

University of Chicago,
School of Education, Dec. 18, 1901

Defective Children
Col. F. W. Parker,

Director School of Education.

Dear Sir:-

The following report is the general statement concerning the children in the School of Education who are below the normal standard for their age.

At present there are in the school two distinct types among these children. They are divided, in this report, for the sake of clearness, into Class 1 and Class 2.

Class 1.

Cleasby, Harry
Kirchbaum, Henry
Pratt, Le Roy

Class 2.

Bowen, Eugene
Canmann, Harold
Rosenthal, Ernest
Stern, Victor

General Diagnosis of Individuals in Class 1.

CLEASBY, HENRY, aged 16, classified because of size in sixth grade. His mental development would place him between the first and third grades. He needs constant individual attention for all forms of work, both mental and physical. His power is imitative. He has no sense of responsibility and cannot work in a group.

PRATT, LE ROY, aged 17, classified with the sixth grade.

Mentally he is too far below the normal to work with any group. He can give attention, under pressure, for about ten or fifteen minutes, then must be allowed to relax. The effect of the continued strain is to produce an apparent lapse of mental power.

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Class 1.

Gleason, Harry
Kirchman, Henry
Pratt, Le Roy

Class 2.

Brown, Eugene
Gammann, Harold
Rosenfeld, Ernest
Stern, Victor

General Diagnosis of Individuals in Class 1.

GLEASON, HENRY, aged 12, classified because of size in sixth grade. His mental development would place him between the first and third grades. He needs constant individual attention for all forms of work, both mental and physical. His power is imitative. He has no sense of responsibility and cannot work in a group.

PRATT, LE ROY, aged 17, classified with the sixth grade. Mentally he is too far below the normal to work with any group. He can give attention, under pressure, for about ten or fifteen minutes, then must be allowed to relax. The effect of the continued strain is to produce an apparent lapse of mental power.

He should have individual attention for all work. He is apparently without any power of responsibility.

KIRCHBAUM, HENRY, aged 17, classified with the seventh grade. He can attend, to a slight extent, to group-teaching, but becomes much worried and exceedingly nervous from the effort. He cannot give even this slight attention longer than this one class period. His influence in the room, during the class, is unfavorable, owing to his repeated interruption and suggestions of disconnected topics. His work in the laboratory is superior to his other work. His responsibility in the group is very slight.

General Diagnosis of Individuals in Class 2.

BOWEN, EUGENE, aged 14, classified with fifth grade. Mentally he can keep with his group with about one hour per day of individual teaching. He has grown very rapidly and is above the normal size for his age. He lacks co-ordination of motor functions, but improves rapidly with instruction. He needs daily care in manual training and physical training. He recognizes the responsibility of his position as a member of the class.

CANMANN, HAROLD, aged 15, classified with fifth grade. Mentally he can keep with the class with about one hour per day of individual teaching. His eyes are in a very bad condition. This is known to his parents and must be properly treated. His motor work is badly co-ordinated and his muscular system undeveloped. He is unable to use his knowledge when new conditions are presented. He required individual attention in physical and manual training. He does, however, recognize his position in the group and is responsible.

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General Diagnosis of Individuals in Class 2.

BOYER, KENNETH, aged 14, classified with fifth grade. Mentally he can keep with his group with about one hour per day of individual teaching. He has grown very rapidly and is above the normal size for his age. He lacks co-ordination of motor functions, but improves rapidly with instruction. He needs daily care in manual training and physical training. He recognizes the responsibility of his position as a member of the class.

CANNON, HAROLD, aged 15, classified with fifth grade. Mentally he can keep with the class with about one hour per day of individual teaching. His eyes are in a very bad condition. This is known to his parents and must be properly treated. His motor work is badly co-ordinated and his muscular system undeveloped. He is unable to use his knowledge when new conditions are presented. He requires individual attention in physical and manual training. He does, however, recognize his position in the group and is responsible.

ROSENTHAL, ERNEST, aged 13, classified with fourth grade. Mentally he can work with the group, ^{and} with some time given to him each day he can, in a short time, be placed in a higher group. He is much too large for his age, and his growth during the past two years has been very abnormal. His eyes are in a weakened condition. He has been kept out of school for at least two years. The history of the case indicates scarlet fever as one source of the present condition. His improvement since entering school has been marked. He is responsible in the group.

STERN, VICTOR, aged 13, classified with the Third Grade. Mentally he can work with the group, with some individual help. His power of endurance is below normal. He needs individual teaching in physical training. He can think well for short periods of time, then must be allowed to rest. His improvement in thought-power during the past year has been very great. There has also been a great improvement in his work since he entered school. He is responsible in his group.

I believe the above is as accurate a statement as can be made at present in regard to these children.

Respectfully submitted,

(Signed) CAROLINE CRAWFORD.

ROBERTSON, ERNEST, aged 13, classified with Fourth Grade.
Mentally he can work with the group, with some time given to him
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years has been very abnormal. His eyes are in a weakened condition.
He has been kept out of school for at least two years. The history
of the case indicates scarlet fever as one source of the present
condition. His improvement since entering school has been marked.
He is responsible in the group.

STEIN, VICTOR, aged 13, classified with the Third Grade.
Mentally he can work with the group, with some individual help.
His power of endurance is below normal. He needs individual teach-
ing in physical training. He can think well for short periods of
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REPORTS OF TEACHERS ON DEFECTIVE CHILDREN

In University Elementary School.

School of Education.

ROY PRATT, Sixth Grade.

Ability to follow the work of recitation, almost none. When trying to work with the class he is noisy in order to attract attention. In hand-work, clay, and sloyd, he works faithfully and makes progress. He is stubborn, and will not always obey directions given to the class.

HARRY CLEASBY, Sixth Grade.

Sweet-natured. Quick to imitate. Memory poor. Reasoning power hardly perceptible. When left alone is entirely unable to carry out directions that have been given him. In number, he is not up to first-grade work. Has a child-like interest in everything, and a desire to please.

JENNIE E. CURTIS, Teacher.

Seventh Grade.

HENRY KIRCHBAUM/ His main difficulty appears to be a mental one--an inability to concentrate, to give what the teacher calls attention to the degree that children five years younger than he can give it. His butterfly-like mind wishes only to flutter about, considering no more than an instant over any one thing. During the first few days of school, for instance, I asked from him the same work and attention that the other children gave. But the effort cost him too much: a too long strain on his will would apparently cause his attention to fly quite to pieces, so that he became nervous and slightly hysterical. At such times he would poke at, or talk to,

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or snatch things from the children nearest him. He did this without malice, rather as in playful intent, but the doing of it always got him into trouble with his neighbors, and nearly always made the teacher's interference necessary.

Another characteristic of his mental attitude in the schoolroom is his lack of initiative. He is sensitive to criticism, doubly obedient, and he wants to do always whatever the teacher or the majority thinks is right. For instance, when the children voted on some class matter, Henry always made sure which was the winning side before using his franchise. In the class he will never hold an independent opinion, or, if he finds himself standing alone, he will hastily retreat to a more popular view of the matter.

He can read orally fairly well, and he writes a sprawling, irregular hand, but he composes with difficulty. Number work is very hard for him; I think, because of the strain on his attention. There are, however, certain kinds of manual work, notably clay-modeling, which he likes to do. Through his desire to do things with his hands, one might train his mind. But such training would require much more of personal attention than any grade teacher could possibly give.

NOTT WILLIAM FLINT, Teacher.

EUGENE BOWEN. Age 13 years, 6 months. Fifth Grade.

Case of arrested development. Height above the average, but physically weak for his size: handgrasp feeble, etc. Lacks muscular control. Is easily fatigued.

Does not care to join in the boys' sports, either out-of-doors or in the gymnasium. Clownish in his actions. Makes queer noises

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Does not care to join in the boys' sports, either out-of-doors
or in the gymnasium. Clumsy in his actions. Makes queer noises

at times and seems to like to attract attention, raise a laugh, etc. Takes a childish delight in an queer-sounding name.

Affectionate and confiding. Seems to have a feeling that he can coax one to change a direction which is not to his liking, and sometimes shows a childish but persistent disobedience about little things.

