th Century. New forces that sweep away the old order of things. Zwingli, Luther, Calvin as expressions of the spirit of the new era. Estimate of the movement in its relations to the general historic process. Mj.

ASSISTANT PROFESSOR MONCRIEF.

THE ENGLISH THEOLOGICAL SEMINARY.*

The following courses are offered to regularly matriculated members of the English Theological Seminary at Twelve Dollars for each Major:

1. **Homiletics.** Mj. Autumn Quarter.
2. **Rhetoric and English Composition.** Mj. Winter Quarter.
3. **Evidences of Christianity.** Mj. Spring Quarter.

*A special Circular explaining this work will be sent on application.

November 7th, 1902.

My dear Mr. MacClintock:-

The enclosed letter is one of many
which we have received. I am wondering whether perhaps some way can be
found to remedy this matter.

Yours very truly,

November 7th, 1902.

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The enclosed letter is one of many

which we have received. I am wondering whether perhaps some way can be

found to remedy this matter.

Yours very truly,

Proposal for Addition to Statute.

The Board of Administration of Secondary Schools consists of the principal officer of each of the secondary schools constituting the University system of secondary schools, together with two delegates from the faculty of each of these schools, the Examiner of Secondary Schools and the Director of Affiliated Secondary Schools ex officio.

The schools of the University secondary system represented in this Board sustain a special relation to the Faculty of the School of Education and co-operate with that Faculty in the training of teachers for secondary work.

This Board, (1) conducts the annual conference of secondary teachers and college teachers;

(2) acts through a committee as the advisory editorial board of the School Review;

(3) considers and acts on matters of common interest to all the secondary schools of the University;

(4) sustains the same relationship to the University Council and the University Senate that is sustained by the other ruling bodies of the University.

Proposal for Addition to Statute

The Board of Administration of Secondary Schools for

each of the principal officers of each of the secondary

schools constituting the University system of secondary

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and the Director of Affiliated Secondary Schools are eligible

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Faculty in the training of teachers for secondary work

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(2) acts through a committee on the advisory editorial

board of the School Review;

(3) considers and acts on matters of common interest to

all the secondary schools of the University;

(4) sustains the same relationship to the University

Council and the University Senate that is sustained by the

other ruling bodies of the University.

Answered AUG
David A. R.

August 11th, 1906.

Mr. W. Frank Watson,

Marlbank, Ontario, Canada.

My dear Sir:-

I regret very much that your correspondence with President Harper is not at hand so that I might understand exactly the basis on which you conferred with him. If you will forward to me the letter you received from Dr. Harper I think that I shall then be in a position to tell you what best can be done in your case. The case apparently is a special one which Dr. Harper himself attended to. I have no recollection of a similar one ever having been administered by the University. I must ask you, therefore, to state more fully the data necessary to determine action in the matter. Hoping that you will find it possible to state more fully the facts which I desire, I am,

Yoursvery truly,

Secretary to the President.

August 11th, 1906.

Mr. W. Frank Watson,

Marlbank, Ontario, Canada.

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Yours very truly,

Secretary to the President.

will
Robertson
Secretary to the President
The University

Harlbank

Robertson, Ontario, Can,
Secretary to the President
Aug 6th 1906.

The President
University of Chicago,
Ill. U. S. A

Dear Sir,

A little while
before the death of Dr.
Harper the late principal
of your University, I re-
ceived a letter from him
in reply to mine re the
obtaining my B. A. Degree
at your school of learning -

"Dr. Harper wrote to say
that having conferred with
the Correspondence Branch
of the University he had
been told that I could
obtain my Degree for \$25.

with the understanding I would
act as Examiner in some
parts of Canada, and try
to extend the influence
of your College.

I have studied here in
Ottawa and only have two
subjects to pass to obtain
the B.A. degree but they are
such subjects as are of
no great use to me, viz
Botany & Zoology so if
you can write me
of these classes and
enable me to obtain
my degree - I will cheer-
fully influence a good
many undergraduates to
take your degree - and
also become Examiners
if you so desire them.

