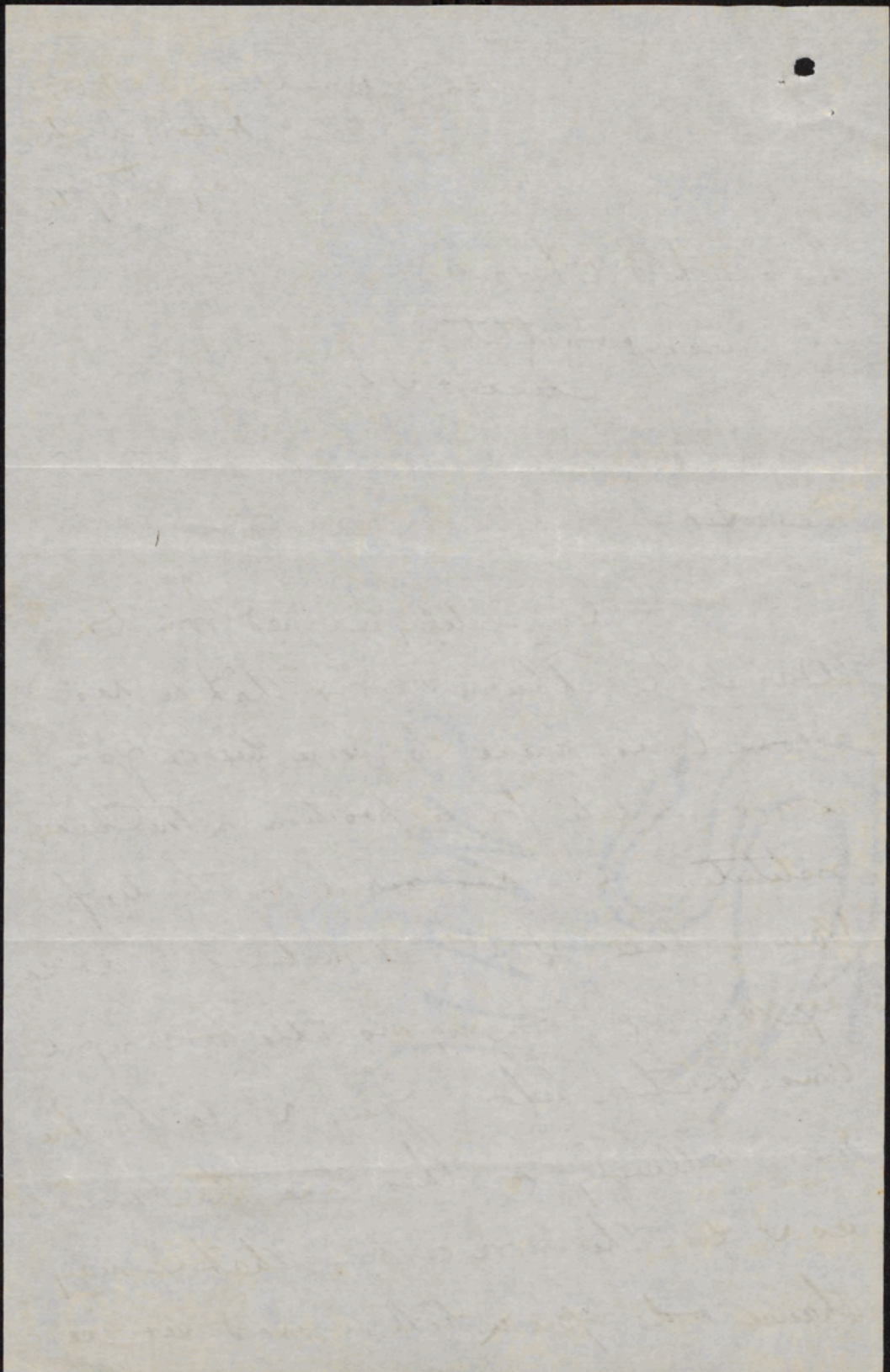


1328 Washburn Ave.
Ann Arbor, Mich
May, 6th 1901.

President F. W. Parker,
Chicago Institute,
Chicago, Ill.

Dear Sir,

I have lately learned from Dr. Warren Washburn Flower that he has allowed his name to come before you as a candidate for a position in the Chicago Institute. He has asked me to drop you a line, if I felt inclined to do so, by way of bringing his title to careful consideration before you. I do this the more willingly in this case, than usual, as I feel the more certain that I may chance to do you & both a good service.



Dr. Florer is one of the most efficient instructors in our large German department, so far as I have been able to ascertain from authoritative sources. He has independence in pedagogical method sufficiently to give to his teaching that touch of personality which holds the attention of the student, and ^{sufficiently able to} ~~insures~~ ^{insures} ~~un-~~ failing interest in the student's progress.

He is a graduate, A.B. of De Paul University, with First Honours; was a Fellow at Cornell from '96-'97, and for three years studied under Sievers, Marches, Lamprecht, Brugmann, Wundt, etc., in Leipzig. I happen to know that during his residence in Leipzig he had the honourable distinction of election to the Royal Seminary of Saxony. He has also given considerable attention to scientific pedagogy and devoted his summers while abroad to the study of the school systems in Germany, England and Scotland. In the practical work of teaching he has had four years experience.

as Instructor in the University of Michigan.

His publications show that he can take a lively interest both in pure scholarship and in pedagogical method. His Inaugural Dissertation, written in German, for the degree of Ph.D., is a choice piece of scholarly work, containing some seventy pages, on Substantiv-Flexion bei Martinus Luther. On the other hand he has written several Guides to the study of different German works, and has now in readiness for press a Scientific German Reader which is admitted by the Medicine Department to be admirably adapted to the needs of medical students, and is to be introduced for use in that department next year.

Mr. Floris, as his name Washburn testifies, to those who know him in politics and diplomacy, is of good family, and, consequently, genial, modest and broad-minded in the true sense. He knows how to accommodate himself to circumstances - a rare gift. Yours truly, James A. Craig.
Professor of Semitic Languages & Literatures
and Hellenistic Greek.

A. C. MCCLURG & CO.

215, 217, 219 AND 221 WABASH AVENUE

CHICAGO, May 29th 1901

My dear John:

There is a friend of mine
W. W. Flower, assistant professor of
German in the University of Michigan,
whom I should be glad to call to
Col. Parkers attention as strongly as
possible as Flower is applicant for the
chair of German in the Chicago Institute.

He is a graduate of Harvard Univ.
class of 90, and first honor man; a
Fellow of Germanics at Cornell, and he
has studied three years at Leipzig;
he has published a number of papers
on the study of German, but as I am
not a student in that language I
know nothing about them.

His reputation at the University



100

100

A. C. McCLURG & Co.

215, 217, 219 AND 221 WABASH AVENUE

CHICAGO, 190

of Michigan is good.

If you feel that you can call Col. Parker's attention to Prof. Flower on this slight introduction I shall be glad if you will do so.