Is unable to concentrate his mind upon any subject under discussion for more than a few moments. Has acquired a habit of inattention. Is childishly dependent upon the opinions of others when giving an answer or suggestion.

Loves hand-work and shows some skill in weaving. Loves to draw and paint. Shows some skill but little originality.

Written form good, but expression crude. Calls and recognizes words readily, but does very little imaging when reading.

Excellent in mechanical number work, and thinks well when he gives attention to the work in hand.

Loves animals and flowers.

Eugene can think well at times. Has very little feeling of responsibility--forgets his books, rubbers, etc.

He is improving, and I am inclined to think that he will gain control over himself. He should have about an hour's individual attention each day, besides special work in physical training. He is able to work with the class in many things, although, of course, his work is not so strong as that of the other members.

HAROLD CANMANN. Age 15. Fifth Grade.

Undersized. Very poor muscular control. Hand-work on a par with that of crude first-grade child.

Can learn things from observation and from books, but seems

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Loves animals and flowers. Eugene can think well at times. Has very little feeling of responsibility--forgets his books, rubbers, etc.

He is improving, and I am inclined to think that he will gain control over himself. He should have about an hour's individual attention each day, besides special work in physical training. He is able to work with the class in many things, although, of course, his work is not so strong as that of the other members.

HAROLD GAMMANN. Age 15. Fifth Grade.

Undersized. Very poor muscular control. Hand-work on a par with that of grade first-grade child. Can learn things from observation and from books, but seems

unable to apply his knowledge to new conditions.

Mathematical sense wanting, or entirely undeveloped. Has learned to add, subtractm etc., in a mechanical way, but cannot work a problem which involves addition, subtraction, etc., unless he is given a clew as to what process to use.

Reads easily and enjoys reading. Writes easily, but expression is very wordy. Makes no distinction between important and unimportant points.

Is pugnacious. Quarrels with the boys. Can't take a joke. Is coarse and rude. Persistent in his efforts to have his own way, and very disagreeable when he does not have his way..

Harold needs individual help in hand-work and applied mathematics. He should have at least an hour's individual attention each day. He can work with the fifth grade in all but mathematics.

His eyes need attention, and Miss Crawford has this in hand.

HARRIET T. B. ATWOOD, Teacher.

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His eyes need attention, and Miss Crawford has this in hand.
HARRIET T. S. ATWOOD, Teacher.

VICTOR STERN. Age 12-1/2 years. Third Grade.

Victor is under the constant care of Dr. Christopher. I have an engagement to go with Victor to Dr. Christopher tomorrow afternoon, and I hope to learn about the physical condition of the boy and thus to understand him better.

Characteristics: Kind, helpful, responsible, quiet, and gentlemanly.

In formal work, such as the recognition of words, spelling, penmanship, and the knowledge of tables in arithmetic, he is an average third-grade pupil. His manual work is very good. He lacks the power to hold an image any length of time. He may give good, sensible answers for a few minutes, but after that perfectly foolish ones. He may fairly well describe an experiment orally, but in writing it out he fails utterly. He is at times perfectly normal, but is very soon fatigued, and then cannot draw the simplest inference.

I have believed him a case of arrested development who would come out all right, if his physical condition could be made perfect.

GUDRUN THORNE- THOMSEN, Teacher.

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GUDWIN THOMAS - THOMAS, Teacher.

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

December 29, 1901.

President William R. Harper,
University of Chicago.

My dear Dr. Harper:-

Some time ago you made a request for a report on the defective children in the School of Education. I immediately took steps to have the records written up, but, like many school matters, it has taken considerable time, for we wished to have the report perfectly trustworthy and, so far as possible, scientific.

In the schools of which I have had charge we have always had defectives. I think it is good for a school, if these children must needs be, to have a few of them. Besides, they are studies for the teachers. It is a well-known fact that the study of defectives has brought about most of the wholesome changes in education. If, however, a pupil ^{defect in} is in any way morally or physically contagious, he ^{should be} is, of course, excluded from the school.

The children we have in the School of Education, with one exception, I think can be kept with advantage to the whole school.

Very truly yours,

Francis W. Parker,

The University of Chicago
FOUNDED BY JOHN D. ROCKEFELLER

The School of Education
Faculty of Arts and Sciences
University of Chicago
Chicago, Illinois

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December 22, 1901.

President William R. Harper,
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exception, I think can be kept with advantage to the whole school.

Very truly yours,

Frederick A. P. [Signature]

Jan. 9th, 1902.

My dear Col. Parker:-

I wish to express my very great appreciation of your courtesy, under date of December twenty-ninth, in forward me a report of the defective children in the School of Education. I have examined it with great care and I appreciate the work required to prepare it. This covers exactly the points that I desired information upon, and it relieves my mind entirely of the feeling that possibly we were taking into the school children who should be excluded.

Again thanking you, I remain

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85-
✓ Chicago, Ills., March 31, 1902.

My dear Miss Rice:-

I regret very much that we have not yet found it possible to act upon the suggestion that you made a few days ago to meet for the purpose of considering some plans looking to the future of the School of Education. I fear that the pressing duties attendant upon the opening of the Spring Quarter will make it difficult for us to find time soon for such an appointment. In view of the great importance of this subject I have concluded, therefore, to write you embodying my ideas on the various aspects of the case as they have grown upon me during the past few weeks.

In the outset, it must be remembered that neither the Chicago Institute nor the University of Chicago has complete control of the situation in appointing a successor to Colonel Parker. The contract says that if a vacancy occurs in the headship prior to July 1, 1907, it shall be filled by appointment by the University, but only on nomination by the Chicago Institute Trustees. Legally, it would be possible for the University to compel the nomination of an indefinite number before appointing, if it chose to resort to extreme measures. Since both sides must instantly recognize the disaster which these tactics would bring upon the school, and since the greatest cordiality exists between the two parties it is utterly inconceivable that such an unfortunate relationship shall be permitted to

Chicago, Ill., March 21, 1907.

My dear Miss Alice:-

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arise.

It follows, therefore, that the appointment will grow out of a conference in which the two sides will come to a mutual agreement. The two parties, beyond question, are sincerely trying to represent the highest good of the same thing, - namely, the School of Education. While, therefore, each side, naturally and probably, will come into the conference with at least a vaguely defined idea as to its own preference, it follows that the individual choice of either party will be subordinated to that proposition which embodies the greatest professional and administrative wisdom, whether such proposition come from one side alone or be derived from the good sense of both.

The School of Education is not in its infancy; it really represents an organization that has been growing up under Colonel Parker's administration for the past eighteen years. It has a definite and established policy in the hands of a corps of teachers, many with long experience in the actual work that Colonel Parker planned. Recognizing these facts, it is certain that all parties in the conference will be willing to give most careful consideration to any suggestions as to the future of the institution that may come from the faculty of the school. It seems to me, indeed, to be quite likely that the willingness of the conference to adopt the faculty's suggestions will be measured almost wholly by the degree of broadmindedness and sanity in educational policy which the propositions they make may exhibit.

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So far as I understand the situation, there are two general possible propositions now lying in the minds of the faculty, one of which must be considered under two aspects. These are: first, that the School of Education be merged into or, practically, placed under the control of one of the University departments, or at least that it be made responsible to such department. Second, that the School of Education retain its present independent organization under the general University regulations. The latter embodies two alternatives, namely, (1) that the school be managed by a committee of the faculty, the number and the mode of appointment as yet undetermined, and (2) that the management be placed under one responsible head (under the President of the University) as was the case during the life-time of Colonel Parker.

