

The University of Chicago

The School of Education

May 2, 1921

OFFICE OF THE DIRECTOR

My dear President Judson:

Some days ago you asked me to look into the matter of registration in those courses which have had during the last year only a few students. In reply I beg leave to say that I have canvassed all of our courses in the College of Education and enclose a detailed report for the three quarters of this year.

I have marked with arabic numerals certain special cases:

- (1) Course 13 is a practice-teaching course, not supervised by any one instructor and not regularly organized. It counts on no instructor's program.
- (2) This is an advanced research course which I conduct always as a third major.
- (3) Courses 70-97 in Home Economics are courses conducted in the Commons by Miss Colburn and her workers. They are not paid for except through a small payment on Miss Colburn's salary and the salary of Miss McAuley.
- (4) Certain drawing courses in the High School take care of a few College students. The people who take these courses are usually students sent over by Dean Gale or Dean Marshall.

The foregoing notes explain all the extremely small classes, except those in mathematics and geography, about which you know.

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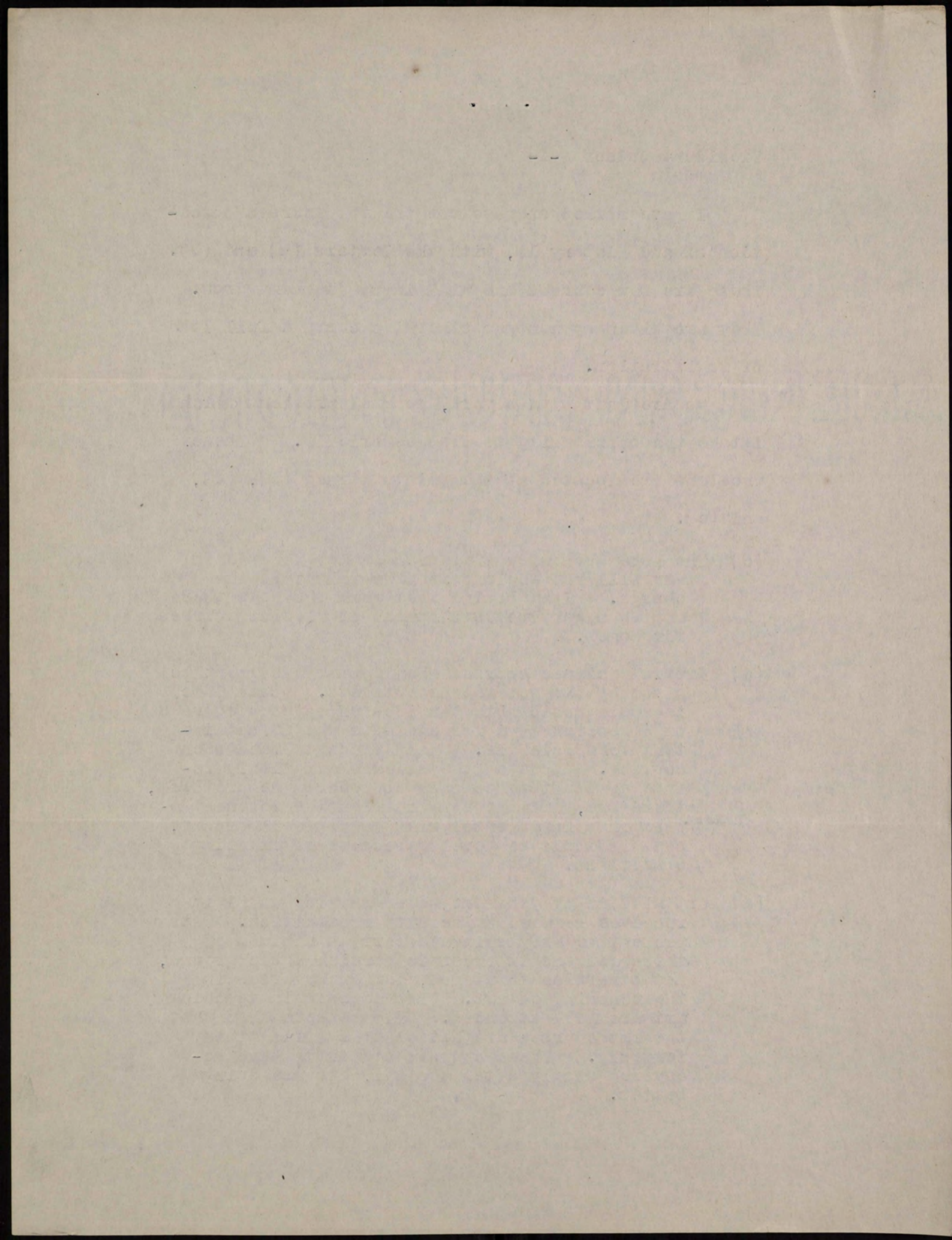
THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

I have marked on page one the two courses Education 32 and History 10, with the letters (a) and (b). These are new courses and will in my judgment grow. They are given by men who otherwise carry a full load of registration.

We are left with several general problems which I take the opportunity to discuss briefly. These problems are located at the points marked (c), (d), and (e).

- (c) The Home Economics situation is not flourishing and will not so long as Miss Talbot is in charge. I am hoping that when she goes there may be a genuine development of special courses for women.
- (d) Natural Science courses should in my judgment be given by the science departments. Dean Gale is sympathetic with the idea of science courses of a general type for students who do not intend to specialize. Many students need such courses. Most of the science men flatly refuse to countenance such courses. We are left, therefore, without support from the science departments in an enterprise which is important, but difficult to develop because of existing conditions.
- (e) Art will in my judgment never develop until it receives general University recognition. At present we are trying to carry a minimum of these courses in order to furnish a background, not otherwise furnished, for our courses in the teaching of art. The courses in teaching art are well attended. Please note also that the art courses are better this Spring than formerly. These courses appear to have recovered slowly after the war, but are doing better.

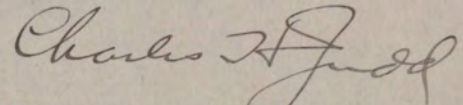


President Judson -3-

On the whole our courses have reflected the somewhat depleted condition of the teaching profession during the last three years. In particular certain departments have needed reorganization. Geography ought to improve next year. But, with these adjustments carried as far as they can be in the College of Education, there is, I believe, no final solution of matters until the University settles its policy on the work for women and on art and on general courses in science.

I urged a consideration of home economics and art in the special report which I submitted in the autumn. I renew the recommendation that all content courses in these lines and in natural science be organized outside of the College of Education, leaving for our division of the University only professional courses.

Very truly yours,



Charles H. Judd.

President H. P. Judson,

The University of Chicago.

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AMERICAN TRUST BONE

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My dear President Judson,

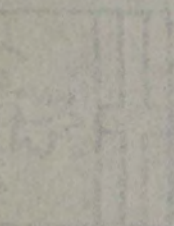
In order to mail
this at Cleveland I shall
have to send it without
any attempt at revision.
I have been at work on
it all the afternoon.

Hope you will overlook
mistakes due to lack
of revision.

There are some facts
which I do not have, but
can get.

Very sincerely
Charles H. Johnson

EMBASSY



My dear President Judson,

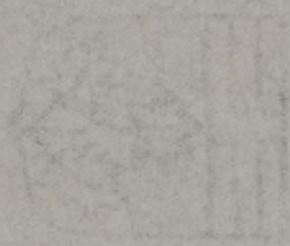
I do not know how far you may be interested in an analysis of the Teachers College report. A few items will, I am sure, interest you.

Out of a total registration of 3050 (p 6) nearly half or 1454 (p 12) are in the school of Practical Arts. This type of work is done with us on a very small scale.

The registration of graduate students is set down as 925 (p 8). This figure includes not only our type of graduate students but graduate students in practical arts (190 see p 14), special students in particular subjects (grad students in methods of teaching history, math, etc) and graduate students



1901

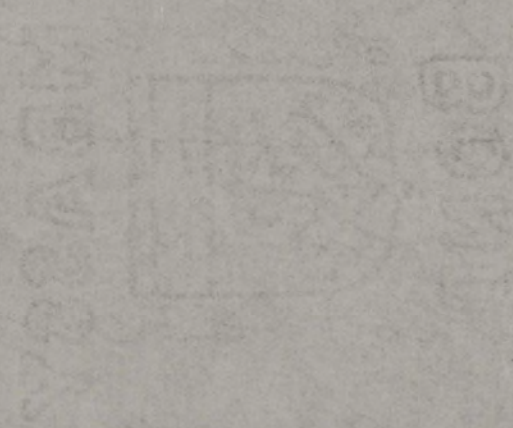


1901

in Kindergarten for which no figures²
are presented in the report.
The comparison instituted on
page 24 is literally absurd. Our
figure of 74 could be considerably
increased if we attempted to follow
their count. Or their figure of
731 would be materially reduced
if they made a proper count.