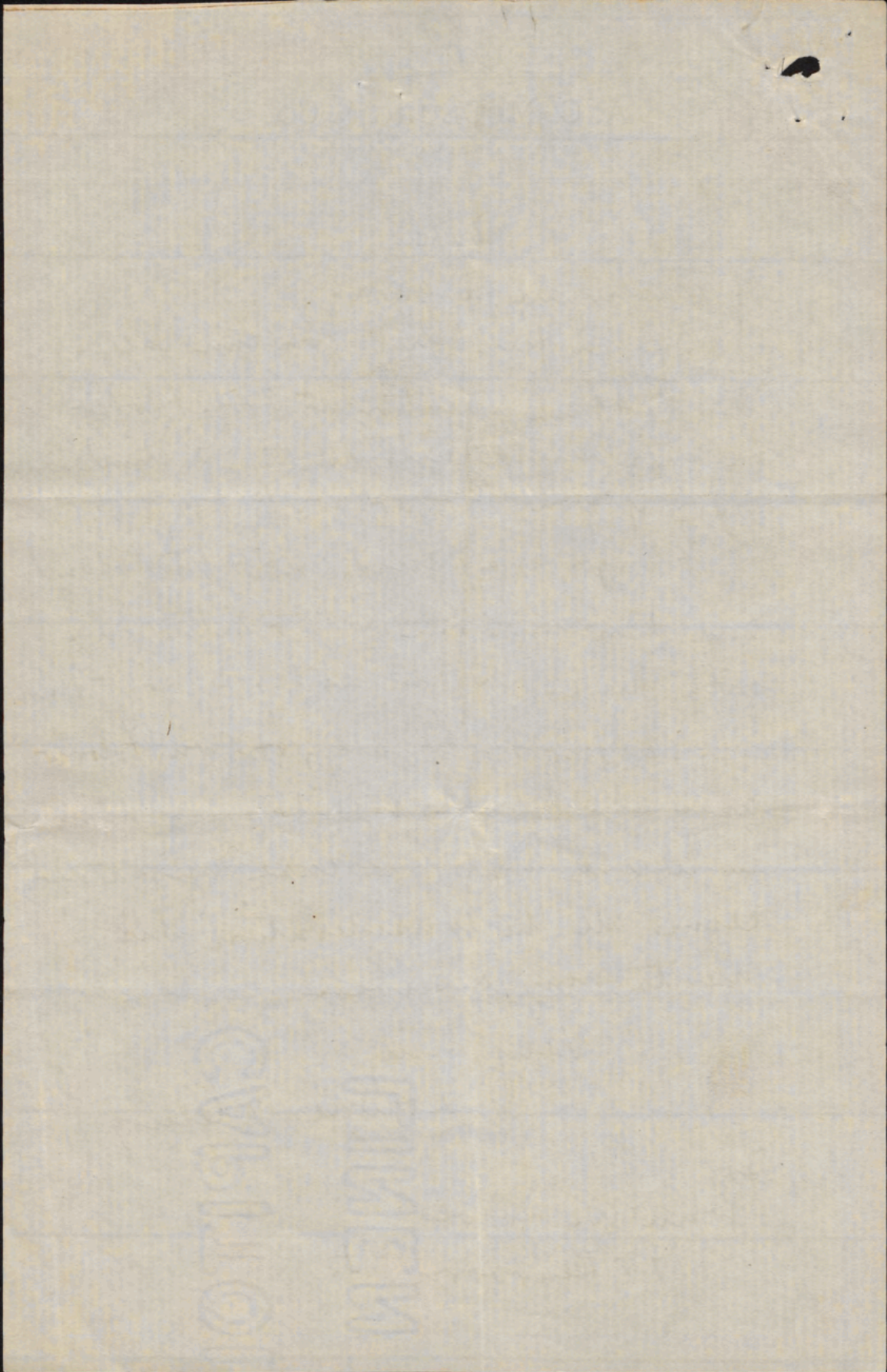
Flower has already met the Colonel and has had one or two interviews with him. I am sorry I don't know Col. Parker personally, or you Flower as I should like to introduce him in a way that his case might receive all the consideration his merits may deserve.

Very truly
Lowrie McClurg

To

John W. Lowe

175 Dearborn St.



Boyd, Stickney & Co.

ANTHRACITE COAL.

175 DEARBORN STREET,

J. W. LOWE,
SALES AGENT.

(CHICAGO.)

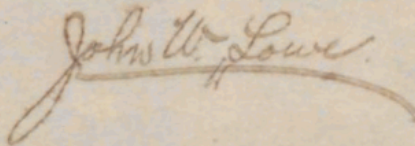
May 29, 1901.

My dear Colonel Parker:--

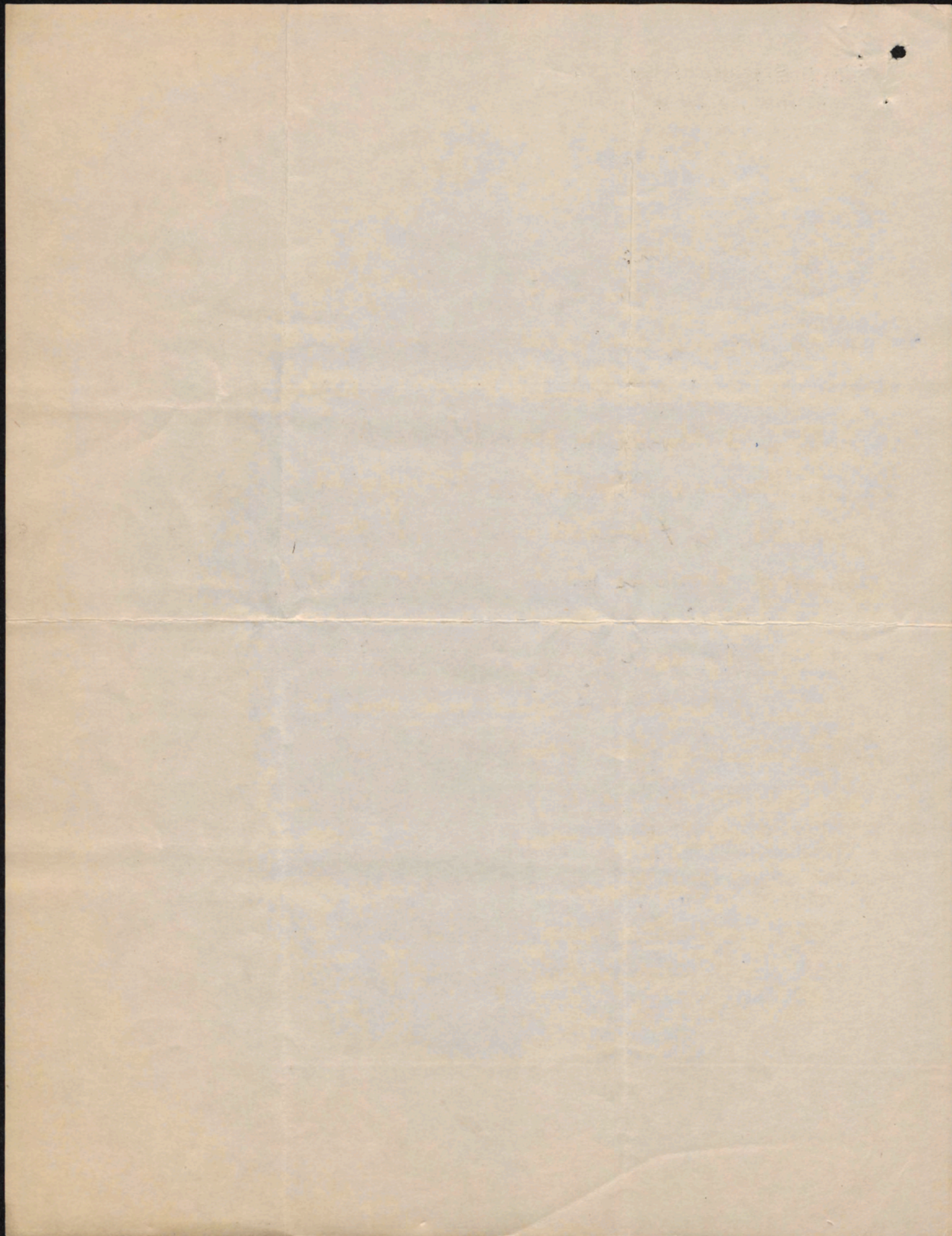
You may not recall the writer of this from the signature, but I am quite sure you will recall Will Lowe, formerly of Dayton, Ohio.