I am a teacher here in
the public schools and
have attended the Govern-
ment Normal School
and hold a Life Certifi-
cate - I want to obtain
my degree in order
that it may be a
source of satisfaction
to myself - I can teach
without it but I feel
discouraged till I get my
College Standing -

Please give my letter
your kind consideration and
enable me to obtain what
I seek for. Any letters, papers
you want I will forward.

I have the honor to be
Yours respectfully
H. Frank Watson

I am a teacher here in
the public schools and
have attended the Normal
School and had a life
course - I want to obtain
my degree in order
that I may be a
source of satisfaction
to myself - I feel
without it but I feel
discouraged, till I get my
College standing -
I have given my letter
you that information and
wonder me to obtain what
I desire. My letter, please
you would be interested.
I have the same the
same information
A. Frank Watson

The University of Chicago
FOUNDED BY JOHN D. ROCKEFELLER
The Correspondence-Study Department

CHICAGO, ILLINOIS
Nov. 16, 1910.

My dear Dean Vincent:-

I have received from Dr. Marsh this vigorous but seemingly reasonable protest against the omission of his name from the University address list. Every person not a member of the resident faculty, who gives instruction in the Correspondence-study Department, is formally appointed by the Board of Trustees on the recommendation of the Head of the Department in which he or she teaches. I can see no reason why those of them who are in the city, at least, should not be given such recognition as is accorded any member of the University teaching staff. May I ask on what ground they are excluded?

Yours truly,

A. S. Macauley
Secretary.

Dean Geo. F. Vincent,
Faculty Exchange.

HFM-P

The University of Chicago
FOUNDED BY JOHN D. ROCKEFELLER
The Correspondence-Exchange Department

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Nov. 16, 1910.

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Yours truly,

Secretary.

Dean Geo. F. Vincent,
Faculty Exchange.

HUM-P

The University of Chicago
FOUNDED BY JOHN D. ROCKEFELLER
The Correspondence-Study Department

CHICAGO, ILLINOIS
November 14 1910.

Dear Mr. Mallory:

I believe I told you some time ago that apparently my letter to Mr. Robertson regarding the new address list had been considered favorably, because he sent me one of the blanks to fill out. I find, however, that I was deceived, as my name is not in the list. Needless to say I am much surprised, especially as I have received no such explanation as under the circumstances I had a right to expect. I cannot think that the matter has been fully considered on its merits, and I wish to ask that you take it up in whatever way seems best to you.

The list purports to include the names of "officers of administration and instruction" and I am totally unable to see what I am if I don't come in that class. If the Correspondence department is not part of the University, how can the University take its money, pay its instructors, and give credit for its work? And if the Correspondence department is sufficiently a part of the University for its main officer of administration to be included (you'll pardon the personal allusion?) in the address list, how can an officer of instruction who also gives his whole time to correspondence work be excluded? When I first made inquiry in this matter, Robertson told me the rule was made to keep out people who had only slight connection with the University. Grant this - why should it operate to keep out people whose whole work is in the University? Teachers of the grades in the Elementary School are included, cataloguers in the library, residents in the University Settlement - all as if their connection were closer than mine, though I have several hundred students every year who may, if they complete their courses, secure University credit for their work. Probably you can give exact data on this point, showing just how much an outsider I am!

Now the mere omission of a name from the printed list is in one way a small matter; yet there is always danger of failure to receive useful, even necessary, communications and documents (for example, I have not received a copy of the new Annual Register), and I believe the matter of recognition deserves consideration. If, as I have always understood, the giving of credit for correspondence work is a part of the settled policy of the University, how can the recognition of persons giving that work be avoided? Let them be called extension instructors or correspondence instructors or what you will - I am not aware that any disgrace attaches to that! - but let the relation that actually exists be admitted. It seems to me self-evident also that, in order to have correspondence work which receives University credit conform as closely as possible to its equivalent in residence, the instructors giving it should be brought into the closest possible touch with University affairs - by no means treated as if outsiders.

I am speaking quite frankly in the matter, but I see no reason why you should not use this letter in any way you like, and I thank you in advance for taking up the question in whatever way may seem best to you.