To the first proposition, which, of the three, I understand the faculty views with the least favor, in my judgment, there are several weighty objections. The work contemplated by the School of Education in the training of the teachers and in the education of the children in the Elementary School, is much broader than that which can be offered by any single University department. Whereas, a few years ago, the science of education meant a few courses in pedagogy and empirical psychology, today it means all of these and, in addition thereto, courses of equal rank and importance in sociology, science, geography, child study, physiological psychology, neurology, history, mathematics, and other outlying subjects of lesser importance. If we continue to

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To the first proposition, which, of the three, I understand the faculty views with the least favor, in my judgment there are several weighty objections. The work contemplated by the School of Education in the training of the teachers and in the education of the children in the Elementary School, is much broader than that which can be offered by any single University department. Whereas, a few years ago, the science of education meant a few courses in pedagogy and empirical psychology, today it means all of these and, in addition thereto, courses of equal rank and importance in sociology, science, geography, child study, physiological psychology, neurology, history, mathematics, and other outlying subjects of lesser importance. If we continue to

exist in our present state of independence we are free to develop working relations with every department in the University that can afford us the least help. From the steps we have already taken, I feel perfectly sure that, in time, a reciprocity having great advantages for both sides may be established. Personally, I have found all the heads of departments and the teachers whom I have approached to be deeply interested in our work and very cordial in their willingness to admit our students to certain of their courses already offered, or, if need be, to establish other courses more closely adapted to the needs of our students. I frankly admit, to be sure, that our affiliation with some departments must always be closer and stronger than with others, both on account of the subject matter, and because of the personal strength of the teachers who offer the work in the University departments; but my contention is, as it has been always since the union with the University was first proposed, that we should be allowed to maintain that place in the University organization which will give us perfect freedom in making helpful alliances with all departments. The University spirit lays stress upon the special work of each of its departments. Under this influence every department seeks to magnify its own work almost regardless of that of any other. If, therefore, the School of Education were to become a department in the sense in which I have used the term, or if it were to be made responsible to any department by the adoption of some particular administrative scheme, it would become subject

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immediately to whatever rivalries or jealousies there may be among the different departments. Or, what would be just as bad, cut off by the natural lines of cleavage which separate the different University departments, the School of Education would become walled in by that same indifference which now marks somewhat the attitude of each department towards the others. The true policy of the School of Education, therefore, regardless of who shall have its management in charge, is undoubtedly to keep up a form of existence distinct from that of any University department. It should be recognized by the University as being upon the same footing in regard to University departments as the Rush Medical School. In my opinion, it is in the observance of this principle that the chief hope lies of its becoming, eventually, a great professional school.

Taking up the second proposition mentioned above, namely, that the School of Education retain its own independent existence under the University statutes, I wish to submit the following points regarding the proposal to place the management in the hands of a committee of the faculty.

As I look at the matter, this is the weakest proposition that could possibly be made. I can hardly conceive of its being seriously considered by either the Chicago Institute Trustees or those of the University. If you will turn to the report of the Educational Commission, appointed by the Mayor some years ago, of which President Harper was chairman, you will find that it stands most strongly for the principle of vesting final authority in a single

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responsible head. It was this particular feature of the report, as you will remember, that enlisted Colonel Parker's most enthusiastic support. While the principle was not cordially accepted at the time of its promulgation by the commission, it is interesting to note and it is complimentary to the commission, too, that the city, practically, has adopted it now as a basis for the present organization of its school system. The best educational thought of the country at large, today, is setting strongly, though all too tardily, in favor of this principle for which Colonel Parker himself was among the first, if not the first, to stand and defend.

The principle of committee management is objectionable not only as an abstract theory, but also from many considerations that arise in actual practice. In the first place, I doubt very much if the faculty could agree any more heartily upon the constitution of the committee than it might be likely to do in regard to the proposition for one responsible head. You told me a few days ago that you thought a committee of three would meet with uniform approval; it has come to me since by at least one member of the faculty that five should be the number, in which it is doubtless the idea to have the critic teachers represented. If there were to be a committee at all, I think the justice of this latter claim would have to be recognized. Again, there are several members of the faculty who are emphatically opposed to the committee plan altogether; so, it turns out, instead of unanimity there are, at least, three lines

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of cleavage in the faculty on the question of committee management.

In this connection, I may be pardoned for intruding a personal consideration, made necessary by your suggestion last week that I should likely be asked to serve as one of the committee if it were to be appointed. I wish to clearly reiterate what I then stated that I am so thoroughly convinced of the inherent weakness of the plan, that I could not for a moment consider the acceptance of a place upon such a committee even if it were offered to me. I must prefer to stop where I am and to take my chances with some different management, or with something new altogether rather than to lend my influence to a scheme which I feel confident would discredit our organization in the eyes of the educational world, and which would lead to a rapid and pitiable deterioration of our work. This, however, is but an aside, and I do not urge this personal matter in itself as an obstacle in the way of the appointment of a committee.

Not the least objection to the idea of a committee management is the fact that, necessarily, it would be composed of people, each of whom would be personally responsible for some special department of the work in the school. As I know from my own experience of the past two years, the duties of the committee would seriously detract from that strength of the members composing it which should be expended primarily upon the work of teaching. For, after all, it is the teaching strength of a school rather than its administrative work that determines its true worth. It

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Again, it is impossible for department heads to act upon a committee without bringing to the conference a more or less distinct bias which is a natural consequence of their holding different view-points in the institution. In support of this, I cite the countless committee reports that have been prepared in the history of our school. Probably not one in a hundred went into effect without its first being modified, acceptably to the committee, too, generally, by the head of the school who from his position always had the broadest outlook. I do not attribute this departmental bias to any improper motive, but, simply, to the necessities of the case. While it is absolutely necessary for the health and safety of a democratic organization, such as ours has been, to have clearly expressed the views of all who are interested in any question, it is just as necessary, if individual opinion is to receive due consideration and if it is to have its proper influence that someone be as free as possible from party considerations who can judicially weigh all opinions in the light of what may be the best for the whole. Such an arrangement instead of acting as a hampering influence upon the work of individuals or of committees really acts in an opposite way. For,

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individuals and committees, knowing that their conclusions are to be finally adjusted by one who from his position may be supposed to have the broader outlook, may the more unqualifiedly urge measures for which they themselves, knowing the limitations of their own vision, might hesitate to be finally responsible.

It is not practicable, in my judgment to adopt according to your suggestion, a somewhat divided plan -- giving the committee charge of two or three matters only. Of necessity, the very things over which it, naturally, would have charge would have to be the key to the whole policy of the school -- else the committee could have no possible excuse for existing according to the plan proposed. These essential things would imply all the rest, so that by no possible reasoning could such a committee avoid the responsibility for the whole; nor could it rid itself of the obligation of attending to the multifarious duties that arise in connection with the school management. Of course, it could, and doubtless would operate through sub-committees but these in turn would be responsible to the committee as a whole, so that practically everything in the school would have to be passed upon by the entire committee.

To anyone with the slightest experience in the management of any kind of an enterprise it will be at once apparent that the clumsiness of such a modus operandi would enormously delay the work of the school. No matter what question might arise with a teacher in regard to his work, or as to his relations in the school, according to the com-

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To anyone with the slightest experience in the management of any kind of an enterprise it will be at once apparent that the circumstances of such a school operation would enormously delay the work of the school. No matter what question might arise with a teacher in regard to his work, or as to his relations in the school, according to the com-

mittee plan, from three to five people would have to meet, (this, in itself, representing no small difficulty), and hear his cause and pass upon it. It might be urged that his case would be safer in the care of three or five persons than in the hands of one. This is a mistake; for, if it were a matter proper to be settled by the executive head, the individual concerned and one responsible for the whole school could probably settle it as satisfactorily as five or six people. If it were not proper to be thus settled, it should go probably to the whole faculty or at least to a special committee. That is, the clumsiness of the committee plan should be a secondary and not a primary resort. The chief point, however, is that such a case, under committee management, could hardly be settled at all. For, regardless of the majority view, so long as but even one of the committee were to stand for or against his position, the individual concerned would inevitably feel that he had at least some of the final authority of the school on his side and he would be tempted to act accordingly.

It seems to me to be inevitable that if the interests of each teacher and of the school as a whole, were to be passed upon, finally, by from three to five persons, it would immediately open the way to all the wire pulling methods that the enginery of politics has ever devised. In a very short time, everybody in the school, likely, would learn how to engender all kinds of influence varying from the mild and innocuous forms of "persuasion" to the more malignant forms known as "pressure". By no possible

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means could the committee itself keep clear of suspicion or, perhaps, of open charges on the same score. This conclusion to me is irresistible; it is borne out by the experience of every institution or enterprise that has adopted the principle of divided responsibility.