More significant than the
above statements, however, is
the fact that Teachers College
cuts requirements shamelessly.
Graduates of various institutions
from which we will not accept
degrees are rated as graduate
students without hesitation.
For example graduates of the
Normal schools of this state
who have not yet received the
degree are accepted as graduates.
Mr Paynes office frequently
gets evidence of all kinds of
cut-rate schemes.

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Beyond this also it is to be (3)
pointed out that Teachers College
gives the degree on a very cheap
scale. We have had several
cases of men who have received
the doctor's degree after one
year beyond our Masters. The
Masters degree is constantly
given after four summer terms
of six weeks each. We dis-
count the degree from
Teachers College now giving for
this 24 week degree $\frac{2}{3}$ of a
year credit.

What I have been recording
has been going on for years
and is a subject of vigorous
adverse comment by ^{many} the
graduates of the institution.
At the Cleveland meeting this
year Dean Russell repeatedly
and publicly defended the
abandonment of academic

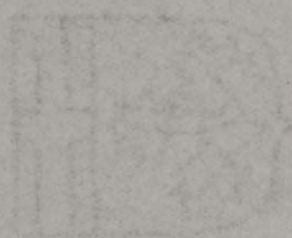
standards, saying that Teachers (4
College intended to fit the market.
If the market does not call for
long specialized training, he
said, Teachers College will bow to
the public demand even if
it means the abandonment
of graduate requirements.

In view of these facts
which are very generally
known to the educational
world I feel that the kind
of endorsement given by
someone connected with
the General Education Board
is very harmful to the
work in Education.

I do not know how
wise it is to bring out
the above facts. I can supplement
them with many more of like
type. In the mean time I

82

17th Nov 1914



DO NOT

shall not attempt to follow⁽⁵⁾
their lead. I think our
report ought to be of an entirely
different kind. I enclose:

I Plans about buildings,
II a series of questions on
organization

III a sketch of a report.

Very sincerely

Charles H. Wood

1863
JAN 10
NEW YORK
N.Y.

Buildings.

16

I High School.

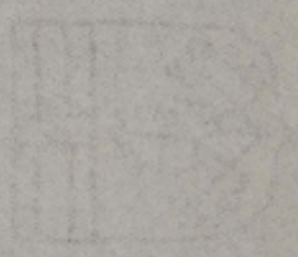
Following this is
a sheet showing
Morrison's plan
and estimates for
such a building.

This plan assumes that the
high school will continue to
use the East End of Belfield
and also the shops.

The suggestion that
lunch arrangements and
social quarters go across
Kenwood seems to me very
good.

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RECEIVED



The Laboratory Schools
New High School Building.

Science - 3 suites of classrooms, lecture room
and laboratory.

1 suite of classrooms and lecture room
Office.

English - 1 drama room)
3 class rooms) Probably remodel west
1 office) end of Belfield

History - 3 classrooms
1 office

Math. --- 3 classrooms
1 office

Modern language
3 classrooms
1 office

Latin --- 2 classrooms
1 office

Home economics
Kitchen and practice suite
Laboratory
Classroom
Office

Commerce
3 classrooms
1 office

Study room and library. Remodel East Belfield.

Gymnasium and physical education building to include
quarters for clubs and lunchroom.

*Teacher's
Rest rooms
Principal's
Office*

18

Assembly hall.

Studio.

Remodel East Belfield.

Cubage.

16 classrooms	750'	floor space	x 16'	= 192,000
8 offices	300	"	"	x 16' = 76,800
4 laboratories	750	"	"	x 16' = 48,000
4 lecture rooms	400	"	"	x 16' = 25,600

H. Economics suite		<u>33,600</u>
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376,000

Add 1/3 for corridors	<u>125,333</u>
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501,333

Allow cubage at 50%	\$250,666
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*Transfer to
Grad. Bld.*

→ Ground floor assembly	50,000
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Physical education	75,000
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Remodelling Belfield	10,000
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Equipment	<u>25,000</u>
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410,666

60

II. Graduate Building.

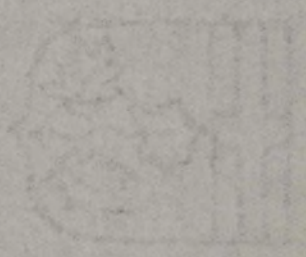
(9)

A. Ground floor, library with special rooms for (a) text-book exhibit library, (b) library of school reports, ^{and} ~~of~~ various types of unbound current materials.

This floor should also have a general assembly room which during the summer ~~quarter~~ can be used as a reading room in connection with the library. The assembly room should be large enough for the high school and other general meetings, i.e. should seat about 600 or 700.

B Second floor should have five classrooms and

DISC



offices for instructors.

10

C. Laboratories—such as special laboratory for our reading investigations, for Thurman's research students, and for statistical room equipped with our calculating machines. (See later suggestion about Psychology)

D. Fourth floor two social rooms for graduate student clubs and small rooms for fellows similar to those now in Rowland Hall.

LIBRARY



1911

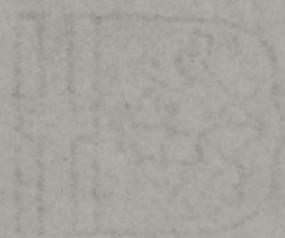
III Gymnasium, lunch room and small practice school.

A one story building extending
along Kenwood ave and
providing space enough for
all lunch and social
rooms for the pupils and
college students, a gymnasium
for the pupils and a five
unit school to be used for
practice teaching.

This building should
open readily on Jackson
field so as to be, in good
weather, practically an
outdoor building.

The one-story plan is
coming into use as a
plan of school construction

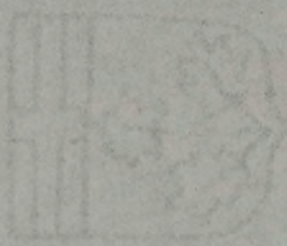
DOMINION



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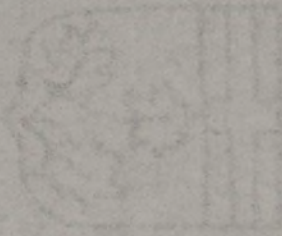
and would be an excellent⁽¹²⁾
addition to our equipment
as a model school.

EMERALD



BOND

BOND



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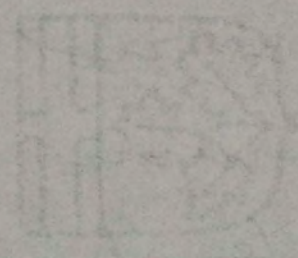
IV and VHome Economics and
Junior College

Are suggestions which take the two ends of the garden. The home Economics would be well related to the new Women's Campus.

Any development along the two lines indicated will require space which is not now at hand and would not be provided by the other buildings.

34

BOND



FIVE DOLLARS

Other building changes will be required in Blaine and Brefield. Especially

(a) the expansion of administrative offices on the first floor of Blaine,

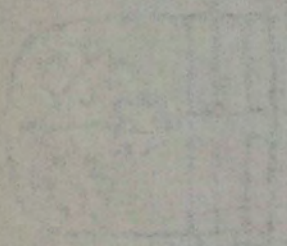
(b) Removal of the Book Store to the region of the schools,

(c) Readjustment of some of the rooms now used as laboratories.