Mr. Lowrie McClurg, the writer of the attached letter, is a warm personal friend of mine and nephew of the late General A.C. McClurg. I do not know Mr. Florer, but I will vouch for the sincerity and truthfulness of every statement Mr. Lowrie McClurg may make, concerning him. If the letter of Mr. McClurg, which I cordially endorse, will be of any assistance to you in securing a desirable man, it will be a matter of gratification to

Yours always cordially and sincerely,

A handwritten signature in cursive script, reading "John W. Lowe". The signature is written in dark ink and is positioned below the typed name "John W. Lowe".

To Col. Francis W. Parker,

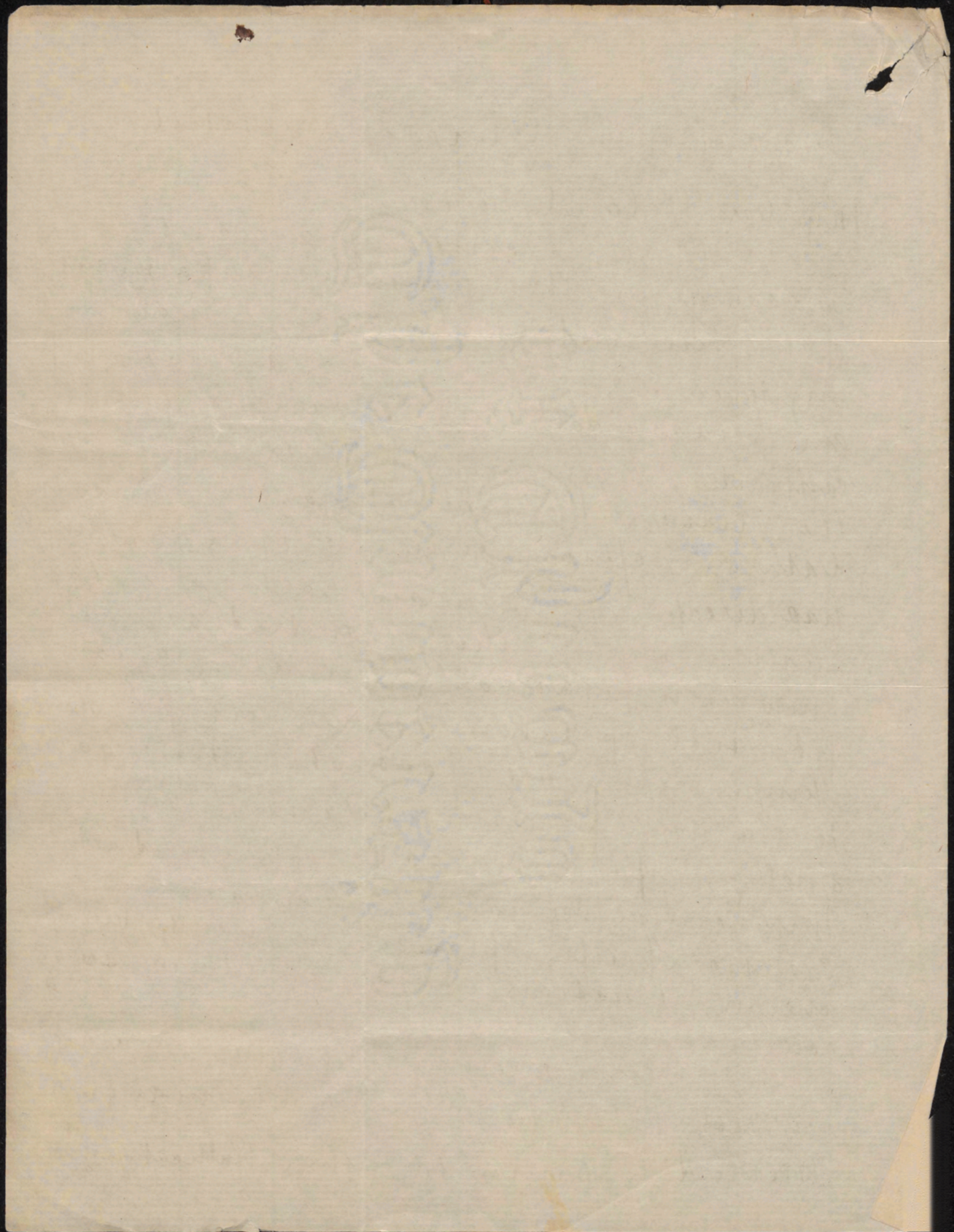


President of the Chicago Institute.

My dear Colonel Parker,

On the occasion of a recent vacancy in the Germanic department of the University of Chicago I made inquiries concerning the scholarship and pedagogical skill of various possible candidates, including Dr. W. W. Florer of the University of Michigan. Since the death of Professor Hinch Professor Himpl has directed the German as well as the English work of that institution. I know him personally, and asked a confidential opinion concerning Dr. Florer. Himpl's reply was favorable in regard to the young man's scholarship, but distinctly unfavorable as to skill in teaching. My confidence in the accuracy of Professor Himpl's opinion led me to drop the investigation, as far as Florer ~~was~~ concerned.

Dr. Florer recently published a very creditable paper upon "Gender Change from Middle High German to Luther" (Publications of



the Mod. Lang. Association of America Vol. XV. No. 4,
pp. 442 - 491). An editorial in the New York
Nation was quick to point out the
faulty English in which this article
is written. Expression does not seem
to be Dr. Florer's strong point. I have
met him personally and like him
very much socially.

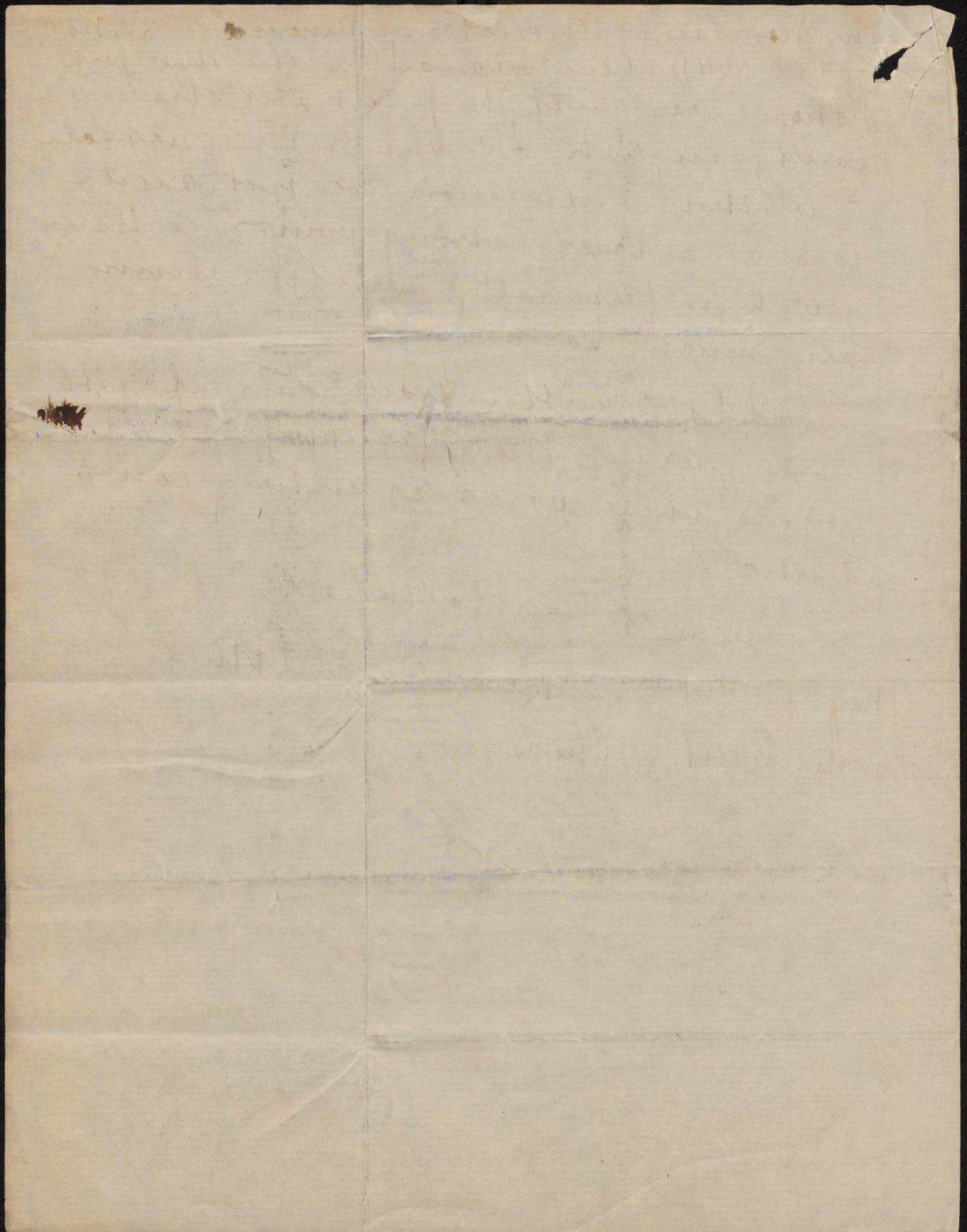
I have written frankly in reply to
your query of May 18., 1907. Please
regard these words as entirely confi-
dential.