The plan, in my judgment, is rendered impracticable still further by the fact that those in authority over the School of Education, as a component part of the University, must have some specific head that can be held responsible. The President of the University, himself too far removed to have personal charge, must have someone whom he can hold strictly to account for results. A committee of three or five would certainly at once divide upon questions -- I do not mean upon trivial ones, only, but upon vital ones. Both sides would have to be heard and in the end the President would find himself engulfed in an impossible host of details. This, in itself, would seem to demolish the plan.

The latter alternative mentioned under the second proposition seems to me, therefore, as it is almost needless to state, to be the one that is in accord with the great fundamental principle we should observe in reorganizing the School of Education. In support of this I cite the words of Colonel Parker himself, quoting from his speech at Quincy on the 25th anniversary of his beginning work at that place: "The Superintendent was granted the entire supervision of the town schools. The choice of teachers and their dismissal, the making of the course of study, the examinations, indeed, everything that pertains to pedagogy, he relegated to his Principals, and they in turn to their

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Colonel Parker shifted position many times during the past decade, but having learned the great lesson from that remarkable board of education in Quincy, he never budged, as you well know, from this rock of individual personal responsibility upon which, he many times declared, the success of his whole scheme rested. It would be a sad commentary of ours upon his judgment, it would speak but poorly of his ability to impress himself upon us, if our ~~xxx~~ first act after his death were to be a complete repudiation of the primary principle upon which he constructed his entire theory and practice of education. From the sentiment that seems to prevail to a slight extent in our faculty, it appears that some of our own teachers, even, fail to understand the true application of this principle. They apparently feel that the one who assumes such a position holds his power for the purpose of cramping the efforts of those responsible to him; whereas, the true conception is the exact reverse. As Colonel Parker said many times, he demanded and held such power that he might give to those responsible to him the greatest possible freedom. I am a willing witness to the faithfulness with which he fulfilled his trust. For more than a decade, I felt responsible solely to him as I never have felt towards any other living man and yet I enjoyed all the freedom of a handit in my teaching. He not only gave us the freedom which we all enjoyed, but he pledged himself to protect us in that freedom. Had

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he not kept that pledge almost as his life, there is hardly one of us that would not have been thrown, neck and crop, out of the school. It is this ideal that controls me when I plead for reorganization under the principle of undivided responsibility. If by some sad mischance we should be placed under the leadership of one who should fail to strive for a realization of this ideal, who should use his place of power to further narrow or selfish ends, it would be worse for him, even, than for us or the school. Nothing defeats and blasts an individual like the violation of a clear and fundamental principle.

No one will be foolish enough to claim that Colonel Parker did not fail sometimes in his application of the axioms of democracy, but in the main he was successful. He succeeded often enough during the past twelve years to convince me, fortunately, that he was eternally right in his advocacy of them and I do not propose that the great lesson of those years shall be lost upon me now. You and I both know people who have sought and obtained such power and, through either mistake or design, have made almost brutal use of it. This causes passing distrust and temporary delay. But if the soundness of the principle be reaffirmed, and if the opportunities be renewed, great men and women will arise who will in a measure succeed. Better far, in my opinion, are these halting steps in a slow growth towards the righteous ideals for which we have so long striven, than the risk of a plan for the sake of temporary expediency which at once opens the door for the admission of political chicanery, which is a snare to the

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unwary, and, which, in the end, is almost sure to corrupt the most scrupulous and honest.

I have tried to discuss in this letter principles and plans rather than the hopes of individuals who may be expected to carry them out. The reflections of a fortnight have convinced me that we are in far greater danger of being destroyed by a bad plan than we are by evilly disposed persons. Therefore, I think that the faculty of the School of Education should rise above the temptations that exist to bicker about the fate of individuals; that they should recommend the plan which best reaffirms the principles for which Colonel Parker has stood so long, and, that they should impress upon the Trustees of both the Institute and the University the idea that they, the Trustees, are expected to find a leader under whom there may be a reasonable hope of having these principles carried out.

At the same time I cannot close my eyes to the importance of individuals, if our work as now organized is to go on. Nor can I forego the sincere hope that it may be allowed to proceed along the way that has already opened so fairly before us. We cannot, however, be indifferent to the fact that if the school be reorganized in accordance with the first proposition discussed, i.e., if it be merged into or be made responsible to one of the departments of the University, our present organization and plans must yield to whatever change the chosen head may desire to make. As I have said already, I believe, too, that the committee plan would very soon destroy the spirit of the school and render the highest efficiency of the faculty utterly impossible.

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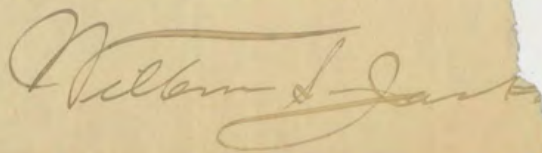
committees, it is perfectly plain that if we remain independent under the most favorable circumstances there is ahead of us a campaign of education to be conducted with even the most favorably disposed members of the colleges that will require all the tact, courage, firmness, and intelligence that the wisest of us can bring to bear. Yet I feel sure that, under healthful conditions, we should succeed. The omens are almost all favorable for us if we can but hold together.

As a final word, I should like to urge upon you the great importance of having the matter definitely settled at a very early date. Every moment of hesitation or uncertainty from now forward will be set down as an inherent weakness in the institution and it will cost us students formnext year. Worst of all, lack of proper leadership will tend more and more to demoralize the faculty. Our announcements for the Autumn quarter should be issued almost immediately, and if we cannot show to the country a strong and vigorous organization, a full preparation for enlightened work the training of teachers and the education of children will be an exhibition of weakness from which it will years to recover. Therefore, I repeat, let us in our power to bring the matter to speedy issue.

While this letter is a personal one to you, I have tried to embody in it so fully my views on the question as it seems now to exist, I feel that you have the liberty to use it in any way you may deem proper. The occasion arises when it would be advisable that the contents should be known.

I should apologize to you for its immoderate length were it not for my conviction that the gravity of the matter before us calls for the most careful and detailed examination.

Very sincerely yours,



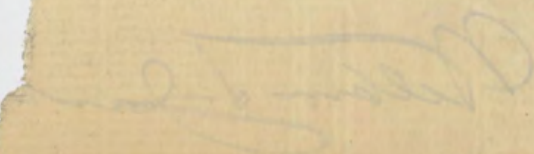
committee, it is perfectly plain that as we remain independent under the most favorable circumstances there is ahead of us a campaign of education to be conducted with even the most favorably disposed members of the college that will require all the tact, courage, firmness, and intelligence that we are capable of. Yet I feel sure that, under favorable conditions, we should succeed. The odds are almost all favorable for us if we can hold together.

As a final word, I should like to urge upon you the great importance of having the matter definitely settled at a very early date. Every moment of hesitation or uncertainty from now forward will be set down as an inherent weakness in the institution and it will cost us students for next year. Worst of all, lack of proper leadership will tend more and more to demoralize the faculty. Our announcements for the autumn semester should be issued almost immediately, and if we cannot show to the faculty a strong and vigorous organization, we will probably lose the confidence of the faculty of teachers and the education of children will be an exhibition of weakness from which it will be years to recover. Therefore, I repeat, let us use in our power to bring the matter to a speedy decision.

While this letter is a personal one to you, I have tried to embody in it as fully as I could my own opinion as it seems now to exist. I feel that you have the liberty to use it in any way you may deem occasion arises when it would be advisable to do so. It should be known.

I should apologize to you for the immoderation were it not for my conviction that the gravity of the case before us calls for the most careful and thoughtful examination.

Very sincerely 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 April 8, 1902.

Dear Dr. Harper:-

As you are aware, there has been no official word from the Authorities of the University to the School of Education since the loss of its Director in the death of Colonel Parker. While he lived, it was my duty, as I understood it, to execute the plans of the school under his direction and supervision. Even if plans did sometimes originate with me, or others, they could not become effective until they had received his sanction so that everything, in fact, did emanate from him as the recognized and official head of the school. At present, the school has no recognized head which has been constituted as such by a proper authority -- at least the faculty has no word of such an appointment. It would relieve me of a very embarrassing position and tend to give a steadiness to the work of the faculty if, in your remarks tomorrow, you would clearly state (1) where such final authority (under yourself) is vested, temporarily, and (2) give some notion of the scope of that authority - i.e., state wherein it is the same, and wherein it is different from that vested in the late Director. I desire you to do this for my own guidance, so far as I am concerned in the matter, and I know the members of the faculty will appreciate a clear statement on the same point.