In this connection it will probably be desirable to change the small wings of Blaine which are now two stories high with very high steep-roofed blind

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100
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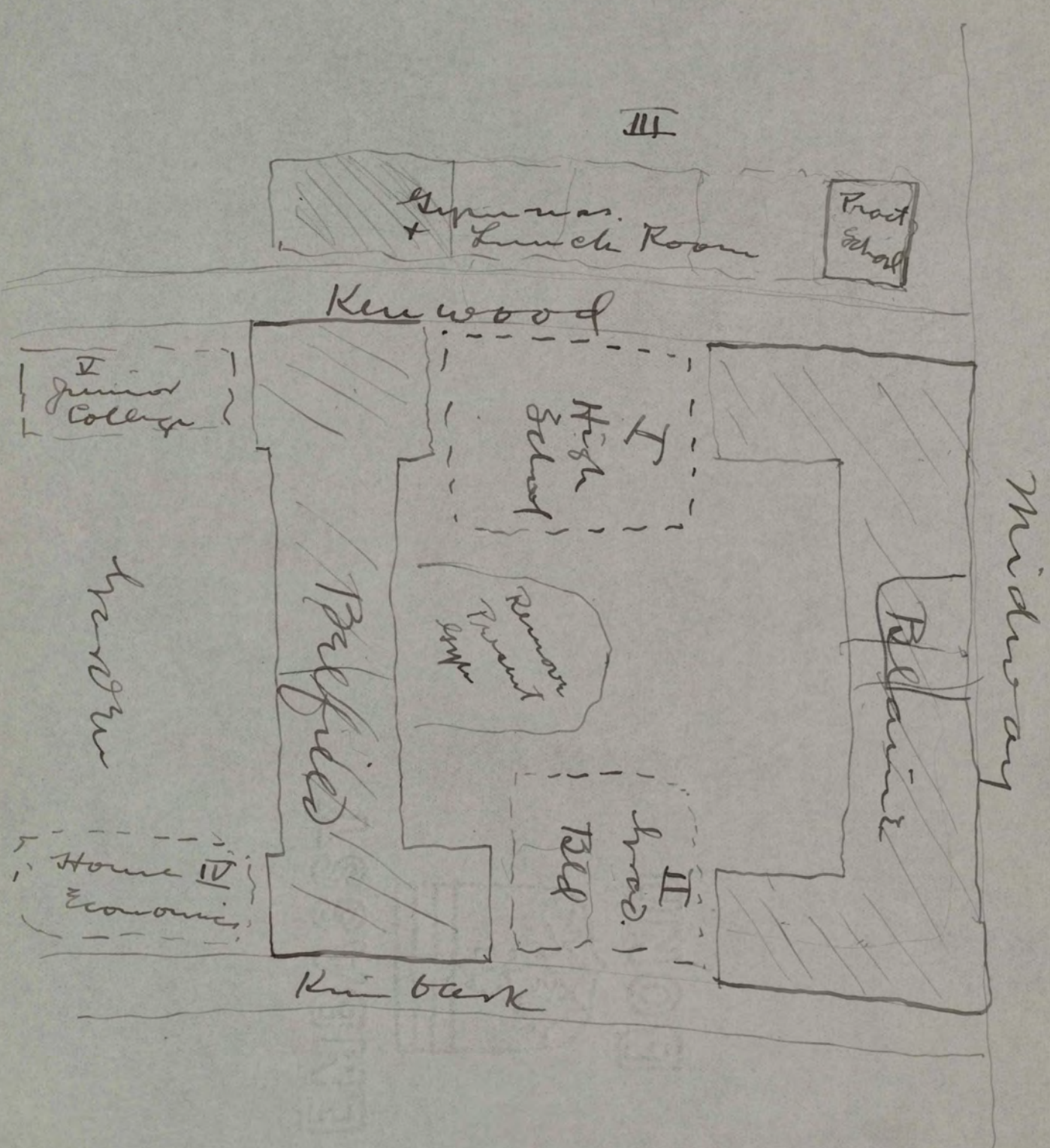
garrets. There is a great deal of waste space in these garrets. There could be substituted for them, one or two story rooms which would have the advantage of making more space and of connecting the new buildings better with the old.



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General Sketch

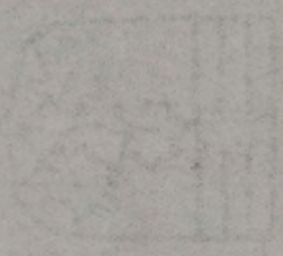
(16)



1931

1931

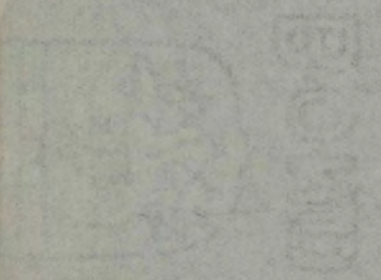
1931



In connection with the changes in buildings the following questions are raised of possible extension of the functions of the school.

I Transfer of the Board of Recommendation to quarters near the Administrative Offices of the School.

II Transfer of Psychology to the proposed Graduate Building so as to combine the work in general psychology and educational psychology



within the graduate Department of Education, as reported at the time estimates for the Budget of 1920-21 were submitted, a clear well outlined plan for the enlargement of advanced courses is in hand. These plans are to go into operation with the beginning of 1920 so far as resources permit. They can be summarized as follows:

I A number of sharply differentiated courses on particular phases of school organization have been worked out resulting in a professional curriculum comparable to that of the best medical schools.

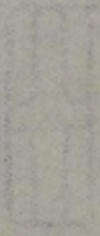
II A series of research courses peculiar to our School and carrying scientific work in Education further than it has been carried before.

III A series of courses in related fundamental sciences applying the principles of these to Education, as Educational psychology and statistics.

The expansion of the Department to cover completely all these lines of work will require resources for a number of major appointments.

In connection with this expansion of instructional and research activity there might be developed certain survey activities. The Common-

EXHIBIT

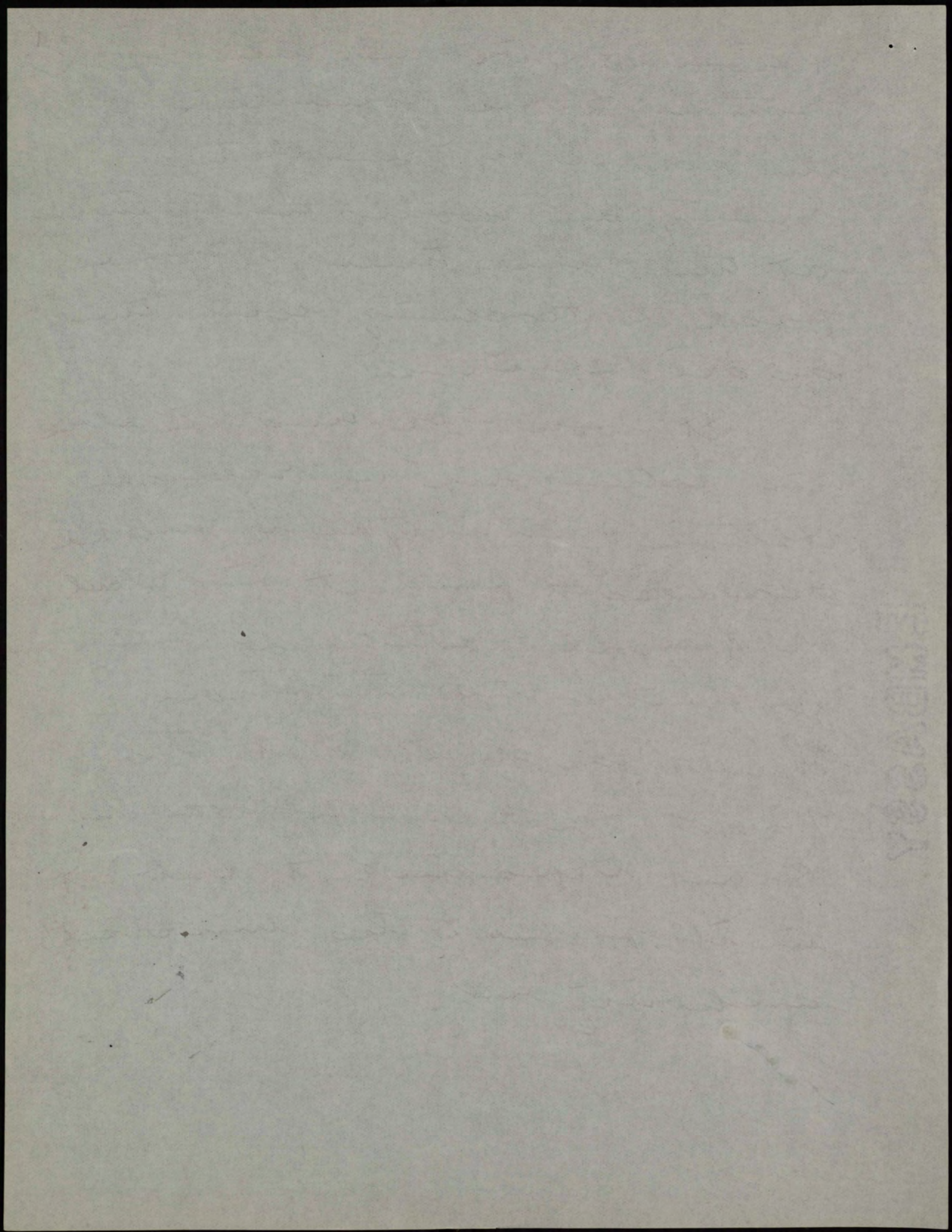


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wreath fund, The Russell
Sage Foundation, and the
Carnegie Foundation are under-
taking or are about to undertake
some nation-wide investigations
into such matters as school
finance, the reorganization
of the junior-senior high
school and college, the
constitutional foundation
of school charters and like
problems. It is possible to
set up a station for these
researches within our Depart-
ment. I think Farrand and
Angell would be interested
in helping this kind of a
movement. It would con-
tribute to the solution of
the problem of the founda-
tions and the universities

BOARD

It would give our men of 2nd opportunity to see something of the school systems of the country and would allow them at the same time to come back to teaching with this added experience.