Sincerely yours,

George L. Marsh

The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER

The Correspondence-Study Department

CHICAGO, ILLINOIS

November 14 1910.

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I am speaking quite frankly in the matter, but I see no reason why you should not use this letter in any way you like, and I thank you in advance for taking up the question in whatever way may seem best to you.

Sincerely yours,

Marjory Mallory

The University of Chicago
The Faculties of Arts, Literature, and Science

Miss Lapham:
Referred for your
files - ✓

May 16th, 1913.

My dear President Judson:

With regard to your note of May 13th referring to the recent act of the College Faculty concerning examinations taken out of residence under the auspices of the Correspondence Study Department, I beg leave to say that the action was simply in continuation of our present rules and practice. There was no intention to add anything which is not already involved in our system. Mr. Mallory can give you any details that you desire concerning the conditions under which this procedure operates.

I gather that you think it unwise to continue this practice and of course the discontinuance of it can at any time be voted by the Faculty. Am I to understand that you wish the matter presented in this way for subsequent consideration?

Yours very truly,

James R. Angell

The University of Chicago

The Faculties of Arts, Literature, and Science

OFFICE OF THE DEAN

May 18th, 1913.

My dear President Johnson:

With regard to your note of May 13th relating to the recent act of the College Faculty concerning examination taken out of residence under the auspices of the Correspondence Study Department, I do not leave to say that the action was simply in continuation of our present rules and practice. There was no intention to add anything which is not already involved in our system. Mr. Mallory can give you any details that you desire concerning the conditions

I rather think you think it better to continue this practice and of course the discontinuance of it can at any time be voted by the Faculty. As I do understand that you wish the matter presented in this way for subsequent

consideration.

Yours very truly,

James D. Angell

LOYOLA UNIVERSITY
LOYOLA AVENUE AND SHERIDAN ROAD
CHICAGO

May 28th. 14.

President Harry B. Judson,
Chicago University.

Dear President Judson;

Some two years ago, when addressing the Chicago Medical Association I said that the Chicago University prepared students for the Rush medical school by correspondence. You were present on the occasion and denied my statement, although I had a proof for what I said.

Lately I saw a two page letter sent out by the correspondence school that nearly all the high school and two years of college work could be done by correspondence in preparation for medicine. I wrote and asked whether many students were preparing for medicine by correspondence, and received the following answer—enclosed

I have no intention of opening a controversy, but in justice to myself I feel that should let you know these facts.

Very sincerely,

W. J. Spalding S. J.,
Regent.

LOYOLA UNIVERSITY
LOYOLA AVENUE AND GREENWAY BOULEVARD
CHICAGO

May 28th, 1914

President Harry B. Johnson,
Chicago University,
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Very sincerely,

St. J. J. J.
Rush

THE UNIVERSITY OF CHICAGO.

The Correspondence-Study Department.

Chicago, Illinois

April 18, 1914.

Mr. H. S. Spalding,
Loyola University,
Loyola Ave. & Sheridan Road,
Chicago.

My dear Mr. Spalding:

We are glad to furnish you with additional copies of our circular and are mailing two under separate cover. If you can make use of others we shall be glad to supply them. A number of students are preparing for the medical school by means of correspondence-study courses. A student may begin any correspondence-study course for which he is prepared at any time unless it is stated in the circular that it is temporarily unavailable.

Yours truly,

CORRESPONDENCE-STUDY DEPARTMENT.

Per R. I. J.

(Signed)

THE UNIVERSITY OF CHICAGO

The Correspondence-Study Department

Chicago, Illinois

April 18, 1914

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Loyola University,
Loyola Ave. & Sheridan Road,
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We are glad to furnish you with additional copies of our circular and are mailing two under separate cover. If you can make use of others we shall be glad to supply them. A number of students are preparing for the medical school by means of correspondence-study courses. A student may begin any correspondence-study course for which he is prepared at any time unless it is stated in the circular that it is temporarily unavailable.

Yours truly,

CORRESPONDENCE-STUDY DEPARTMENT

Per R. I. J.