Yours faithfully,

Sam Willard Cutting.

May 20., 1907

The University of Chicago.



May 29 1901

Dear Colonel Parker:

I have a letter of quite a confidential character from Ann Arbor about Florer. The gist of it is this: "His strong point as all agree is his teaching in which he has been very successful. The students are unusually enthusiastic about him." He has had some difficulty, however, with his colleagues due apparently somewhat to lack of judgment on his part, and partly to undue feelings of antagonism on the part of some of his colleagues. The upshot of the opinion is that in a new environment where he could get rid of some of the personal embarrassment of his present situation, he would be likely to be even more successful, than he has been in Ann Arbor.

Yours truly,

John Dewey

10-10-1918

Dear Sir,
I have the honor to acknowledge the receipt of your letter of the 10th inst. and in reply to inform you that the same has been forwarded to the proper authorities for their consideration. I am, Sir, very respectfully,
Yours truly,
[Signature]

Very truly yours,
[Signature]

Enclosed for you are two copies of the report of the Committee on the subject of the proposed change in the curriculum of the School of Divinity. I am, Sir, very respectfully,
Yours truly,
[Signature]

The University of Chicago
FOUNDED BY JOHN D. ROCKEFELLER

CHICAGO July 20, 1901.

OK



My dear Mr. President:-

I send you herewith, a copy of the minutes of the meeting of the faculty of the School of Education. You will see the standing committees and the special committee to be appointed. You will notice, also, the final form of the action respecting admission.

Very truly,

J. H. Keudsped

July 20, 1901.

My dear Mr. President:-

I send you herewith, a copy of the minutes of the meeting of the Faculty of the School of Education. You will see the standing committee and the special committee to be appointed. You will notice, also, the final form of the action respecting admission.

Very truly,

The first meeting of the Faculty of the School of Education was held in Congregation Hall, Haskell Museum, July 20, 1901 at 10 o'clock A.M. President Harper in the chair. Present, the chairman, the director, the dean and twenty one members. On motion, the time for the regular monthly meeting was appointed for the second Friday of the month at 4 o'clock. It was understood that the official announcement of meetings in the Record would be sufficient notice of the meeting. The following standing committees were approved:

1. The requirements for admission, five members.
2. On credits, degrees, diplomas, five members.
3. On extension work, including correspondence work, five members.
4. On curriculum and inter-relationship, seven members.
5. On editorial work, three members.

The Recorder was requested to present an order of business for the Faculty at the next meeting.

On motion, a special committee of three was appointed to be named with the director and dean to assist them in the matter of selecting and arranging buildings. The Faculty then took up the requirements for admission. After discussion, the following was adopted as a temporary policy, and referred to the committee on admissions for further consideration:

Students will be accepted for work in the School of Education as follows:

- a. Graduates of approved colleges, universities and normal schools.
- b. Graduates of high schools and academies, affiliated and cooperating with the University.
- c. Graduates of high schools on the accredited list of the State University of Kansas, Indiana, Ohio, California, Texas, Illinois, Nebraska, Kansas, and at least one year's college work, with recommendation by the committee on admission.

d. Persons who would be admitted as non-residents. Adjourned.

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Students will be accepted for work in the School of Education as follows:

a. Graduates of approved colleges, universities and normal schools.

b. Graduates of high schools and academies, affiliated and cooperating with the University.

c. Graduates of high schools on the accredited list of the state universities of Wisconsin, Michigan, Minnesota, Iowa, Illinois, Nebraska, Kansas, Indiana, Ohio, California.

d. Teachers who have had at least one year's successful experience, when recommended by the committee on credits, degrees, and diplomas.

e. Persons who would be admitted as unclassified students to the University proper.

Adjourned.

CHICAGO INSTITUTE,
ACADEMIC AND PEDAGOGIC.
FRANCIS WAYLAND PARKER, PRESIDENT.

June 3, 1901.



Education
Sci. 7

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

My dear Dr. Harper:-

I have the honor to nominate Dr. Warren Washburn Florer as Head of the Department of German in the University School of Education, at a salary of \$1400. per year, with the proviso that he teach three-fifths of his time in the School of Education and two-fifths of his time in the Francis W. Parker School, receiving from the Trustees of the University \$840. and from the Trustees of the Francis W. Parker School \$560., and with the further proviso that his salary for work in the University Summer School be on the basis of \$1400. per year. I attach Dr. Florer's credentials.

Very truly yours,

Francis W. Parker

June 3, 1901.

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

My dear Dr. Harper:-

I have the honor to nominate Dr. Warren Washburn

Flower as Head of the Department of German in the University
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proviso that he teach three-fifths of his time in the School of
Education and two-fifths of his time in the Francis W. Parker
School, receiving from the Trustees of the University \$800. and
from the Trustees of the Francis W. Parker School \$600., and
with the further proviso that his salary for work in the
University Summer School be on the basis of \$1400. per year.

I attach Dr. Flower's credentials.

Very truly yours,

Francis W. Parker

July 29, 1901.

Mrs. Emmons Blaine,

Secretary Board of Trustees,

Chicago Institute.

Dear Madam:-

In regard to the use of one wing of the proposed building for the Pedagogic and Elementary Schools, allow me to say that the unknown quantity is the number of students and pupils. With the proposed basement under the Elementary and Pedagogic Schools part of the building, one wing above the basement would contain nine class rooms, which would house the Elementary School temporarily. If every room were not required for the pupils then the rooms not so required could be used by the Pedagogic School. The three large end rooms in the East Wing might be used for the same purpose, giving four large rooms for the Pedagogic School and nine for the Elementary School. The manual training, textile fabric, and clay work could be done in the basement. Of course such an arrangement would restrict the space necessary for all-around work, but it certainly could be done, and we should be better off for space than we were last year in the Turngemeinde building. We should have very little room for laboratories in such an arrangement, but we might use the laboratories in the other wing with the Secondary School. Under this plan we could house. Under this plan we could house in the Left Wing 270 pupils in the Elementary School and 200 in the Pedagogic School.

I would respectfully recommend for adoption the present plan drawn by Mr. Rogers, with the addition of a basement, well lighted, under the Elementary and Pedagogic Schools part of the building.

I would call your attention to the importance of having an Assembly Hall, and would recommend that if the gymnasium could be built with the money at hand, it could be used, with rough walls, both as gymnasium and assembly hall.

Respectfully yours,

(Signed) FRANCIS W. PARKER,
Director School of Education, U.C.

COPY.

July 22, 1901.