It would be undesirable in setting up a research station of this type to make ourselves dependent in detail on small particular grants for single investigations. I believe we ought to get the funds for a research branch of the Department subject in its plans to the University's authority only.



Plans for the development of work outside the Department of Education have not been matured to the point where specific recommendations can be made. It seems very desirable that final plans should include reference to the following:

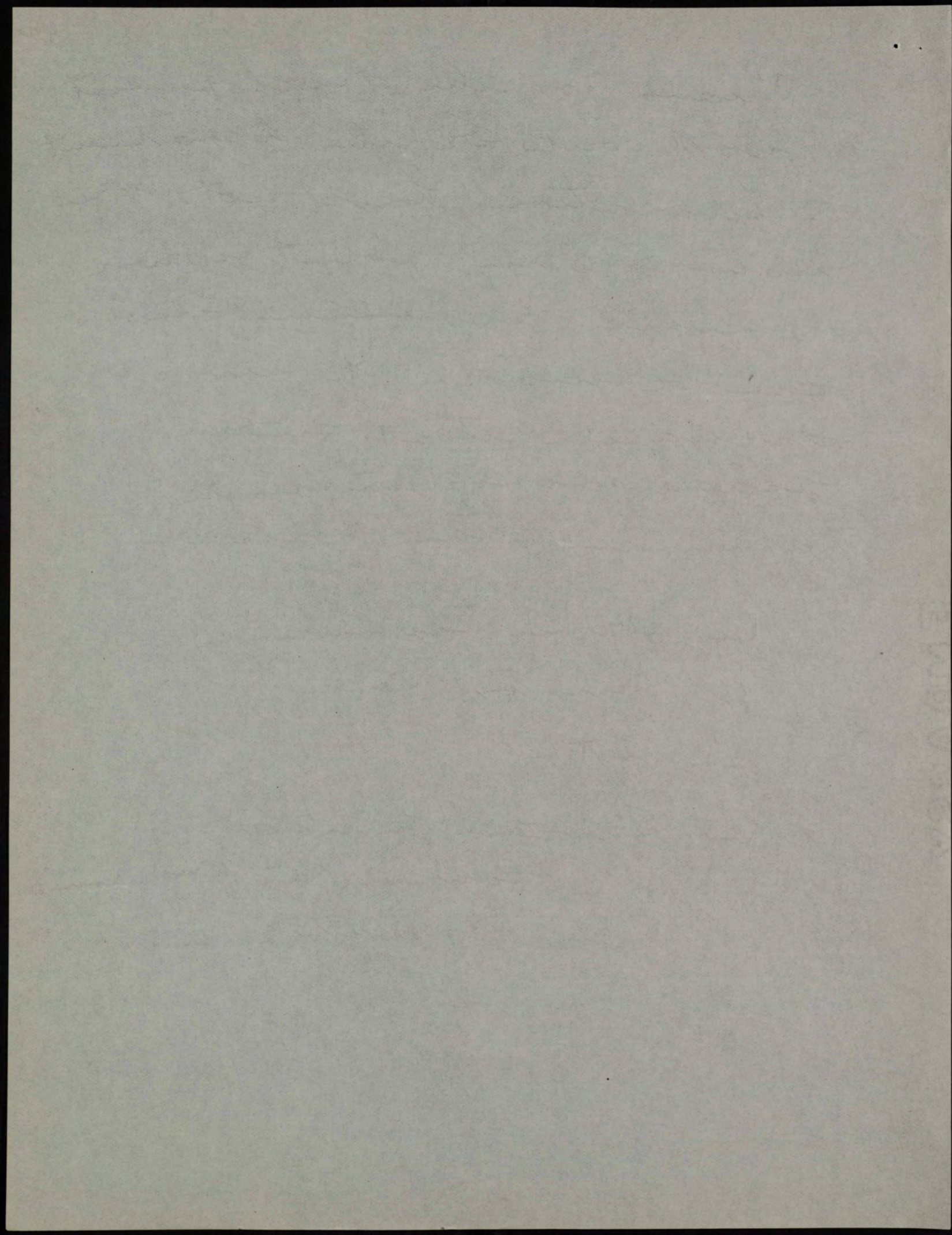
(a) Home Economics

(b) Junior College

(c) Art

(d) Special methods

Courses in Academic Departments.



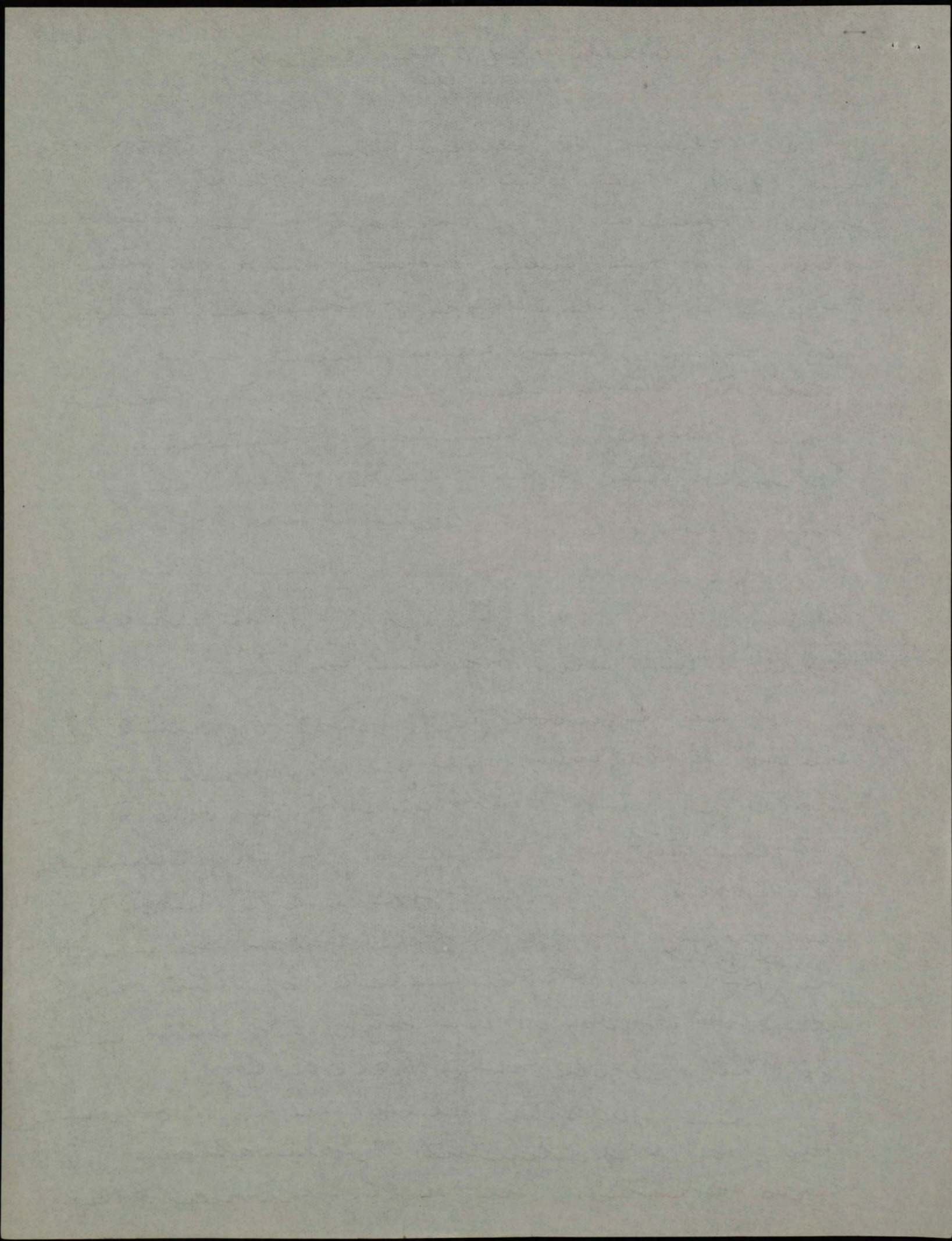
Outline of a Report.

(23)

The School of Education was organized in 1901. The Chicago Institute for the Training of Teachers was transferred from the north side of the city to the University Campus and its faculty and equipment were adopted into the University. Later the Chicago Manual Training School, the South Side Academy, the Laboratory School founded by Professor John Dewey and the Morgan Park Academy were absorbed into the organization.