(Signed)

The University of Chicago

The Correspondence-Study Department

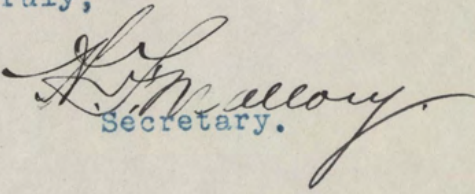
CHICAGO, ILLINOIS ,

June 2, 1914.

My dear Mr. Angell:

Isn't it necessary to know the exact statement which Mr. Spalding says President Judson refuted and to have the "two page letter" before attempting to harmonize the two? I can imagine that the President objected to some statement which implied that a part of the medical course might be done by correspondence. That it can not is explicitly stated in our form letter which I enclose and in Regulation c), page 8 of our circular. I can not think that any statement which has emanated from this office can fairly have been construed to the contrary. You will recognize that the form letter is made up essentially of quotations from the Rush Medical College circular. Please let me know if I can assist you further in this matter.

Yours truly,


Secretary.

Dean James R. Angell,

Faculty Exchange.

HFM-S.

The University of Chicago
The Correspondence Study Department

CHICAGO, ILLINOIS

June 2, 1914.

My dear Mr. Angell:

I am not necessary to know the
exact statement which Mr. Spaulding says President Jackson
refuted and to have the "two page letter" before at-
tempting to harmonize the two? I can imagine that the
President objected to some statement which implied that
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form letter which I enclose and in Regulation C, page
8 of our circular. I can not think that any statement
which has emanated from this office can fairly have been
construed to the contrary. You will recognize that the
form letter is made up essentially of quotations from the
New York Medical College circular. Please let us know if I
can assist you further in this matter.

Yours truly,

John M. Angell
Secretary

Dean James R. Angell,
Faculty Exchange.

RM-8.

The University of Chicago

The Correspondence-Study Department

CHICAGO, ILLINOIS

✓ Replying to your inquiry I have sent you the current ANNOUNCEMENTS of the Correspondence-Study Department, and the CIRCULAR of Rush Medical College as well. It is contrary to the rulings of the several Boards of Health and to state regulations to do by correspondence any part of the four years of professional medical work required for the M.D. degree. Perhaps, however, you may wish to do some of the requisite preliminary work by correspondence. The requirements for admission to our Medical School are:

- a) The successful completion of four years of high-school or academy work qualifying a student to enter the University of Chicago, and
- b) two years (18 Majors) of college work.

The 18 Majors (Mjs.) of college work must include:
4 Mjs. of Chemistry, supplementing the year of high-school Chemistry,
2 Mjs. of Physics, supplementing the year of high-school Physics,
2 Mjs. of Zoology and, if the student has not had at least two years' training in Latin and cannot read either French or German, a sufficient number of Majors in these languages to give him this equipment. The first 4½ Mjs. of correspondence work in Latin will meet the requirements in that language, and the first 3 Mjs. of either French or German will ordinarily prepare one to read one of those languages (cf. p. 24 of the Rush Medical College circular).

✓ By consulting the ANNOUNCEMENTS of the Correspondence-study Department, you will see that opportunity is presented for taking up the study of those subjects which find a place in the usual high-school and college schedules at practically any point. If any of the courses enable you to supplement your previous study, we shall be pleased to arrange for your commencing work in those for which you are prepared at your convenience.

You may begin any correspondence-study course at any time, by forwarding your formal application and the fees. Twenty-one dollars meets the charge for matriculation in the University, required once of every student, and tuition in one Major. In some of the science courses there is an extra charge for materials supplied. A Major calls for upwards of 150 hours of work. Progress may be as rapid as ability and the time at one's disposal permit.

I enclose blanks and shall be pleased to further your interests in any way possible.

Yours truly,

Secretary.