Mrs. Emma Blaine,

Secretary Board of Trustees,

Chicago Institute.

Dear Madam:-

In regard to the use of one wing of the proposed building for the Pedagogic and Elementary Schools, allow me to say that the unknown quantity is the number of students and pupils. With the proposed basement under the Elementary and Pedagogic Schools part of the building, one wing above the basement would contain nine class rooms, which would house the Elementary School temporarily. If every room were not required for the pupils then the rooms not so required could be used by the Pedagogic School. The three large end rooms in the East wing might be used for the same purpose, giving four large rooms for the Pedagogic School and nine for the Elementary School. The manual training, textile fabric, and clay work could be done in the basement. Of course such an arrangement would restrict the space necessary for all-around work, but it certainly could be done, and we should be better off for space than we were last year in the Turnerside building. We should have very little room for laboratories in such an arrangement, but we might use the laboratories in the other wing with the Secondary School. Under this plan we could house. Under this plan we could house in the East wing 870 pupils in the Elementary School and 200 in the Pedagogic School. I would respectfully recommend for adoption the present plan drawn by Mr. Rogers, with the addition of a basement, well lighted, under the Elementary and Pedagogic Schools part of the building. I would call your attention to the importance of having an Assembly Hall, and would recommend that if the gymnasium could be built with the money at hand, it could be used, with rough walls, both as a gymnasium and assembly hall.

Respectfully yours,

(Signed) FRANCIS W. PARKER,
Director School of Education, U.C.

copy.

July 20, 1901.

Mrs. Devons Blaine,

Secretary Board of Trustees,
Chicago Institute.

Dear Madam:-

I have the honor to report as follows on the plans of the building for the School of Education:

General Plan: West Wing devoted to Pedagogic School.

East Wing devoted to Elementary School.

EAST WING

Basement.

I propose a basement running the entire length of the building, east and west, sufficiently lighted for work rooms. My reason for this is that certain work can be done in the basement better than anywhere else; especially work that requires a great deal of material, water, or fire.

The basement space to be used as follows:

Manual training room under the large room at the east end.

This to be followed by a textile fabric room and a Clay Modeling room.

Next to the clay modeling room to be a room for a kiln, with facilities for carrying off smoke.

First Floor.

Large room at east end for kindergarten.

Three rooms for 2nd, 3rd, and 4th grades.

Second Floor.

Large room at east end for 1st grade. Large rooms will enable the kindergarten and the 1st grade to work together and make their

July 20, 1901.

Mrs. Parsons Blaine,

Secretary Board of Trustees,
Chicago Institute.

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This to be followed by a textile fabric room and a

Clay Modeling room.

Next to the clay modeling room to be a room for a kiln.

With facilities for carrying off smoke.

First Floor.

Large room at east end for kindergarten.

Three rooms for 2nd, 3rd, and 4th grades.

Second Floor.

Large room at east end for 1st grade. Large rooms will enable

the kindergarten and the 1st grade to work together and make their

work blend.

The three rooms marked on the plan to be made into four rooms, by a division of the middle room into practice rooms. The practice rooms to open into the rooms east and west. I would respectfully suggest folding partitions so that the middle room divided into two may be made into one at will.

The room next to the 1st grade will be the 5th grade room, and the ~~xxxx~~ room on the other side of the practice rooms will be for the 6th grade.

Third Floor.

Instead of three rooms make four rooms, dividing the middle room into two rooms for practice rooms, with the suggestion for folding partitions.

Large room at south end for Home Economics, at present.

WEST WING

Basement.

Geographical and Geological Laboratories.

Mineral room.

Historical laboratory.

Photographic room.

Store rooms.

(It will be noted that the entire basement is given up to laboratories and hand work.)

First Floor.

Large room for Historical and Geographical room.

The other three rooms to remain as on the plan, with the

work blend.

The three rooms wanted on the plan to be made into four rooms, by a division of the middle room into practice rooms. The practice rooms to open into the room east and west. I would respectfully suggest folding partitions so that the middle room divided into two may be made into one at will.

The room next to the 1st grade will be the 5th grade room, and the next room on the other side of the practice rooms will be for the 6th grade.

Third Floor.

Instead of three rooms make four rooms, dividing the middle room into two rooms for practice rooms, with the suggestion for folding partitions. Large room at south end for Home Economics, at present.

WEST WING

Basement.

Geographical and Geological Laboratories.
Mineral room.
Historical Laboratory.
Photographic room.
Stone room.
(It will be noted that the entire basement is given up to Laboratories and hand work.)

First Floor.

Large room for Historical and Geographical room.
The other three rooms to remain as on the plan, with the

suggestion that there be one wardrobe for women for the three rooms.

Second Floor.

Lecture room at west end.

Other rooms to remain as on plan, with suggestion of one wardrobe

Third Floor.

To be substantially as on plan.

Large room at west end to be a Biological Laboratory.

The other rooms to be Laboratories, according to any arrangement that the Head of the science Department, Mr. Jackman, may make

The basement, assembly hall, library, and faculty room are satisfactory as on the plan.

It is understood that this building will cost far more money than is available, and there is a very grave question between the Elementary and Pedagogic Schools and the secondary school as to which buildings shall be constructed first. I am willing to make any concessions in regard to the order of building that will further the highest good of the entire school, the three schools considered as one; but I urge very strongly that the gymnasium be built. Even if it is just simply bare walls, it could be used as a hall and a gymnasium with the simple apparatus we have. Any other arrangement enabling the Secondary School to start off as soon as possible I would urge, provided the Elementary and Pedagogic schools could be begun on a fair basis of efficiency.

Respectfully yours,

(Signed) FRANCIS W. PARKER

Director school of Education.

suggestion that there be one wardrobe for women for the three rooms.

Second Floor.

Lecture room at west end.

Other rooms to remain as on plan, with suggestion of one wardrobe

Third Floor.

To be substantially as on plan.

Large room at west end to be a Biological Laboratory.

The other rooms to be Laboratories, according to any arrange-

ment that the Head of the Science Department, Mr. Jackson, may make

The basement, assembly hall, library, and faculty room are

as indicated as on the plan.

It is understood that this building will cost far more money

than is available, and there is a very grave question between the

Elementary and Pedagogic Schools and the Secondary School as to

which buildings shall be constructed first. I am willing to make

any concessions in regard to the order of building that will further

the highest good of the entire school, the three schools considered

as one; but I urge very strongly that the Gymnasium be built. Even

if it is just simply bare walls, it could be used as a hall and a

Gymnasium with the simple apparatus we have. Any other arrangement

enabling the Secondary School to start off as soon as possible I

would urge, provided the Elementary and Pedagogic Schools could be

begun on a fair basis of efficiency.

Respectfully yours,

(Signed) FRANCIS W. PARKER

Director, School of Education.

The School of Education

FRANCIS W. PARKER, *Director*
WILBUR S. JACKMAN, *Dean*

Office of the Director

The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER

CHICAGO

August 3, 1901.



Dr. William R. Harper,

President University of Chicago.

Dear Dr. Harper:-

I have examined very carefully the plans prepared by Mr. Rogers for the building of the School of Education, and have recommended to the Trustees of the Chicago Institute that these plans be followed, with one addition, namely, of a basement the entire front of the Pedagogic and Elementary Schools. I trust that the plans may be completed and specifications made as soon as possible. I enclose copies of two communications on the subject of the building plans that I have addressed to the Trustees of the Institute.

Very truly yours,

Francis W. Parker

The University of Chicago

The University of Chicago

August 2, 1901.

CHICAGO

Dr. William R. Harper,

President University of Chicago.

Dear Dr. Harper:-

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Very truly yours,



The School of Education

FRANCIS W. PARKER, Director
WILBUR S. JACKMAN, Dean

Office of the Dean

The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER

CHICAGO Aug. 1, 1901

August 7th, 1901.