The School ^{as} first organized was altogether an undergraduate college and devoting its efforts to the training of teachers for the elementary schools. Such graduate work as was undertaken was carried on ^{at first} in the Department of Philosophy and afterwards in the Departments of Philosophy and Psychology.

In 1909 the School was reorganized and a Department of Education was created. The instructional staff



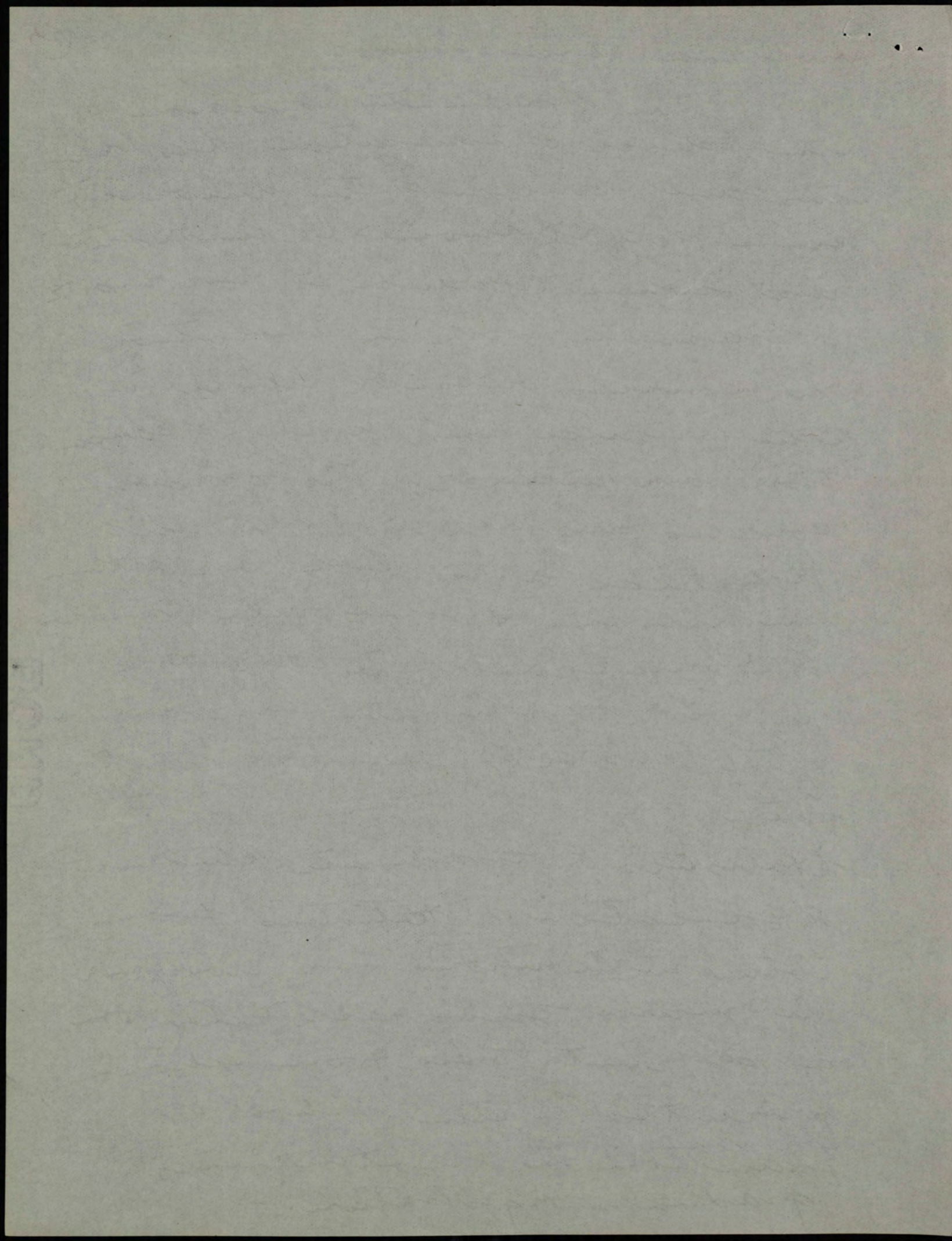
was at this time increased and the ⁽²⁴⁾
administration of all divisions of
the School was consolidated.

The School has from the outset
been in theory and in administration
an integral part of the University.
With the new organization of 1909
this close relation of the School
with the other branches of the
University has been emphasized.
The result has been that the
energies of the School so far as
they are devoted to the training
of teachers have been turned in-
creasing in the direction of co-
operation with the academic
departments. The teachers who
are trained in the School of
Education at the present time
are very largely secondary teachers
who carry on their major work
in other divisions of the University.
Such students are not registered
in the School of Education but
elect ^{professional} courses in the undergraduate

division of the School.

(25)

The graduate division of the School of Education has been the chief concern of the University since 1909. It should be understood that when reference is here made to graduate work in Education no courses outside those in the science and history of Education are included. No graduate courses are provided in the technical arts. There are certain students in some of the branches of Home Economics who are provided for in the laboratories of the School of Education but these are not included in the statistics of graduate students of Education. Statistics from other institutions are therefore in many cases altogether on a different basis from those presented by the School of Education in reporting its graduate registration.



(26)

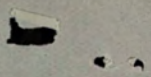
The graduate work of the School of Education is a part of the regular graduate work of the University. Absolutely every requirement of the graduate faculty is met in registering students and granting degrees. The School of Education has held consistently the view that Education can be put on the same foundation as other branches of advanced scientific work only when academic standards are rigidly maintained. Its ideal has been the creation of a body of graduates who shall assume leadership in Education by virtue of a thoroughgoing rigid scientific training.

The Department of Education has granted twenty doctor degrees since its organization. Nineteen of these doctors were in active educational work at the present time. One is head

of the training school connected with the Department of Education at Boston Mass., one is working in the Child Study Department of the City of Chicago, one is principal of one of the largest high schools in Illinois and the rest are college professors of Education in the following institutions:

University of Washington, University of Texas, University of Minnesota, University of Illinois, University of Mississippi, University of Nevada, University of Chicago, Northwestern, Oberlin, Butler College, ^{and} Weymouth.

The Department did not begin to grant Doctor's Degrees for several years after its reorganization and it was interrupted by the war so that it may be said that this record of successful doctors is the record of a very



1733 R 10 M 3

limited period. Furthermore the (24)
character of the work produced
since their degrees were taken
gives assurance that the policy
of the School of Education in
emphasizing the highest type
of scientific work is sound. Twelve
of the Doctors of the Department
have published scientific contri-
butions to educational literature
since ~~the~~ the completion of
their theses.

The Department has under
way at the present time a
body of research material which
~~it~~ promises to carry forward
this record of student contribu-
tions to the science of education
in steadily increasing measure.
A number of graduate students
are at work on ~~a~~ laboratory
investigations. There are especially
laborious and protected types of

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EX-1030

Handwritten text, mostly illegible due to fading. The text appears to be a letter or a report, with several lines of cursive script.

• Educational investigation, but ²⁹
have proved in the past to be
more productive in guiding
school practice than any other
form of scientific work.

Since its organization in 1909
the Department of Education has
~~also~~ trained 223 Masters of Arts.
These masters have completed in
absolutely every case the full
residence and course requirement
of the Graduate School. They
have also prepared theses. ~~in~~
It is the uniform practice of
the Department of Education to
require a minor piece of con-
structive scientific work of
all who take the masters degree.
Eighty-two of the Masters Theses ~~has~~
have been published as con-
tributions of sufficient importance
to merit attention. Sixty-seven
of them who have taken the
Masters degree have published

scientific articles since com- (30)
pleting their theses.

It is the chief purpose of the advanced work of the Department of Education to develop the power of scientific productivity in students. Such an end can be maintained only by enforcing the highest academic and professional requirements.

The distribution of those who have the Masters degree in professional positions shows that such scientific equipment is of practical value.

~~29~~ Twenty nine of these Masters are teaching in colleges and universities. Thirty six are in state normal schools, four of them at the heads of these institutions. ~~Forty~~ Forty two are school superintendents.

Eighteen are high school principals. Nine hold state and county supervisory positions. Eight are

[illegible]

School principals.

More than sixty percent of all who have taken the master's degree are accordingly in ~~the~~ productive educational work of major importance.