To illustrate the necessity for this may I cite the request you have made that I should report on the new ap-

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pointments for next year -- a matter of really pressing importance. When the school had a Director, he took all the advice he wished in such matters and acted upon it so far as he deemed it wise then finally decided according to his own judgment that had been enlightened, perhaps, by his counsellors.

As matters now stand, without some definite authorization, I could not report appointments to you which might be contrary to the wish of the faculty. Still further, I have not even the authority to ask the faculty to advise in such matters and I doubt very much the wisdom of giving them this official creative power over one of their number. ^{who might be thus chosen} Not that I doubt for an instant that in such cases all the advice possible should be freely sought and most carefully weighed. Yet, if it were final, it would make a teacher so appointed responsible to too many people. What we need then is a clear statement so that our present working basis may be understood.

The faculty is getting nervous concerning the new building, and some disturbing rumors have come to me about the work being stopped from some ulterior purpose difficult to understand. If you can say anything encouraging on this point it will be heartily welcomed. Anything that you can say about the future organization will tend to allay a certain tenseness that is unavoidable under the present circumstances. I appreciate, as they do, the fact that you are probably not in position to say much on this point, but

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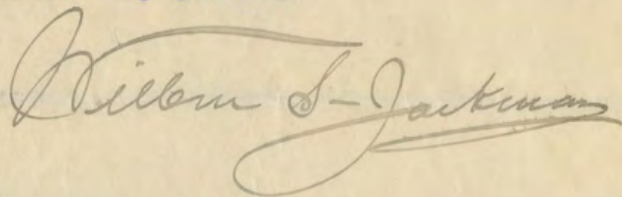
W.R.H. - 3

I wish to keep down as far as possible feelings of a catastrophic dread.

I beg to enclose a letter which I wrote to Miss Rice a few days ago which embodies my views as to the basis upon which the school should be reorganized. I should like to talk the subject matter of the letter over with you at your convenience. While I have not worked out fully the details, I have tried to strike a sound principle of organization. Without such the whole superstructure will fall ignominiously.

I wish to express again my great appreciation of the patience with which you have considered all the affairs of the School of Education and to renew my assurances that I shall endeavor to stand by the school to the best of my ability so long as I have any responsibility therein.

Sincerely yours,

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

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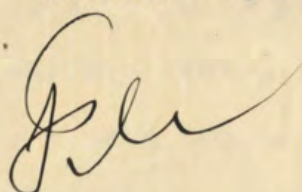
FRANCIS W. PARKER, *Director*
WILBUR S. JACKMAN, *Dean*

Office of the Dean

The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER

CHICAGO April 30, 1902.



President W. R. Harper,

Dear Sir:

Complying with your request of April 28, that I furnish you with a statement setting forth my position in regard to the reorganization of The School of Education, I beg to submit the following propositions to which I would respectfully ask your most careful attention.

I. AS TO THE RELATIONS OF THE SCHOOL OF EDUCATION.

I am now, as I have been from the first, in favor of preserving the independent standing which the school has enjoyed thus far -- its relations to University departments being analogous to those sustained by the Rush Medical College.

I support this proposition, against two alternatives that have been discussed, namely, (1) That it be merged into and become a part of a University Department, and (2) That the Department of Education be dissolved into or included within the School of Education, for the following reasons:

1. The School of Education desires to treat educational questions in the broadest possible way. To do this it is important that it be in position to ally itself with equal freedom to any or all of the college departments. Undoubtedly, the ties formed with the Department of Education would be more numerous than with other departments,

CHICAGO April 28, 1902.

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but they would not be more vitally important than those formed with Sociology and possibly others.

2. If ^{allowed}~~permitted~~ to remain, under the statutes, an independent University unit, it can be permitted consistently to exercise that form of internal government best suited to its peculiar needs. For example, it can arrange its own salary scale, its own system of promotion in the staff of teachers, establish its own grade of qualification for teachers, etc. There seems to me to be no better reason for the mergence of The School of Education into an existing department than there is for placing Rush Medical College in the Department of Physiology.

II. AS TO ORGANIZATION.

I believe that there are but two fundamental principles which it is necessary to observe in the organization of the school, and that no organization can be safe, healthy or effective that ~~does~~ not recognize both. I would state them thus:

1. Undivided responsibility for the school, under the statutes, vested in one person.

2. Provision for the active participation of every member of the school in all matters pertaining to it by voice, influence and vote through clearly defined channels and regularly established methods.

I favor the first, because (a) it gives the President and other authorities over the school opportunity to definitely locate responsibility for everything that con-

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President and other authorities over the school opportunity to definitely locate responsibility for everything that con-

cerns them in the management of the school. (b) It insures greater care and more painstaking supervision than can be expected under any plan based upon the principle of divided responsibility. "What is everybody's business" is never well attended to.

I favor the second, because it makes it easy and it gives the definite privilege to everyone in the school to initiate any movement whatever that he may deem to be for the welfare of the school. This is absolutely essential, for, in school matters, it is well known that often the most pregnant suggestions come from those not in places of great control.

III. APPLICATION OF THE PLAN PROPOSED TO PRESENT CONDITIONS.

I favor the foregoing plan because I believe at the present time it is the most natural and the safest one to pursue, requiring the least change in the organization that already exists. Strongly organized as the school has been, in my judgment, changes for the future should come through growth as the exigencies of the situation may demand, rather than through abrupt changes just now. It is almost impossible that the faculty can consider changes of the latter character without feelings of uneasiness and distrust prejudicial to their best efforts.

In short, the plan I have proposed and which, after careful deliberation, I most strongly favor is practically a continuation of the organization as it has existed since

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In short, the plan I have proposed and which, after
careful deliberation, I most strongly favor is practically
a continuation of the organization as it has existed since

the death of the Director. There are two important and essential modifications, upon which the faculty is generally agreed: (1) the appointment of a principal of the model school; and (2) provision for the definite introduction into the curriculum courses in psychology, pedagogy, etc., that are now given in the Department of Education. The faculty cordially agree that the adaptation, the organization, and the direction of these courses should be in the hands of Dr. Dewey.

If these two changes in the present plan can be brought about satisfactorily there is no reason apparent to me why the school should be disturbed in the pursuance of those lines of policy which it has been following for years under the leadership of Colonel Parker.

Respectfully submitted,

Wilbur S. Jackson

Note: For a further and a much fuller detailed discussion of the points submitted for your consideration in the foregoing summary, I respectfully refer you to a letter written to Miss Rice, dated March 31st, 1902, and to a Report on the Reorganization of The School of Education, dated April 21, 1902, which was prepared at your request. Copies of both these papers have been placed in your hands.

W.S.J.

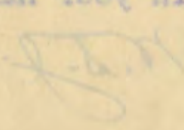
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MICHIGAN SYSTEM OF NORMAL SCHOOLS
OFFICE OF THE PRESIDENT
YPSILANTI . . . MICHIGAN

29 May, 1902.

Dean Wilbur Jackman,
School of Education,
University of Chicago,
Chicago, Ill.

Dear sir:

Mr. C. B. Whitmoyer, an experienced teacher who last quarter graduated from the Michigan State Normal College, desires to offer himself as a candidate for one of the scholarships offered by the School of Education of the University of Chicago. Mr. Whitmoyer is a man of exceptionally good promise. He has studied at Benzonia College, has spent three years in the State Normal College of Michigan, and has also done work at the University of Michigan. He is a man well worthy of one of the scholarships, and I should be glad if he could receive one. He has earned his own way through school so far and any help that could come to him would be appreciated. I recommend him, however, solely on the score of his ability and character.

Very truly yours,

Dictated.

Reed

Albert Leonard

JUN 2 1902

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Dear Mr. Whitmore,

School of Education,

University of Chicago,

Chicago, Ill.