President W. R. Harper,

University of Chicago.

My dear Dr. Harper:-

My dear Mr. Jackman: In reply to your letter of August first, and after consultation, it has been

decided that that part of the contract between the University of Chicago and the Chicago Institute bearing almost the same meaning "children of the faculty" will be interpreted literally. In case a general interpretation is

made, there will be an open door and it will be difficult, if not impossible, to close it at the proper

place. It has therefore been decided to limit the same rule will apply to those who are actually children of

members of the faculty. This will exclude sisters, nieces, cousins, brothers, nephews, aunts, etcetera.

Very truly yours,

Dean.

The contract is clear & definite. No hard questions can arise if we adhere to it. If we depart from it I cannot see where the exceptions would end. Here is a sister & a niece. Of course a cousin would come in. a second cousin. Why not a friend. a neighbor. a husband's friend? How far do you go? Well? No? One fourth? Let us adhere to the contract. W.S.J.

The University of Chicago
FOUNDED BY JOHN D. ROCKEFELLER

CHICAGO Aug. 1, 1901

President W. R. Harper,
University of Chicago.

My dear Dr. Harper:-

By the contract between the Chicago Institute and the University of Chicago, the children of the Faculty are to be admitted to the divisions of the School of Education free of tuition.

There are in our Faculty some members who are the support of some prospective pupils in the school who seem to bear almost the same relation to these pupils as other members of the Faculty who are parents. Those that I now know of are Miss Martha Fleming, who is the support of a niece, and Miss Gertrude Van Hoesen, who supports a sister.

Will you kindly let me know if in such cases the same rule will apply as in the cases of actual parents?

Very truly yours,

Wilbur S. Jackson

Dean.

The contract is clear & definite. No hard questions can arise if we adhere to it. If we depart from it I cannot see where the exceptions would end. Here is a sister & a niece. Of course a Cousin would come in. a second Cousin. Why not a friend. a neighbor. a busmpatly defendant? How far defendant? Wholly? Half? One fourth? Let us adhere to the contract. T.H.G.

The University of Chicago

The School of Education

James W. Thompson, President
William A. Jackson, Secretary

Office of the Dean

CHICAGO, ILL., 1901.

President W. A. Jackson,

University of Chicago.

My dear Dr. Jackson:-

By the contrast between the Chicago Institute and the University of Chicago, the children of the Faculty are to be admitted to the divisions of the School of Education free of tuition. There are in our Faculty some members who are the support of some prospective pupils in the school who seem to bear almost the same relation to these pupils as other members of the Faculty who are parents. Those that I now know of are Miss Martha Fleming, who is the mother of a niece, and Miss Gertrude Van Hoesen, who supports a sister.

Will you kindly let me know if in such cases the same rule

will apply as in the cases of actual parents?

Very truly yours,

The contrast is clear & definite. No such question can arise if we adhere to it. The report from the Bureau of Education is a curious record and. There is a letter to the Bureau. A similar report came in. A second Bureau report is sent. A third report is sent. A fourth report is sent. A fifth report is sent. A sixth report is sent. A seventh report is sent. An eighth report is sent. A ninth report is sent. A tenth report is sent. A eleventh report is sent. A twelfth report is sent. A thirteenth report is sent. A fourteenth report is sent. A fifteenth report is sent. A sixteenth report is sent. A seventeenth report is sent. An eighteenth report is sent. A nineteenth report is sent. A twentieth report is sent. A twenty-first report is sent. A twenty-second report is sent. A twenty-third report is sent. A twenty-fourth report is sent. A twenty-fifth report is sent. A twenty-sixth report is sent. A twenty-seventh report is sent. A twenty-eighth report is sent. A twenty-ninth report is sent. A thirtieth report is sent. A thirty-first report is sent. A thirty-second report is sent. A thirty-third report is sent. A thirty-fourth report is sent. A thirty-fifth report is sent. A thirty-sixth report is sent. A thirty-seventh report is sent. A thirty-eighth report is sent. A thirty-ninth report is sent. A fortieth report is sent. A forty-first report is sent. A forty-second report is sent. A forty-third report is sent. A forty-fourth report is sent. A forty-fifth report is sent. A forty-sixth report is sent. A forty-seventh report is sent. A forty-eighth report is sent. A forty-ninth report is sent. A fiftieth report is sent. A fifty-first report is sent. A fifty-second report is sent. A fifty-third report is sent. A fifty-fourth report is sent. A fifty-fifth report is sent. A fifty-sixth report is sent. A fifty-seventh report is sent. A fifty-eighth report is sent. A fifty-ninth report is sent. A sixtieth report is sent. A sixty-first report is sent. A sixty-second report is sent. A sixty-third report is sent. A sixty-fourth report is sent. A sixty-fifth report is sent. A sixty-sixth report is sent. A sixty-seventh report is sent. A sixty-eighth report is sent. A sixty-ninth report is sent. A seventieth report is sent. A seventy-first report is sent. A seventy-second report is sent. A seventy-third report is sent. A seventy-fourth report is sent. A seventy-fifth report is sent. A seventy-sixth report is sent. A seventy-seventh report is sent. A seventy-eighth report is sent. A seventy-ninth report is sent. An eightieth report is sent. An eighty-first report is sent. An eighty-second report is sent. An eighty-third report is sent. An eighty-fourth report is sent. An eighty-fifth report is sent. An eighty-sixth report is sent. An eighty-seventh report is sent. An eighty-eighth report is sent. An eighty-ninth report is sent. A ninetieth report is sent. A ninety-first report is sent. A ninety-second report is sent. A ninety-third report is sent. A ninety-fourth report is sent. A ninety-fifth report is sent. A ninety-sixth report is sent. A ninety-seventh report is sent. A ninety-eighth report is sent. A ninety-ninth report is sent. A hundredth report is sent.

The School of Education

FRANCIS W. PARKER, Director
WILBUR S. JACKMAN, Dean

Office of the Dean

The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER



CHICAGO August 22, 1901.

Dear Dr. Harper:-

I beg to submit a rough sketch of the ground plan of the temporary building for the School of Education and to show thereon the distribution of space among the different departments.

Regarding the suggestion you made this morning about reducing the space for the School of Education, I wish to offer the following considerations which seem to me to make it utterly impossible to adopt your proposition.

1. You will remember that the plan as adopted is not the one I proposed at your request - it is smaller by five large rooms. We asked in the first place for what we deemed sufficient space and no more. A reduction of more than 25% is a serious cut.

2. The size of the rooms designated in the first place was 30 x 30 feet. In the second they are 25 X 25 ft. This is a second reduction of almost 33-1/3% .

3. The rooms on the north side of the building devoted to the Professional School are practically all laboratories and work rooms. The departments of Geography, History, Mathematics, Art, Domestic Science all have so much actual material in daily use that it is out of the question for any two to be combined. We shall be at our wit's end to know how to dispose of our materials, so that they shall be accessible, as it is. Already I have doubled up some of the subjects on paper - Art and Textiles for example - when I know very well there is not space for them in the building itself.

4. On the south side, to be devoted to the Elementary School, I have already doubled up two grades, and to still further compact them

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Dr. Harper - 2

CHICAGO

is to practically destroy the possibility for respectable work. The present registration shows that we shall have all of the eight grades represented and these must be handled in eight distinct groups if there is but a half dozen in each.

5. It is evident that the middle row of rooms cannot be touched. The library will not accommodate more than half our books. The museum is indispensable as a place for general storage of materials that overflow from the class-rooms. The manual training room is very small and the gymnasium but fair.

6. In order to make the most of the space, we shall most likely place rows of hooks in the hallways for the hats, etc., and use the small rooms back of the offices for supplies and storage. Otherwise this important feature is utterly unprovided for. There is no visible provision now for dressing rooms for the gymnasium pupils - yet such space is indispensable.