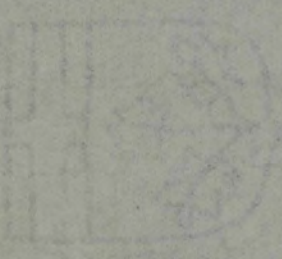
The cultivation of a scientific attitude among students depends on something more than the classroom work of the faculty. There must be productive work on the part of the faculty. This productive work may be of three types first original scientific work, second the production of books and third the conduct of practical work in school systems outside of the University.

The faculty of the Department of Education has been very productive. ~~in the last few years~~ The aggregate production of members of the Department

amounts to — articles^{and} — (32)
books besides a great deal
of editorial work. The Depart-
ment has conducted two
surveys, ~~the~~ in St Louis and
Grand Rapids. Members of the
Department conducted surveys
in Great Bend, San Antonio and
Denver and participated in
surveys in Cleveland and
Virginia.

In the conduct of courses
in Education this Department of
Education has been the pioneer
in a number of lines. When the
~~the~~ Department began its work
in 1909 an academic course
in the History of Education was
the commonly accepted basis
of all undergraduate and
graduate work. In administra-
tion a general omnibus course
covering all kinds of topics

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POST

was the conventional method of dealing with this phase of the work. General psychology was taught rather than psychology of school subjects. Today the whole program of teacher training courses is in process of reorganization and it is fair to say that the program of the School of Education which abandoned at once the formal and academic program ~~is~~ common in 1909 is one of the most influential examples in bringing about this reorganization. The most widely used books in high school methods and psychology of high school subjects ~~are~~ are books prepared by the members of the faculty of the school of education. The history of

Education is being reworked (34)
along lines laid down by the
meetings of the members of this
Department. In the new courses
~~in~~ ~~at~~ on the science of educa-
tion the influence of this Depart-
ment is second to none.

The scientific productivity
which has been the chief
aim of the Department of Educa-
tion has permeated also the
Laboratory Schools. From the
first these schools have been
centers of investigation and
of constructive experimentation.
One obstacle which has often
hindered scientific work in
connection with schools con-
nected with Departments
of Education was removed
by the adoption of a general
policy by the University.

[Faint, illegible handwriting throughout the page]

Administration that it would never aim to extract from the Laboratory School funds for the conduct of the School of Education. The Laboratory Schools have been accordingly throughout their history free to carry on Educational investigations.

Three achievements of the Laboratory Schools may be referred to as indicating their purpose and their achievement thus far.

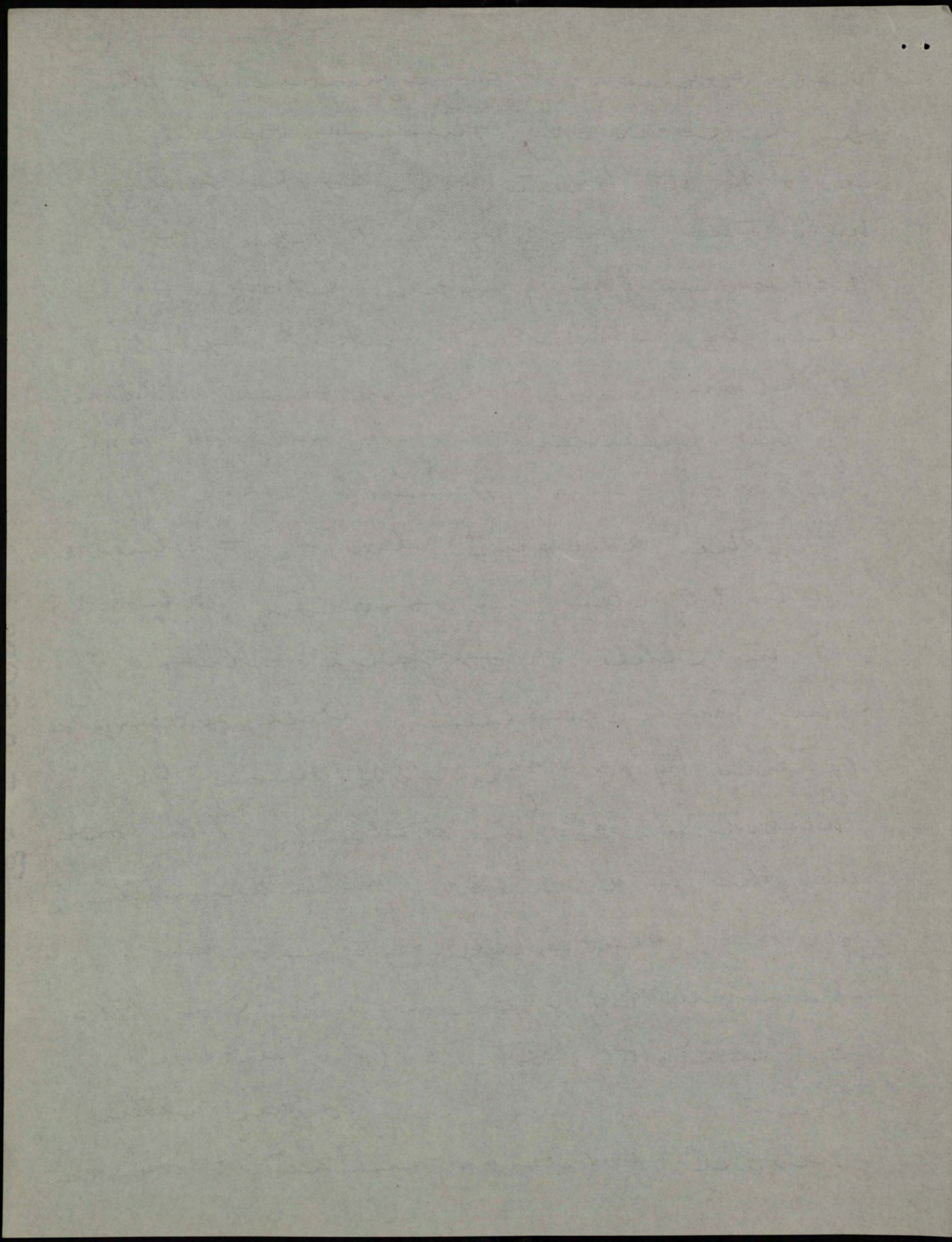
The eighth grade was eliminated from the Elementary School. The most careful scientific check has been kept on this experiment and it is shown beyond any possibility of question that

the experiment is a success.
This experiment has contributed powerfully to the progress of the movement for the re-organization of the upper grades of the Elementary School and the better articulation of these grades with the high school. The general movement known as the junior high school movement has taken on many forms in different school systems. None of them have been more definite and productive than that worked out in the Laboratory Schools.

Furthermore what has been done in this line is only a beginning of what is now in process of completion. The seventh grade is

now being transferred to the high school, ^{and} junior college work is being incorporated into the program of the high school. The final stage of this experiment will exhibit a complete reorganization of the elementary school, high school and junior college.

The second large achievement of the Laboratory Schools is in the reorganization of the curriculum. One example of this type of work may be mentioned in detail. The course in high school mathematics was several years ago completely reworked. In 1916 a series of text books was started which is today the model for reorganized courses



in Mathematics in a number ¹³⁸
of the most progressive schools
and for new books issued
by several book companies.

The work of the Mathematics
Committee is tending very
strongly in the direction
marked out very clearly by
the books prepared in the
University High School.

Other examples could be
cited of similar types of work.

One which is now under way
is the reorganization of the
materials of instruction in
social studies. There will be
ready for use shortly a large
body of new material of
this type.