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graduated from the Michigan State Normal College, desires to offer

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help that could come to him would be appreciated. I recommend him,

however, solely on the score of his ability and character.

Very truly yours,

Whitmore

Whitmore

JUN 2 1901

June 2, 1902.

Mr. Albert Leonard,

Ypsilanti, Mich.

My dear Sir:-

I beg to acknowledge the receipt of your letter of the 29th of May, regarding Mr. Whitmoyer as a candidate for a scholarship. I have placed this on file and we shall take action upon it at an early date. The school has just been undergoing a process of reorganization and we have not reached the matter of scholarships. I hope, however, for a favorable action.

Very truly yours,

June 2, 1902.

Mr. Albert Leonard,

Ypsilanti, Mich.

My dear Sir:-

I beg to acknowledge the receipt of your letter

of the 20th of May, regarding Mr. Whitmore as a candidate
for a scholarship. I have placed this on file and we shall
take action upon it as an early date. The school just
completed a process of reorganization and we have not
reached the matter of scholarship. I hope, however, for a

favorable action.

Very truly yours,

MICHIGAN SYSTEM OF NORMAL SCHOOLS

OFFICE OF THE PRESIDENT

YPSILANTI . . . MICHIGAN

3 June, 1902.

Dean Wilbur S. Jackman,
The School of Education,
University of Chicago,
Chicago, Ill.

Dear sir:

In reply to yours of the 22nd ult., I ought to say regarding Mr. Whitmoyer's application for a scholarship that it will not be possible for him to remain in the university all of next year. It is his intention to attend during the summer quarter and to teach about eight months of next year. It is his purpose to continue in the university until he has finished his course for his degree. Whether he would be eligible to a scholarship under these conditions I do not know. It has just occurred to me that I ought to bring these facts to your attention. I trust, however, that he will not be rendered ineligible because of these plans.

Very truly yours,

Dictated.

Albert Leonard

3 June, 1902.

Dean Wilbur S. Jackson,
The School of Education,
University of Chicago,
Chicago, Ill.

Dear Sir:

In reply to yours of the 28th ult., I regret to say regarding Mr. Whitmoyer's application for a scholarship that it will not be possible for him to remain in the university all of next year. It is his intention to attend during the summer quarter and to teach about eight months of next year. It is his purpose to continue in the university until he has finished his course for his degree. Whether he would be eligible to a scholarship under these conditions I do not know. It has just occurred to me that I ought to bring these facts to your attention. I trust, however, that he will not be rendered ineligible because of these plans.

Very truly yours,

Respected.

Whitmoyer

5, THE RAYMOND
WALTON PLACE

July 16, 1902.

Trusler



President William R. Harper,
The University of Chicago.

My dear Dr. Harper:

I have just heard from the rest of the Trustees of the old Chicago Institute, and we feel that it is quite correct that you should use the accrued interest on the building fund to make out the payment for the temporary gymnasium and assembly hall, provided the fund is complete for the building of what we had planned, and providing this will not encroach upon it or necessitate a change in the permanent building. Unless this is so, we would not think it right to take from the permanent building for this temporary one.

I am

Very sincerely yours,

Ala. McLean

Secretary of the Board of Trustees
of the Chicago Institute.

S. THE RAYMOND
WALTON PLACE

July 18, 1902.



Handwritten initials: W. H. P.

President William R. Harper,
The University of Chicago.

My dear Dr. Harper:

I have just heard from the rest of the Trustees of the old Chicago Institute, and we feel that it is quite correct that you should use the accrued interest on the building fund to make out the payment for the temporary gymnasium and assembly hall, provided the fund is complete for the building of what we had planned, and providing this will not encroach upon it or necessitate a change in the permanent building. Unless this is so, we would not think it right to take from the permanent building for this temporary one.

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Very sincerely yours,

Handwritten signature: M. M. M.

Secretary of the Board of Trustees
of the Chicago Institute.

*U. of Chicago
School of Education*

The School of Education

JOHN DEWEY, *Director*

Office of the Director

The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER

ES 567

18

CHICAGO December 8, 1902

Dear President Harper:-

There is some material in the School of Education office,- files of letters, etc.- the personal property of Colonel Parker. Can you tell me whom I should address regarding the disposition of this material?

There is a portrait in the office of ExSuperintendent Howland which is marked, "Loaned by Col. Parker". If Col. Parker's family does not care for this, there are many old pupils of Supt. Howland who would be glad to get this picture.

Very truly yours,

John Dewey

CHICAGO, December 8, 1902

Dear President Harper:

There is some material in the School of

Education office, - files of letters, etc. - the personal prop-

erty of Colonel Parker. Can you tell me whom I should address

regarding the disposition of this material?

There is a portrait in the office of Ex-Superintendent Howland

which is marked, "Lent by Col. Parker". Is Col. Parker's son

any longer in the service? If not, there are many old pupils of Capt.

Howland who would be glad to get this picture.

Very truly yours,

John Dewey

JAS. GAMBLE ROGERS
ARCHITECT

"Subject"
School of Education.

1615 ASHLAND BLOCK, CHICAGO
TELEPHONE CENTRAL-1524
Jan. 14th, 1903

President William R. Harper,

The University of Chicago, City.

Dear Sir:-

I take pleasure in sending you by bearer the two sets of estimates on the cost of making the proposed changes in the arrangement of the rooms of this building. I also send you the new floor plans, the letters written to the several contractors affected and their estimates in reply.

The estimates result as follows:

<u>CONTRACTOR.</u>	<u>CONTRACT.</u>	<u>1ST EST.</u>	<u>2ND. EST.</u>	<u>DIF.</u>
Pittsburg Plate Glass Co.,	Glazing,	\$ 20.00	\$ 20.00	\$-----
Jacob Rodatz,	Masonry,	82.50	55.00	27.50
Arthur Frantzen Co.,	Electric,	890.00	632.00	258.00
Wells Brothers Co.,	Carpentry,	1355.20	848.10	507.10
J.G. McCarthy Co.,	Painting,	369.00	259.00	110.00
National Fire Proofing Co.,	Tile Work,	406.00	256.00	150.00
J. C. Sutton,	Plastering,	1440.00	1030.00	410.00
B. F. Sturtevant Co.,	Heating,	750.00	637.00	113.00
M. J. Corboy,	Plumbing & Gas	<u>517.00</u>	<u>517.00</u>	<u>-----</u>
		\$5829.70	\$4254.10	\$1575.60

In general, the amount of work included under the second estimate consists of:-

- (1) A new door between physics apparatus room and store room west of same.
- (2) The division of original psychology room No. 14 in first

Jan. 14th, 1903

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CONTRACTOR	EST. YST.	EST. YST.	EST. YST.
Pittsburg Plate Glass Co., Chicago, Ill.	\$ 20.00	\$ 20.00	\$ 20.00
Jacob Rodabaugh	82.50	82.50	82.50
Arthur Transco Co., Chicago, Ill.	680.00	682.00	682.00
Wells Brothers Co., Chicago, Ill.	1555.35	1548.10	1507.10
J. B. McCarthy Co., Chicago, Ill.	360.00	359.00	110.00
National Wire Pressing Co., New York, N. Y.	405.00	355.00	180.00
J. C. Sutton, Plastering	1440.00	1020.00	410.00
B. J. Sauerland Co., Heating	750.00	630.00	113.00
M. J. Corboy, Plumbing & Gasfitting	815.00	815.00	-----
	\$2822.70	\$1254.10	\$1557.80

In General, the amount of work included under the

second estimate consists of:-

A new door between physics apparatus room and store-room
 west of same.
 The division of original psychology room No. 14 in three

Pres. W. R. Harper,
Page #2.

story into two smaller rooms.

The division of original clay modeling room and manual training rooms into two grade and two group rooms with wardrobes.

The forming of a separate class room, using the west portion of original library.

The forming of a new room of the west portion of original museum and connecting the new room with the science lecture room by means of a new rolling partition and door.

The changing of the wood finish in the four former locker rooms in the center building from painted pine to birch, to correspond with other similar rooms.

The changing of partitions etc. in fourth story, forming new manual training rooms and press room.