7. It is necessary to emphasize the fact that it is work-rooms the school needs rather than class-rooms the latter of which could be used interchangeably among different teachers. These work-rooms require specific equipment that is more or less stationary - fixed to the place where it must be used. Not to recognize this and to attempt to substitute the class-room for the work-room is to destroy the school.

8. Your reference this morning to our last year's space leads me to believe that you are under a misapprehension as to the amount at our disposal which was all too much contracted for what the school attempted to do. The following list of rooms, floor by

Dr. Harper - 2

CHICAGO

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Dr. Harper - 3

CHICAGO

by floor, shows what we occupied:

- (a) Basement. 4 rooms: clay modeling, chemistry, photography, and sloyd. The last had three times the space that we allot to this subject in the temporary building.
- (b) 1st Floor. 5 rooms: one of these about double the size of our class rooms in the temporary building. In addition there were shower baths and ample wash-room space.
- (c) 2nd Floor. 5 rooms: one large size and another being the immense gymnasium - endlessly useful for our work.
- (d) 3rd Floor. 4 rooms: one large, used as museum chiefly.
- (e) One entire flat: devoted to the library - a much larger space than the one now allotted to it.
- (f) A second flat: 5 rooms used by the art, textiles, and domestic science.
- (g) A third flat: two large class room and a teachers room.
- (h) In addition there were the offices of the President, the Dean, the Director; the book salesroom; an abundance of locker space, and sundry other rooms used for storage purposes only.
- (i) In my judgment, the space in the temporary building is to that of our last year's building about as 18 to 24. Of last years space but two rooms - one in the main building and one small one in the flat - were used exclusively as High School rooms. It was on the basis of last year's space that I estimated space for the temporary building in the first plan submitted.

9. Before finally deciding to reduce the proposed area it is well to consider some of the outlying circumstances that have a

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CHICAGO

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Dr. Harper - 4

CHICAGO

general bearing in the case. The school is not in its incipiency. It has the prestige, and its teachers have the training and experience of many years. It has a large equipment, in the use of which the teachers have passed thru the learner's stage. To constrict the operation of the school at this time, even temporarily, would give too serious a color to the prophesy, freely made by a considerable number of its friends, that this institution would find its field of usefulness unduly limited by the general University interests.

May I assure you in conclusion that I am sensible of the difficulties that beset you in trying to provide the space that is imperatively demanded on every side. I deeply appreciate the earnestness of your efforts to relieve the situation and to deal fairly by all and I have no other desire in the matter than to do my best to assist. It is from this motive, alone, that I have endeavored to lay before you as strongly as possible the negative side of the proposition that we briefly considered this morning.

Very truly,

Wilbur S. Jackman

Dean.

Dr. Harper - 4

CHICAGO

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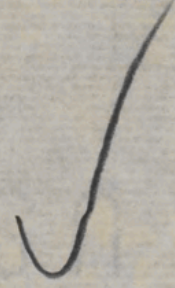
Dean.

LS of E

C. M.

6036 Jefferson Avenue, Chicago.

September 26, 1901.



Dean W. S. Jackman,
School of Education.

Dear Mr. Jackman:

I have received your note and appreciate its tenor, which, of course, I fully reciprocate. I shall soon carry out the intention I have been cherishing ever since I returned of coming in and having a talk with you -- the pressure of details accumulated during my long absence has taken up my time.

I have had too much experience with floating gossip to allow myself to be disturbed by it and have taken into account from the start the beneficent influence of time to which you refer. There have been some facts (not at all in the way of gossip) which I have thought it better to call to the attention of President Harper. In order that there may be no misunderstanding between us as to where I have drawn the line between facts and gossip, perhaps it would be as well if I make a brief resume of these points.

1. The omission of the names of the members of the Department of Education from the circulars of the

6036 Jefferson Avenue, Chicago.

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School of Education after they had officially received and accepted appointments. This, President Harper assures me, lies somewhere between himself and you.

2. The use of the name "University Elementary School" and, in connection with this, the fact that the application blank issued by you is misleading. It is a fact that we had given up the first name. I do not regard it as quite fair in a business way or courteous that you should take a name which had been used continuously for years by us. President Harper has assumed all responsibility for this matter. As I have told him, however, this does not alter my objection to the fact. While being apprehensive regarding the circular, I probably should not have said anything about it if I had not had positive proof that as a matter of fact it was misleading people who were pretty well acquainted with the situation. I said nothing about it to President Harper until I received the enclosed blank made out by a person who is much more familiar with the situation than the average recipient of circulars. This person had assumed, as a matter of course, that this was our application blank. In reply to my objections on this score, President Harper has assured me that rubber stamps were being prepared which would insert the name of Colonel Parker as Director and the words "on the Blaine foundation" after the term Elementary School.

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3. I objected to the position of the announcement in your circular regarding the Secondary School -- not to the material itself but to its being injected into the middle of your matter. President Harper assumed the responsibility for this.

4. The other matter I called to his attention was that of Mrs. Harding's inability to receive the circulars for which she explicitly asked, and the fact that instead she was visited by a representative of your school. This was not gossip but a fact which needed investigation in order that the responsibility might be located. You will, of course, understand that - granted your entire straightforwardness in the matter - there was an error somewhere in some of the University offices in the way this matter was handled. President Harper has informed me that a statement has been prepared and sent to me on this matter. I have not as yet received it, however.

There are other points which I have waited to talk over with you. I referred to one of them incidentally to the President - the use of the phrase "graduate work" in your circular. As that has a technical meaning in the University I think it is unfortunate that you should have used the phrase. This is not a matter which concerns me particularly but it is calculated to engender prejudice against your school by giving the impression to some in

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This covers all the points, to the best of my knowledge, to which I have taken any exceptions. As you will see, they are all matters of definite fact and I have referred them to the President instead of in any way turning them loose into the current of talk.

The only thing approaching gossip which I have repeated to President Harper is a statement that someone in your faculty had advised a summer school student to take work with you rather than in the University department because your work was "correlated" while ours was not.

Yours very truly,

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The School of Education

FRANCIS W. PARKER, *Director*
WILBUR S. JACKMAN, *Dean*

Office of the Dean

The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER

CHICAGO Oct. 14, 1901.

President W. R. Harper,
University of Chicago.

Dear Dr. Harper:-



I was very much surprised in reading over the printed contract on Saturday to find that no mention was made of free tuition for the children and wards of the Chicago Institute Faculty. You will recall that very early in our consideration of the various conditions involved in the question of consolidation, you asked me to state the sundry relations between the Institute Trustees and the Faculty including salaries, etc. When I mentioned this question of tuition you said that that was more than the University did for its Faculty, but that you (the University) "could stand it" and would carry it out.

In those early days of doubt and uncertainty you will remember how necessary it was to give every assurance that the transfer should involve no abridgement of privileges except certain salary changes and those of the most general character necessary to get into line with the University work. It was the positive guarantee of this sort that made the transfer finally possible. In the propositions submitted to the University Trustees the Institute Trustees recommended that "the children and wards of the Faculty have free tuition a privilege they are now enjoying in the Institute." I may say that this provision for free tuition in the Institute was made by the Institute Trustees without any outside suggestion so far as I know. I had not, myself, even thought of the question until I received a

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W.R.H. - 2

CHICAGO

letter notifying me of the action of the Board. There is no doubt when the Trustees made the recommendation to your board they expected you to interpret the provision as they had done and admit the same children free of tuition in the School of Education. By insisting, however, upon the strict meaning of the term "ward" two or three pupils have been cut out which, while technically correct, is, in my judgment, against the spirit of the provision as intended by the Trustees and as understood by both of us when we were planning for the change.