The University of Chicago

The Correspondence-Study Department

CHICAGO, ILLINOIS

Replying to your inquiry I have sent you the current ANNOUNCEMENTS of the Correspondence-Study Department, and the CIRCULAR of Rush Medical College as well. It is contrary to the rules of the several Boards of Health and to state regulations to do by correspondence any part of the four years of professional medical work required for the M.D. degree. Perhaps, however, you may wish to do some of the regulative preliminary work by correspondence. The requirements for admission to our Medical School are:

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- two years (18 Majors) of college work.

The 18 Majors (Maj.) of college work must include:

- 4 Maj. of Chemistry, supplementing the year of high-school Chemistry,
- 2 Maj. of Physics, supplementing the year of high-school Physics,
- 2 Maj. of Zoology and, if the student has not had at least two years' training in Latin and cannot read either French or German, a sufficient number of Majors in these languages to give him this equipment. The first 4 Maj. of correspondence work in Latin will meet the requirements in that language, and the first 2 Maj. of either French or German will ordinarily prepare one to read one of those languages (cf. p. 24 of the Rush Medical College circular).

By consulting the ANNOUNCEMENTS of the Correspondence-Study Department, you will see that opportunity is presented for taking up the study of these subjects which find a place in the usual high-school and college schedules at practically any point. If any of the courses enable you to supplement your previous study, we shall be pleased to arrange for your commencing work in those for which you are prepared at your convenience.

You may begin any correspondence-study course at any time, by forwarding your formal application and the fees. Twenty-one dollars meets the charge for matriculation in the University, required once of every student, and tuition in one Major. In some of the science courses there is an extra charge for materials supplied. A Major calls for upwards of 100 hours of work. Progress may be as rapid as ability and the time at one's disposal permit.

I enclose blanks and shall be pleased to further your interests in any way possible.

Yours truly,

Secretary.

Chicago, June 2, 1914

My dear Sir:-

Your letter of May 28th addressed to President Judson comes during his absence on a six months' trip in the Orient.

The writer is of course unfamiliar with the circumstances which have led to your writing. I imagine, however, that the misunderstanding which has occasioned the present situation is based on the fact that while the medical course itself is none of it done by correspondence, and at the present time cannot be so done, work preparatory to this course may much of it be carried on in the Correspondence Study Department.

Your letter will be filed and called to the President's attention on his return.

Yours very truly,

J.R.A. - L.

Acting Vice-President

Rev. H. S. Spalding, S.J.,
Regent of Loyola University, Chicago.

Chicago, June 2, 1914

My dear Sir:-

Your letter of May 28th addressed to President Johnson comes during his absence on a six months' trip in the Orient. The writer is of course unfamiliar with the circumstances which have led to your writing. I imagine, however, that the misunderstanding which has occasioned the present situation is based on the fact that while the medical course itself is none of it done by correspondence, and at the present time cannot be so done, work preparatory to this course may much of it be carried on in the Correspondence Study Department.

Your letter will be filed and called to the

President's attention on his return.

Yours very truly,

Acting Vice-President

J.R.A. - L.

Rev. R. S. Spalding, S.J.,
Regent of Loyola University, Chicago.

Laramie, Wyo. June 15th, 1920.

Prof. Harry P. Judson, Pres.,
University Of Chicago,
Chicago, Illinois.

Dear Mr. Judson :

In your announcement of the University Of Chicago, June 1919, Vol. XIX, No. 6, you claim therein that many subjects can be taught successfully by correspondence, as effectively in writing as by word of the mouth. I agree with you in this statement. Now, if this be true, your statement upon page No. 8, of the same announcement does not coincide with your previous announcement, herein mentioned, The latter statement reading as follows: "The University Of Chicago grants no degree for work done wholly in absentia"

It was my intention to take up a course and obtain the Degree of Bachelor Of Arts, however, your announcements are so conflicting with each other that it is possible that I do not understand. Now, in conclusion, if you grant degrees in the correspondence department, I would be glad to take up a special course, including other subjects leading to degrees mentioned above. I graduated in law and received the Degree of Bachelor Of Laws in Chicago. Therefore, it is my intention to take up a review in other subjects. Please let me have reply from you and thanking you in advance for the same, I am

Yours very truly,

M. Van Barker,
211 First Street.

Laramie, Wyo. June 18th, 1930.