The extension of west hall in fourth story, so that the present unfinished portion of building can be finished without disturbing the hall again.

The changing of one grade and group room into a smaller class room and two psychology laboratories with apparatus room and new sinks.

The forming of a new room at south end of west hall in fourth story as indicated in green pencil on plan.

A telephone from this building to the temporary gymnasium.

The provision of water, sewer and arc light connections for geographical basin in center of basement.

The alterations in plumbing, gas, heating, and electric

story into two smaller rooms.
The division of original clay modeling room and manual
training room into two groups and two group rooms with ward-
robes.
The forming of a separate class room, using the west portion
of original library.
The forming of a new room of the west portion of original
museum and connecting the new room with the science lecture
room by means of a new rolling partition and door.
The changing of the wood finish in the four former locker
rooms in the center building from painted pine to birch, to
correspond with other similar rooms.
The changing of partitions etc. in fourth story, forming
new manual training room and glass room.
The extension of west hall in fourth story, so that the
present unfinished portion of building can be finished without
disturbing the hall system.
The changing of one group and group room into a smaller
class room and two psychology laboratories with apparatus room
and new sinks.
The forming of a new room at south end of west hall in
fourth story as indicated in green pencil on plan.
A telephone from this building to the temporary gymnasium.
The provision of water, sewer and electric light connections
for geographical basin in center of basement.
The alterations in plumbing, gas, heating, and electric

Pres. W. R. Harper,
Page #3.

work due to the above changes, for which I ^{refer} you to the letters addressed to the respective contractors. Several electric power outlets are included which were not originally asked for by the respective teachers.

The first estimates include in general, all of the items in the second estimate and the following in addition:

Connecting each pair of group rooms by new doors cut through partitions now built.

The division of original geology and literature rooms in second story into smaller rooms, as shown.

The building of two rooms in present unfinished portion of fourth story, in north-west corner.

The changes in heating and electric work due to these additional alterations.

As a great deal of the work affected by these proposed changes is already built or is ready to be set in place, it makes it rather expensive at this date to make any alterations, and as you know, some contractors usually figure higher on any extra work such as this is.

In these estimates a few items are included which do not properly come under these contemplated changes, but which are found necessary to incur and I have had them included. They affect the plumbing, electric and hollow tile work.

I would recommend the changes proposed in the second estimate, as they will undoubtedly improve the spaces for school

work due to the above changes, for which I refer to the letters
addressed to the respective contractors. Several electric
power outlets are included which were not originally asked for
by the respective teachers.

The first estimate includes in general, all of the
items in the second estimate and the following in addition:

Connecting each pair of group rooms by new doors cut
through partitions now built.
The division of original geology and literature rooms in
second story into smaller rooms, as shown.
The building of two rooms in present unfinished portion
of fourth story, in north-west corner.
The changes in heating and electric work due to these
additional alterations.

As a great deal of the work affected by these pro-
posed changes is already built or is ready to be set in place,
it makes it rather expensive at this date to make any alterations,
and as you know, some contractors usually figure higher on any
extra work such as this is.

In these estimates a few items are included which
do not properly come under these contemplated changes, but which
are found necessary to incur and I have had them included. They
affect the plumbing, electric and hollow tile work.

I would recommend the changes proposed in the second
estimate, as they will undoubtedly improve the spaces for school

JAS. GAMBLE ROGERS
ARCHITECT

1615 ASHLAND BLOCK, CHICAGO
TELEPHONE CENTRAL-1524

Pres. W. R. Harper,
Page #4.

purposes: The additional changes under the first estimate are expensive for the benefits derived and the new rooms in north-west corner of the fourth story which come under this head can probably be dispensed with for a few years.

Should you desire any further information or explanation in regard to this matter, I shall be glad to respond personally at any time you may elect. An early decision on this work is advisable as the various contractors may not agree to undertake this extra work at the prices herewith submitted, if delayed too long.

Yours very truly,

Jas. Gamble Rogers

Page 44
384
324

proposed. The additional charges under the first estimate are
expensive for the facilities desired and the new route in north-
west corner of the fourth story which were under this head can
probably be effected with the same result.
Should you desire any further information or expla-
nation in regard to this matter I shall be glad to respond per-
sonally at any time you may desire. An early decision on this
work is advisable as the various contractors may not agree to
undertake this extra work at the prices herewith submitted, if
delayed too long.

Wm. Gamble Rogers

Rooms of the Board of Visitors,

UNITED STATES MILITARY ACADEMY.

West Point, N. Y. June 9th, 1902. 190

To

Henry Belfield, Esq.,

Chicago Manual Training School,

CHICAGO.

*vs South Side
Chicago Academy*

My Dear Belfield:

I am enclosing two letters which I have acknowledged
and which it may be wise for you to answer in detail.

Yours truly,

William R. Harper

Report of the Board of Directors
of the United States National Academy of Sciences

1901

TO THE PRESIDENT OF THE UNITED STATES
AND TO THE SENATE OF THE UNITED STATES

CHIEF OF BUREAU OF THE NATIONAL ACADEMY OF SCIENCES

I am enclosing two letters which have been forwarded

to you by the National Academy of Sciences.

(2)

Refer to Mr. Belmont

1225 Judson Avenue -

Evanston, Ill., June 3, 1902.

My Dear Sir:

As the father of one of the boys in the '02 Class of the Chicago Manual Training School, I desire to present for your consideration certain facts having a bearing on the question which has been raised as to the place where the graduating exercises of the class shall be held:

- (1) It has been the custom of the Chicago Manual Training School for years to hold the graduating exercises of the Senior Class downtown--of late years, at Fullerton Hall.

This year, the boys of '02 were given to understand, in answer to specific inquiry made, that the exercises would be held as usual.

- (2) On the information received, the boys proceeded to raise money to pay for the engraved invitations to be sent to their friends; did raise the money by contribution of the members of the class and the invitations were partially printed, when they were asked by the Director to suspend operations, in view of the possibility that the exercises would be held in a tent on the University grounds, in connection with the South Side Academy. The boys immediately and, I am informed, with practical unanimity informally but decidedly expressed their desire to be permitted to conform to the usual custom.

- (3) Professor Vincent of the University a little later visited the school, addressed the boys and delivered an invitation from you to them to come to the University grounds for their closing exercises.

The sentiment of the class was again promptly expressed to Professor Vincent. While this was done with boyish brusqueness, yet it was done in a gentlemanly way. Upon the attention of the boys being called, very properly, to the idea that an invitation should receive consideration before being declined, two of the boys visited the Director and Professor Vincent, before the latter left the building, informed him that further consideration would be given and disclaimed any intention on the part of the class to appear to lack due respect.

1225 Hudson Avenue -
Evanston, Ill., June 3, 1902.

My Dear Sir:

As the father of one of the boys in the '02 class of the Chicago Manual Training School, I desire to present for your consideration certain facts having a bearing on the question which has been raised as to the place where the graduating exercises of the class shall be held:

(1) It has been the custom of the Chicago Manual Training School for years to hold the graduating exercises of the Senior Class downtown--at Lake View, at Pullerton Hall. This year, the boys of '02 were given to understand, in answer to specific inquiry made, that the exercises would be held as usual.

(2) On the information received, the boys proceeded to raise money to pay for the engraved invitations to be sent to their friends; did raise the money by contribution of the members of the class and the invitations were partially printed, when they were asked by the Director to suspend operations, in view of the possibility that the exercises would be held in a tent on the University grounds, in connection with the South Side Academy. The boys immediately and, I am informed, with practical unanimity informally but decidedly expressed their desire to be permitted to conform to the usual custom.

(3) Professor Vincent of the University a little later visited the school, addressed the boys and delivered an invitation from you to them to come to the University grounds for their closing exercises. The sentiment of the class was again promptly expressed to Professor Vincent. While this was done with boyish brusqueness, yet it was done in a gentlemanly way. Upon the attention of the boys being called, very properly, to the idea that an invitation should receive consideration before being declined, two of the boys visited the Director and Professor Vincent, before the latter left the building, informed him that further consideration would be given and disclaimed any intention on the part of the class to appear to lack due respect.