A third achievement
of the Laboratory schools is
an amalgamation of the

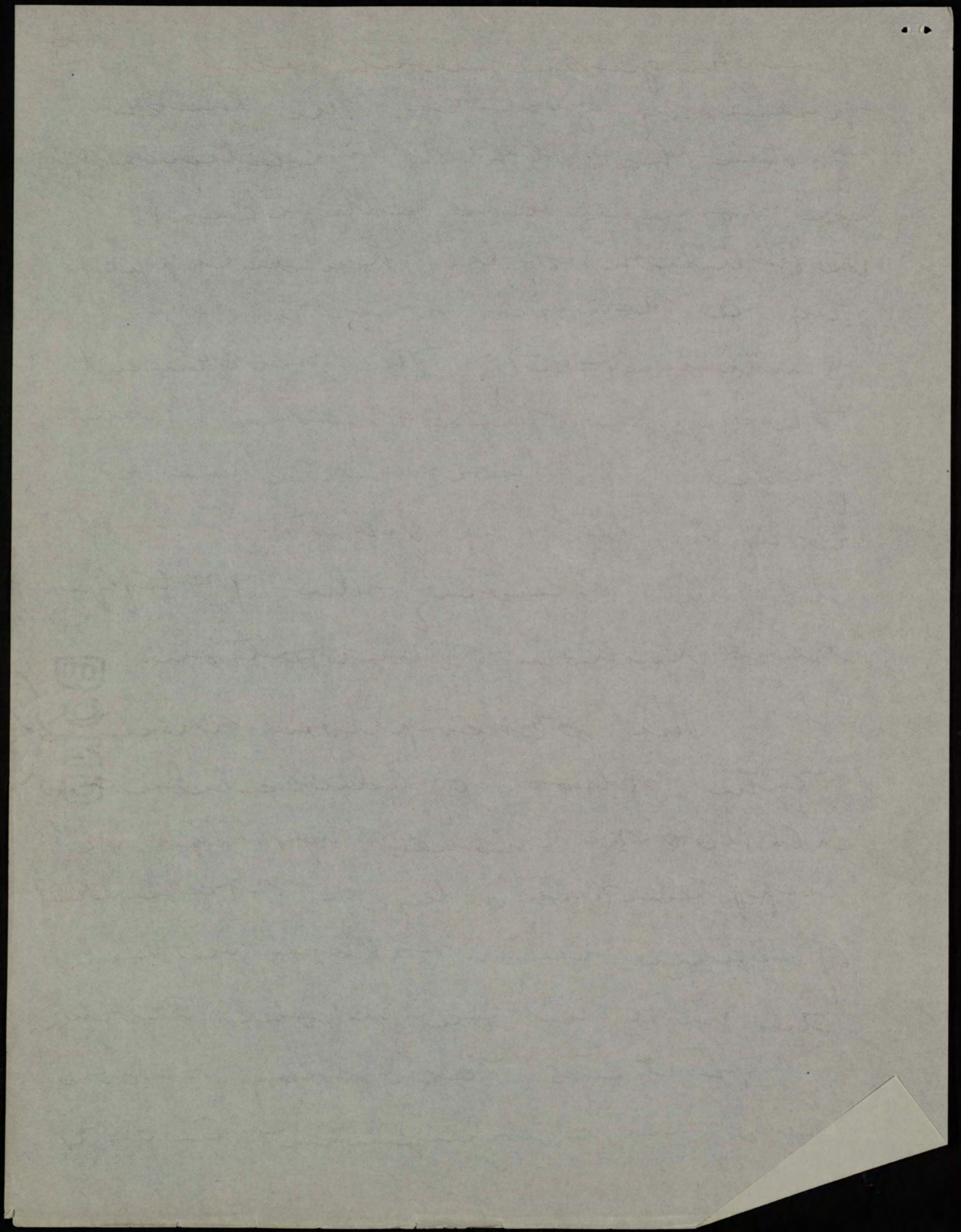
FROM

(39)

Kindergarten with the primary grades. The kindergarten has been traditionally a formal and artificial institution often handicapped by a serious burden of sentimentality. The movement toward a kindergarten-primary fusion is now well under way in the Laboratory school and is meeting the gratifying recognition of imitation.

The description presented of the School of Education and its work should perhaps be supplemented by a statement of three lines along which the institution should develop.

First its Laboratory Schools need more equipment in order



to continue effectively the activities in which they are engaged.

Second, the Graduate Department needs space and equipment to carry out its program.

Third, the School should be organized so as to become an active center for ~~cooperative~~ ~~work~~ investigation on a large scale of problems of Education which are national in scope. ~~or~~ The Mississippi valley will be the center for many of the national movements in Education. This is the natural center from which investigation may be carried

1000
1000
1000

out. The future of education will ⁽⁴¹⁾
be served best if investigations of
this broad type can be coupled
with the training of future in-
vestigators and with the
preparation of those who are to
use the results of these investi-
gations in practical adminis-
tration.

7/13

The University of Chicago

The School of Education

DEPARTMENT OF BOTANY
DEPARTMENT OF NATURAL SCIENCE

July 3, 1916

My dear President Judson:

The enlarged picture has been made from a Kodak film which one of my students "snapped" of you and Mr. Rockefeller. I have had two of the enlargements made and wish to present one to you, and if you think he would care for it, I'll send the other to Mr. Rockefeller. If you'll write a note to accompany the picture to be sent to Mr. Rockefeller I'll be glad to include it with the picture.

Very truly yours,

Atis W. Caldwell

July 8, 1915

My dear President Johnson:

The enlarged picture has been made from a Kodak film which was my student "rough" of your visit to the Rockefeller Foundation. I have had two of the enlargement made and want to present one to you, and if you think it worth care for it, I'll send the other to Mr. Rockefeller. If you will write a note to accompany the picture to be sent to Mr. Rockefeller, I'll be glad to include it with the picture.

Very truly yours,
Wm. W. Caldwell

July 5, 1916
Chicago, July 5, 1916

Dear Mr. Caldwell:-

Thank you very much for the well-
photograph. I am sure that Mr. Rockefeller would like
a copy, and I am enclosing a note to him. Again thanking
you, I am, recognize. It was taken, as you will see, at
the Senior Luncheon. Very truly yours, you this copy with
his compliments. I hope that Mrs. Rockefeller will

H.P.J. - L.

H. P. Judson

Very truly yours,

H.P.J. - L.

H. P. Judson

Mr. John D. Rockefeller, Jr.,
Dean Otis W. Caldwell, York City.
The University of Chicago.

Chicago, July 8, 1916

Dear Mr. Caldwell:-

Thank you very much for the
photograph. I am sure that Mr. Rockefeller would like
a copy, and I am enclosing a note to him. Again thanking
you, I am,

Very truly yours,

H. P. Judson

H. P. J. - L.

Dean Otto W. Caldwell,
The University of Chicago.

Chicago, July 5, 1916

My dear Mr. Rockefeller:-

Professor Otis W. Caldwell,
Dean of University College and Professor in the College
of Education, has enlarged a snap-shot which I think
you will recognize. It was taken, as you will see, at
the Senior Luncheon. He wants to send you this copy with
his compliments. I hope that Mrs. Rockefeller will
appreciate it.

Very truly yours,

H.P.J. - L.

H. P. Judson

Mr. John D. Rockefeller, Jr.,
26 Broadway, New York City.

Chicago, July 8, 1916

My dear Mr. Rockefeller:-

Professor Otto W. Caldwell,

Dean of University College and Professor in the College
of Education, has enlarged a snap-shot which I think
you will recognize. It was taken, as you will see, at
the Senior Luncheon. He wants to send you this copy with
his compliments. I hope that Mrs. Rockefeller will
appreciate it.

Very truly yours,

H. P. Judson

H. P. J. - L.

Mr. John D. Rockefeller, Jr.,
26 Broadway, New York City.
The University of Chicago.

The University of Chicago

University College

OFFICE OF THE DEAN

January 27, 1916.

Dear Mr. Caldwell--

My dear President Judson:

You probably have seen the
marked article in the pamphlet enclosed.
It relates to the work of the Urban Univer-
sities whose meeting was held at Cin-
cinnati last Autumn.

Very truly yours,

Otis W. Caldwell

OWC/S

Dear Otis W. Caldwell,
The University of Chicago.

President Harry Pratt Judson,
Faculty Exchange.

173
The University of Chicago
University College

January 27, 1916.
Chicago, January 27, 1916

Dear Mr. [illegible]

My dear President Johnson:
I am very glad to hear that you have seen the
marked article in the pamphlet enclosed.
It relates to the work of the Urban Univer-
sities whose meeting was held at Cin-
cinnati last autumn.

Very truly yours,

Wm. W. Abbott

WWS

President Harry Pratt Judson,
Faculty Exchange.

Chicago, January 31, 1916

Dear Mr. Caldwell:-

Thanks for your pamphlet relating
to the work of urban universities. I shall read it
with interest.

Very truly yours,

H.P.J. - L.

Dean Otis W. Caldwell,
The University of Chicago.

Chicago, January 31, 1916

Dear Mr. Caldwell:-

Thanks for your pamphlet relating

to the work of urban universities. I shall read it

with interest.

Very truly yours,

H.P.J. - L.

Dean Otto W. Caldwell,
The University of Chicago.

The University of Chicago

The School of Education

DEPARTMENT OF BOTANY
DEPARTMENT OF NATURAL SCIENCE

January 14, 1916.

My dear President Judson:

In a conversation somewhat more than a year ago, I think I told you of our efforts to secure a more purposeful, coherent, progressive, and better unified course of science in secondary schools. Naturally the point for first attack is the first year's work. I am sending you a publication in which is an article which sets forth some of the evidences of progress in this matter. Essentially the same article is appearing in two other publications.

Very truly yours,

Otis W. Caldwell.