Before you decide the matter, therefore, I should like to know whether, in the final consideration of the proposition made by the Institute Trustees, this provision concerning free tuition was taken up by the University Board of Trustees and definitely rejected and if the Institute Trustees acceded to this change, or whether it was omitted thru oversight or mistake. If it is a mistake it should be corrected, but even if the former be true, I still maintain that the matter should be reconsidered. On the strength of the assurances received from the University, I represented the matter to all the Institute Faculty in accordance with the recommendation of the Institute Trustees and it was depended upon by both of us to contribute and it actually did contribute both directly and indirectly not a little towards the consummation of our desires.

A second point that is pressing for settlement relates to the extent to which this provision applies. This question was also raised by me sometime during the summer and it was then held by you

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W.R.H. - 3

CHICAGO

to apply to the South Side Academy and the Manual Training School as well as to the Elementary and Professional Schools - anywhere outside the other University work. Of course anyone may make a mistake in judgment and I would not think of asking you to abide by a decision when in the light of new facts there might be reason to change. But I am strongly of the opinion that your decision as then given is correct and in accordance with the spirit of the contract. It was the evident intention of the Institute Trustees that their recommendation should follow and apply in whatever departments their money should be used. While for the purposes of administration it was conceded that the Secondary School is de facto separate from the School of Education, yet by every intent of the Institute Trustees it is de jure an organic part of the great whole and it should be recognized as such in every way.

The practical aspects of the case are as follows:

- (1) In the South Side Academy there are five pupils whose parents were members of the Institute Faculty.
- (2) In the University Elementary School there are three in the Kindergarten and four distributed in the grades.
- (3) In addition to these there are two pupils who in the Chicago Institute received free tuition by reason of the fact that each one is wholly supported by one of the teachers. These are in the Professional School - one has a scholarship and the other is on the student service.
- (4) Of the twelve pupils mentioned in (1) and (2) five are the children of Mrs. Norton who is their sole support.

CHICAGO

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W.R.H. - 4

CHICAGO

(5) Of the twelve pupils concerned, in the event of tuition being charged, at least six and possibly seven will be withdrawn. It is important, therefore, that the matter be speedily settled that the pupils may suffer as little as possible by being transferred to the public schools.

Summing up, then, the entire situation, it would seem to me, in view of the facts, (1) that the representations were made to the Institute Faculty that the tuition in question should be free, and (2) ~~that~~ the principals on both sides who framed the conditions for the union of the schools were not consulted concerning the withdrawal of this proposition, and (3) that the University obligations need not extend to anyone who may hereafter become a member of the Faculty and (4) since under an adverse decision the withdrawals from the school will reduce the total tuition fund received from these pupils to an amount which offers very little financial or material advantage to the University, -in view of these considerations, I would respectfully recommend that the University now confirm the concessions that were practically agreed to by the principals on both sides before the written contract was signed.

If, however, it would seem best to the interests of the University to decide otherwise, I feel that I should be relieved of my responsibility in the matter and I would respectfully request that a very clear statement for the teachers concerned be prepared by the University setting forth the reasons for a decision which, with their present knowledge, would seem to them to be given without due regard to contract. In view, too, of the representations which both Colonel

(2) Of the twelve pupils concerned, in the event of tuition being charged, at least six and possibly seven will be withdrawn. It is important, therefore, that the matter be speedily settled that the pupils may suffer as little as possible by being transferred to the public schools.

Summing up, then, the entire situation, it would seem to me, in view of the facts, (1) that the representations were made to the Institute Faculty that the tuition in question should be free, and (2) that the principals on both sides who framed the conditions for the union of the schools were not consulted concerning the withdrawal of this proposition, and (3) that the University obligations need not extend to anyone who may hereafter become a member of the Faculty and (4) since under an adverse decision the withdrawal from the school will reduce the total tuition fund received from these pupils to an amount which offers very little financial or material advantage to the University, - in view of these considerations, I would respectfully recommend that the University now confirm the concessions that were practically agreed to by the principals on both sides before the written contract was signed.

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The School of Education

FRANCIS W. PARKER, *Director*
WILBUR S. JACKMAN, *Dean*

Office of the Dean

The University of Chicago

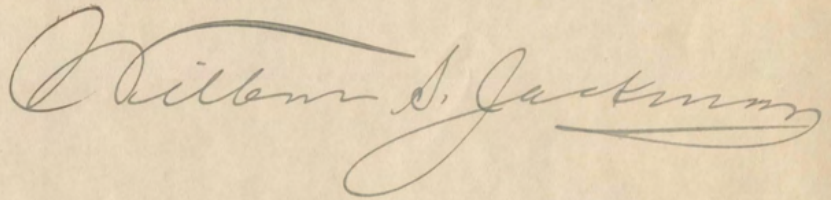
FOUNDED BY JOHN D. ROCKEFELLER

W.R.H. - 5

CHICAGO

Parker and myself made to the teachers, such a statement is necessary
that we may not be placed in a false light.

Very truly yours,

A handwritten signature in dark ink, reading "Wilbur S. Jackman". The signature is written in a cursive style with a large, sweeping initial "W" and a long, horizontal flourish at the end.

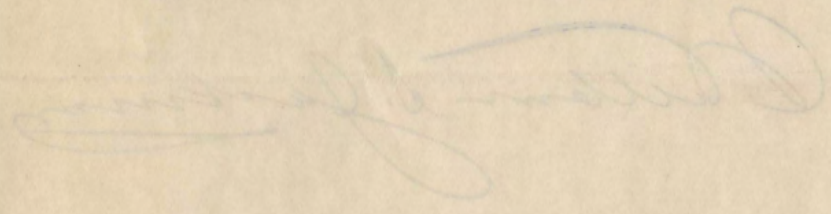
The School of Education
FRANCIS W. PARKER DIVISION
WILLIAM B. JACKSON, Dean
Office of the Dean

The University of Chicago
RECORDED BY JOHN J. HICKMAN
D-9

W.B.H. - 5

CHICAGO

Parker and myself made to the teachers, such a statement is necessary
that we may not be placed in a false light.
Very truly yours,



Office of the Dean
The University of Chicago

July 8.

Huber
No all

Dear President Harper:

I have read the enclosed letters & papers with some care. Some of the questions are too technical, but on the whole it does not strike me that they violate the rights of man very egregiously. No information is given as to the grade of teacher taking these examinations. If the papers are for what we used to know as a first grade certificate in New York & New Jersey they are none too hard. The physiology & civil government set are pretty bad, & the orthography shows some "stickers", while theory & practice is easy for any person who has studied that particular theory, but would be dark & gloomy for one who had never heard of Herbart. But the papers seem

Ms. B. 1. 1. 1. 1.

July 8

Dear President and Trustees:

I have read the enclosed
letter & papers with some care. Some
of the questions are too technical,
but on the whole I have not
struck me that they violate the
rights of men very seriously.
No information is given as to
the grade of teacher taking these
examinations. If the papers are
for what we need to know as
first grade certificates in their
work & how many they are, some
too high. The physical & mental
government of the child, the
orthography, the grammar,
"etymology," etc. etc. etc. etc.
is easy for any person who has
studied that particular group
but surely the last & heavy
for one who has never learned
of them.

1
to me to offer no obvious proof
of villainy on the part of the exam-
iners.

It may be that you know your
correspondent & are to some
extent personally acquainted
with the local conditions. In
the absence of such knowledge,
I cannot avoid a suspicion

that
No rogue ever felt the halter draw
with good opinion of the law,
and that the gentlemen who are
organizing this rebellion already
feel the rope uncomfortably
snug about their necks.

Yours truly

Ch. M. Fisher

W. L. G. 1890

to me to offer no obvious proof
of willingness in the future to
confer.
It is my hope that you know how
much I am interested in your
work and how much I am
interested in your success.
I cannot avoid a confession
that

The Review has felt the
weight of your criticism of the
and that the Reviewmen who are
organizing this rebellion already
feel the weight of your criticism
and are about to be
overruled.

Yours truly
W. L. G.