This explanation was accepted by Professor Vincent, who suggested to the Director that no further pressure be brought upon the boys and stated that he would urge you to let the matter drop, remarking, very properly, that one declination of an invitation was generally considered sufficient among gentlemen. The class then had a meeting and were discussing the form of respectful declination of the invitation, when a request was received by them to send a committee to see you and talk the matter over.

- (4) A committee of six visited you, were pleasantly received by you, heard your arguments why you thought they should come to the University and respectfully but firmly presented to you their reasons for desiring to hold their exercises downtown, separately from any other department, in accordance with custom. Their principal reasons were based on pride in the well-earned identity of the C. M. T. S., their lack of interest in or connection with the South Side Academy, and in fact a lack of real identity or association with the Chicago University, so far as their own work and interest had been or were concerned. It was further stated to you by the committee that their views were concurred in by many of the parents of the Class of '02.

During this interview between you and the committee, not one word was said that left in the minds of the boys, the idea that they were discussing anything but an invitation.

- (5) At the first opportunity, the boys held another class meeting and were about to send a formal declination of the invitation, when during the progress of the meeting they were informed that "an invitation from a superior was to be considered as a command."

The boys immediately and firmly asked to be informed whether they were dealing with an invitation or a command.

- (6) The next step was the announcement to the boys that the invitation was withdrawn, coupled with the statement that whatever expense had been incurred in preparing for the exercises would be borne by the University.

- (7) Finally, the boys were informed that the exercises are to be held on the University grounds.

This explanation was accepted by Professor Vincent, who suggested to the Director that no further pressure be brought upon the boys and stated that he would urge you to let the matter drop, remarking, very properly, that one destination of an invitation was generally considered sufficient among gentlemen. The class then had a meeting and were discussing the form of respectful decision of the invitation, when a request was received by them to send a committee to see you and talk the matter over.

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During this interview between you and the committee, not one word was said that left in the minds of the boys, the idea that they were discussing anything but an invitation.

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(6) The next step was the announcement to the boys that the invitation was withdrawn, coupled with the statement that whatever expense had been incurred in preparing for the exercises would be borne by the University.

(7) Finally, the boys were informed that the exercises are to be held on the University grounds.

I believe the above to be an exact statement of facts and if you find it to be so upon investigation, then I would respectfully ask that you direct that the closing exercises be held downtown in the customary manner and that the work of the boys of the Class of '02 be permitted to close in such way as will not be an injury to their feelings, nor in any way affect the good name of the C. M. T. S. or the Chicago University.

The facts related as to the custom of years in holding closing exercises, the permission that the boys were given to go ahead and prepare for the exercises downtown, the delivery of the invitation to them and the having entered into arguments with them on the subject, it seems to me, effectually estopped the right to substitute later on a command for the invitation.

The whole incident is, of course, a very small one in the life of a great university, but it is a very important one to boys like those of the Class of '02.

May I ask your early reconsideration of the subject?

Respectfully yours,

Edwin A. Dawson

To -
Dr. William R. Harper,
President, Chicago University,
Chicago, Ill.

I believe the above to be an exact statement of facts and if you find it to be so upon investigation, then I would respectfully ask that you direct that the closing exercises be held downtown in the customary manner and that the work of the boys of the class of '02 be permitted to close in such way as will not be an injury to their feelings, nor in any way affect the good name of the C. M. T. S. of the Chicago University.

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Respectfully yours,



To -
Dr. William R. Harper,
President, Chicago University,
Chicago, Ill.

KNIGHT, DONNELLEY & CO.

BANKERS & BROKERS

217 LA SALLE STREET (ROTUNDA THE ROOKERY)

CHICAGO

MEMBERS

NEW YORK STOCK EXCHANGE
NEW YORK COFFEE EXCHANGE
CHICAGO STOCK EXCHANGE
CHICAGO BOARD OF TRADE



*Referred to
Mr. Belfrage*

June 5th, 1902.

Dr. W. R. Harper,

Pres., Chicago University, City.

Dear Sir:-

I desire to record my individual protest against your action in compelling my son, who graduates this year from the Chicago Manual Training School, to attend the graduating exercises of an institution with which he has had no direct connection, and with which he did not contemplate having any direct connection when he entered the Chicago Manual Training School. I consider your action in compelling the graduating class of the Chicago Manual, under existing circumstances, to participate in the graduating exercises of the Chicago University, arbitrary in the extreme. The graduating class of the Chicago Manual Training School, of which my son is a member, is unanimously opposed to having this blow inflicted upon their class pride and I am unable to learn of any reason why they should not be allowed to have their own exercises, which they had arranged for, before your action in the matter.

It would seem entirely proper, to an outsider, to allow a young man to graduate from the school which he enters, if he has the ability to do it.

I desire to make this protest as emphatic as courtesy will permit and I trust that you will so regard it.

Yours very truly,

Handwritten text, possibly a signature or date, oriented vertically.

100

Faint, mostly illegible text spanning the middle section of the page, appearing to be a letter or document.

Handwritten signature or initials at the bottom left of the page.

The School of Education

JOHN DEWEY, *Director*

Office of the Director

The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER

CHICAGO

June 28, 1902.

Dear Mr. Jackman:-

I return Mr. Whitmoyer's letters of recommendation. I understand that he is in residence here this summer. If you can get hold of him, will you not ask him to come in and talk to me?

Please confirm my suggestion of the name of W. W. Charters for one of the scholarships; I wish to have him go on positively.

I have your list of five names. I understand that you will inform these students of their selection. I wish the list simply as a memorandum of action taken.

Yours truly,

John Dewey
S.

CHICAGO

June 21, 1902.

Dear Mr. Jackson:-

I return Mr. Whitmeyer's letters of recommendation. I understand that he is in residence here this summer. If you can get hold of him, will you not ask him to come in and talk to me?

Please confirm my suggestion of the name of V. W. Charters for one of the scholarships; I wish to have him go on positively. I have your list of five names. I understand that you will inform these students of their selection. I wish the list simply as a memorandum of action taken.

Yours truly,

John Dewey

The University of Chicago

ES of E1

C O P Y.

February 21, 1903.

Dear Mr. Jackman:

May I call your attention to the enclosed, a part of announcement of a meeting of the Parents' Association to be held Tuesday Evening? I have tried to find you several times to talk it over with you but do not wish to delay longer. May I inquire who is responsible for issuing the announcement, and who gave authority for the use of my name? I am not in the habit of having other persons use my name without some authority from me. If such a matter ever occurs again I shall take it upon myself to print and send to everyone concerned at statement that an unauthorized use has been made of my name. If this seems a small point to you, or to whoever is responsible for using it, I think that reflection will enable you to see the matter in another light. If a person's name can be used for one thing without permission, there is no reason why it could not be used for another as well. It would have been a very easy matter for whoever is responsible for this to have taken a moment or two of time to consult with me about it.

Yours truly,

(Signed) John Dewey.

C O P Y

Feb. 21, 1903.

Dear Dr. Dewey:

Replying to your note concerning the use of your name on the Parents' Meeting Announcement I will say that I am alone responsible for its use. You will recall that I talked with you in the fall about these meetings and I got the impression that it was the proper thing for the school to hold them -- at least you expressed no unwillingness and no objection to their being held. Assuming then, that until I had some definite directions in the matter that these were held with your sanction, I simply followed the custom of the school heretofore of signing the Director's name. It has been so signed upon all of the notices issued for these meetings during the year.

Fortunately my training has been such that I do have an appreciation of what it means to use another person's name without his permission. My explanation in this case is that I thought I had it.

The thing that I most regret, after my unfortunate mistake, is that you felt it necessary to make use of a threat as to what will happen in case of a repetition of the offense. I can assure you there will be no repetition. In general I would deprecate a policy of administration and control by threats or force and I should dislike to feel that my mode of administration requires me to be subject to either. I am trying to perform my duties in a way to deserve the confidence and respect of yourself and the entire administrative and educational body of the school. Irritating mistakes will occur -- not more annoying to you than to me, but I should like to have you feel that they are mistakes to be remedied rather than offenses to be ^{or} punished.

Very truly,

(Signed)

W. S. Jackman.