Prof. Harry F. Johnson, Pres.,

University of Chicago,

Chicago, Illinois.

Dear Mr. Johnson:

In your announcement of the University of Chicago, June 1919, Vol. XIX, No. 6, you claim therein that many subjects can be taught successfully by correspondence as effectively in writing as by word of the mouth. I agree with you in this statement. Now if this be true your statement upon page No. 8 of the same announcement does not coincide with your previous announcement herein mentioned. The latter statement reads as follows: "The University of Chicago grants no degree for work done wholly in absentia."

It was my intention to take up a course and obtain the Degree of Bachelor of Arts, however your announcements are so conflicting with each other that it is possible that I do not understand. Now in conclusion if you grant degrees in the correspondence department I would be glad to take up a special course including other subjects leading to degrees mentioned above. I graduated in law and received the Degree of Bachelor of Laws in Chicago. Therefore it is my intention to take up a review in other subjects. Please let me have reply from you and thanking you in advance for the same, I am

Yours very truly,

Wm. W. Barker
211
First Street

June 17, 1920

Dear Mr. Barker:

Your favor of the 18th is received. There is no conflict whatever in our announcements. We give instruction by correspondence but nevertheless regard residence work as essential for a degree. We do not give degrees in the Correspondence Department alone and never shall. If the work in correspondence is followed by at least one year of residence work the degree is granted. Of course the Secretary of the Correspondence Department can give you all the details.

Very truly yours,

Mr. M. Van Barker,
211 First St.
Laramie, Wyoming.

HPJ:JN

June 17, 1920

Dear Mr. Barker:

Your favor of the 18th is received. There is no conflict whatever in our announcements. We give instruction by correspondence but nevertheless regard residence work as essential for a degree. We do not give degrees in the Correspondence Department alone and never shall. If the work in correspondence is followed by at least one year of residence work the degree is granted. Of course the Secretary of the Correspondence Department can give you all the details.

Very truly yours,

Mr. M. Van Barker,
211 First St.
Laramie, Wyoming.

BPJ:JH

Gen Acl

+ 164

The University of Chicago

The Faculties of Arts, Literature, and Science

OFFICE OF THE DEAN OF SCIENCE
IN THE COLLEGES

May Five
1921

President Harry Pratt Judson,
The University of Chicago.

My dear President Judson:

I submit herewith the report which you asked for concerning correspondence work, which is being done by students in residence. I find that since October 1, 1920 there have been 162 registrations for correspondence work by students in residence, distributed among the different deans as follows:

Percy H. Boynton	1
Nathaniel Butler	1
John M. Dodson	5
Edith Foster Flint	7
Henry G. Gale	18
William S. Gray	7
Robert M. Lovett	1
Leon C. Marshall	5
Frank J. Miller	1
Clarence T. Newman	45
David A. Robertson	29
Rollin D. Salisbury	5
Albion W. Small	2
William H. Spencer	19
Marion Talbot	3
Elizabeth Wallace	13

Of these 162 registrations, 25 have already completed the course for which they were registered, and 37 of the registrations are for courses in Elementary Latin and Mathematics, which are not offered by the University, but are required for graduation, or for medicine.

The large number in the case of Mr. Newman is explained by the extreme difficulty which he finds in avoiding conflicts and full sections, since his students are carrying a large amount of laboratory work. Sixteen of his forty-five are registered for Elementary Latin.

During the present quarter there are 83 students in residence, who are taking correspondence work. Courses in which there are 3 or more registrations are as follows:

May Five
1921

President Harry Pratt Judson,
The University of Chicago.

My dear President Judson:

I submit herewith the report which you asked for concerning correspondence work, which is being done by students in residence. I find that since October 1, 1920 there have been 182 registrations for correspondence work by students in residence, distributed among the different deans as follows:

1	Percy H. Boynton
1	Nathaniel Butler
2	John M. Dodson
7	Edith Foster Flint
18	Henry G. Gale
7	William S. Gray
1	Robert M. Lovett
2	Leon O. Marshall
1	Frank J. Miller
45	Clarence T. Newman
29	David A. Robertson
5	Rollin D. Salisbury
2	Aldon W. Small
19	William H. Spencer
2	Marion Talbot
13	Elizabeth Wallace

Of these 182 registrations, 25 have already completed the course for which they were registered, and 27 of the registrations are for courses in Elementary Latin and Mathematics, which are not offered by the University, but are required for graduation, or for medicine.

The large number in the case of Mr. Newman is explained by the extreme difficulty which he finds in avoiding conflicts and full sections, since his students are carrying a large amount of laboratory work. Sixteen of his forty-five are registered for Elementary Latin.

During the present quarter there are 23 students in residence, who are taking correspondence work. Courses in which there are 3 or more registrations are as follows:

President Harry Pratt Judson.

May 5, 1921.

Plane Geometry-----	6
English 3 -----	6
Scientific German -----	6
Zoology 5 (Evolution)-----	3
Elementary Latin-----	15
Psychology 1-----	3
Business Communication -----	8
Proof Reading-----	3
Total -----	50

The remaining registrations are scattered over 25 different courses.

The amount of residence work of these 83 students is distributed as follows:

	<u>Three Majors</u>	<u>Two Majors</u>	<u>One Major</u>
Seniors -----	35	11	3
Juniors -----	19	7	1
Commerce & Administration ----	1	1	
Graduates -----	2	2	1
	<u>57</u>	<u>21</u>	<u>5</u>

In most cases the correspondence work has been taken as extra work in addition to 3 majors of college work. In a few cases students are carrying only 2 majors of college work, and are endeavoring to do a complete major by correspondence in one quarter. These are mainly cases where a required course could not be secured in residence on account of full sections, or because a course required in a sequence was not offered during a quarter when it could be taken.

I am entirely convinced that there has been no serious abuse in permitting students in residence to take correspondence courses. On the contrary, I feel that correspondence courses have offered a very valuable supplement to the work in residence, and have often made it possible to give the student an entirely proper program, where otherwise he would have been compelled to take courses which he did not want, or remain here doing only part work.

I would like to request, therefore, that the ruling contained in the last sentence of the enclosed memorandum be made less stringent. I request the authority to permit Science students in residence to register for correspondence work occasionally.

May 5, 1921.

President Harry Pratt Judson.

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 English 3-----6
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 Total-----50
 The remaining registrations are scattered over 25 different courses.

The amount of residence work of these 83 students is distributed as follows:

One Major	Two Majors	Three Majors	
3	11	35	Seniors
1	7	19	Juniors
1	1	1	Commerce & Administration
1	2	2	Graduates
6	21	57	

In most cases the correspondence work has been taken as extra work in addition to 3 majors of college work. In a few cases students are carrying only 2 majors of college work, and are endeavoring to do a complete major by correspondence in one quarter. These are mainly cases where a required course could not be secured in residence on account of full sections, or because a course required in a sequence was not offered during a quarter when it could be taken.

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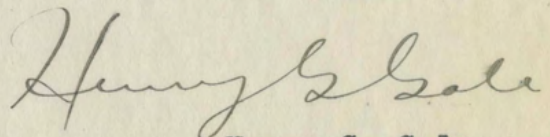
3

President Harry Pratt Judson.

May 5, 1921.

It would be my understanding that this permission would be in general refused, but in exceptional cases where the student's program could be saved from serious distortion by permitting a course by correspondence, such permission might be allowed. This would be in accordance with the following rule, page 36, section 25, paragraph 2 of the Undergraduate Course Book: "A resident student..... may register for correspondence work only with the approval of his Dean."

Very truly yours,

A handwritten signature in cursive script, reading "Henry G. Gale". The signature is written in dark ink and is positioned above the printed name.

Henry G. Gale

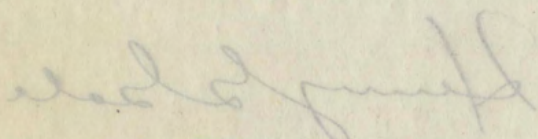
HGG:AMc

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Henry G. Gale

HGG:AMC