January 14, 1916

My dear President Johnson,

In a conversation about a year ago I think I told you of our efforts to secure a more unified course of science in existing schools. Naturally the first attack in the first year is on the existing work. I am sending you a paper in which is an article which sets forth some of the reasons of this matter. Certainly the same article is appearing in the other publications.

Very truly yours,

Oliver C. Johnson

Chicago, January 18, 1916

Dear Mr. Caldwell:-

Thanks for your copy of the High School Quarterly with the article with regard to general science. I shall be interested in reading it.

Very truly yours,

H.P.J. - L.

Mr. Otis W. Caldwell,
The University of Chicago.

Chicago, January 18, 1916

Dear Mr. Caldwell:-

Thanks for your copy of the High

School Quarterly with the article with regard to

General science. I shall be interested in reading it.

Very truly yours,

H. P. J. - L.

Mr. Otis W. Caldwell,
The University of Chicago.

The University of Chicago

University College

OFFICE OF THE DEAN

43

July 29, 1915.

President Harry Pratt Judson,

Faculty Exchange.

My dear President Judson:

Mr. Henry M. Legler, Librarian of the Chicago Public Library, has been most helpful to University College during the past year by placing in one of the reference reading rooms a large collection of books for use by University College students. If you will write to him a letter expressing your appreciation of his cooperation I feel sure the letter would be appreciated.

Very truly yours,

Otis W. Caldwell

Dean.

The University of Chicago

University College

Chicago, August 2, 1912

July 29, 1912

President Harry Pratt Judson,
Faculty Exchange,
My dear President Judson:
Mr. Henry M. Lejler, Librarian of
the Chicago Public Library, has been most helpful
to University College during the past year by plac-
ing in one of the reference reading rooms a large
collection of books for use by University College
students. If you will write to him a letter ex-
pressing your appreciation of his cooperation I
feel sure the letter would be appreciated.

Very truly yours,

Walter Dill

Dean

The University of Chicago
University College

Chicago, August 5, 1915

Dear Mr. Caldwell:-

Thanks for your favor of the 29th
of July. ^{July 29, 1915.} I have written to Mr. Legler as you suggest.

Very truly yours,

Faculty Exchange.

My dear President Judson:

H.P.J. - L.

Mr. Henry M. Legler, Librarian of
the Chicago Public Library, has been most helpful
to University College during the past year by plac-
ing in one of the reference reading rooms a large
collection of books for use by University College
students. If you will write to him a letter ex-
pressing your appreciation of his cooperation I

Mr. Otis W. Caldwell.
Dean of University College.
The University of Chicago.

Very truly yours,

Otis W. Caldwell
Dean.

The University of Chicago
University College

Chicago, August 5, 1915

July 22, 1915

Dear Mr. Caldwell:-

Thanks for your favor of the 22nd

of July. I have written to Mr. Legler as you suggested.

Very truly yours,

Mr. Harry K. Legler, Librarian of

the Chicago Public Library, has been most helpful

to University College during the past year by placing

in one of the reference reading rooms a large

collection of books for use by University College

students. It was very kind of him to have

expressed your appreciation of his cooperation.

I am sure the latter would be appreciated.

Very truly yours,

Mr. Otis W. Caldwell,
Dean of University College,
The University of Chicago.

O. W. Caldwell

November 21, 1904

III The Department of Education will be at liberty to list its own courses in the School of Education, such of those offered in the Department of Philosophy as may be criticised and amended. The following is the memorandum referred to in our interview of last week. Please excuse my delay in getting it transmitted. It is understood that this is to be criticised and amended. courses in the Department of Education as may be. The Department of Education is henceforth to be a department in the School of Education with an acting head, but all officers in this department shall hold an official place in the membership either of the Department of Philosophy or the Department of Psychology, and shall give some instruction in the Faculty of Arts, Literature and Science. This carries with it the implication that the three departments are to be closely related, and that the Departments of Philosophy and Psychology will be consulted in all appointments in the Department of Education, and that the distribution of salaries will be adjusted to the circumstances of the case.

II There will be graduate courses of two kinds in connection with the Department of Education: 1) Work of a strictly technical or professional character for principals, superintendents and others, which may be given in the School of Education; 2) work of a more philosophical character for the degrees of M.A. and Ph.D. , which should be given in connection with the Departments of Philosophy and Psychology.

My dear Mr. Mead:

The following is the memorandum referred to

in our interview of last week. Please excuse my delay in getting it transmitted. It is understood that this is to be revised and amended.

I. The Department of Education is henceforth to be a department in the School of Education with an acting head, but all officers in this department shall hold an official place in the membership either of the Department of Philosophy or the Department of Psychology, and shall give some instruction in the Faculty of Arts, Literature and Science. This carries with it the implication that the three departments are to be closely related, and that the Departments of Philosophy and Psychology will be consulted in all appointments in the Department of Education, and that the distribution of salaries will be adjusted to the circumstances of the case.

II There will be graduate courses of two kinds in connection with the Department of Education: 1) Work of a strictly technical or professional character for principals, superintendents and others, which may be given in the School of Education; 2) work of a more philosophical character for the degrees of M.A. and Ph.D., which should be given in connection with the Departments of Philosophy and Psychology.

III The Department of Education will be at liberty to list in connection with its own courses in the School of Education, such of those offered in the Departments of Philosophy and Psychology as may be desired. Likewise, the Departments of Philosophy and Psychology may list as a part of their programme such of the courses in the Department of Education as may be desired.

Yours very truly,
W. R. Harper
all officers in this department shall hold an official place in the membership either of the Department of Philosophy or the Department of Psychology, and shall give some instruction in the Faculty of Arts, Literature and Sciences. This carries with it the implication that the three departments are to be closely related, and that the Departments of Philosophy and Psychology will be consulted in all appointments in the Department of Education, and that the distribution of salaries will be adjusted to the circumstances of the case.

II There will be graduate courses of two kinds in connection with the Department of Education: 1) Work of a strictly technical or professional character for principals, superintendents and others, which may be given in the School of Education; 2) work of a more philosophical character for the degrees of M.A. and Ph.D., which should be given in connection with the Departments of Philosophy and Psychology.

November 21, 1904

III The Department of Education will be at liberty to list in connection with its own courses in the School of Education, such of those offered in the Departments of Philosophy and Psychology as may be desired. Likewise, the Departments of Philosophy and Psychology may list as a part of their programme each of the courses in the Department of Education as may be desired. Department of Education is requested to be a department in the University with an acting head, but all officers in this department shall hold an official place in the membership either of the Department of Philosophy or the Department of Psychology, and shall give some instruction in the Faculty of Arts, Literature and Science. This carries with it the implication that the three departments are to be closely related, and that the Department of Philosophy and Psychology will be consulted in all appointments in the Department of Education, and that the distribution of salaries will be adjusted to the circumstances of the case.

II There will be graduate courses of two kinds in connection with the Department of Education: 1) Work of a strictly technical or professional character for principals, superintendents and others, which may be given in the School of Education; 2) work of a more philosophical character for the degrees of M.A. and Ph.D., which should be given in connection with the Departments of Philosophy and Psychology.

November 21, 1904

Education

My dear Mr. Locke:

The following is the memorandum referred to in our interview of last week. Please excuse my delay in getting it transmitted. It is understood that this is to be criticised and amended. Psychology may list as a part of their program. The Department of Education is henceforth to be a department in the School of Education with an acting head, but all officers in this department shall hold an official place in the membership either of the Department of Philosophy or the Department of Psychology, and shall give some instruction in the Faculty of Arts, Literature and Science. This carries with it the implication that the three departments are to be closely related, and that the Departments of Philosophy and Psychology will be consulted in all appointments in the Department of Education, and that the distribution of salaries will be adjusted to the circumstances of the case.

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III The Department of Education will be at liberty to

My dear Mr. Locke:

The following is the memorandum referred

to in our interview of last week. Please excuse my delay in getting it transmitted. It is understood that this is to be

official and amended.

I. The Department of Education is henceforth to be a department in the School of Education with an acting head, but all officers in this department shall hold an official place in the membership either of the Department of Philosophy or the Department of Psychology, and shall give some instruction in the Faculty of Arts, Literature and Science. This carries with it the implication that the three departments are to be closely related, and that the Department of Philosophy and Psychology will be consulted in all appointments in the Department of Education, and that the distribution of salaries will be adjusted to the circumstances of the case.

II There will be graduate courses of two kinds in connection with the Department of Education: 1) Work of a strictly technical or professional character for principals, superintendents and others, which may be given in the School of Education; 2) work of a more philosophical character for the degrees of M.A. and Ph.D., which should be given in connection with the Departments of Philosophy and Psychology.

III The Department of Education will be at liberty to

list in connection with its own courses in the School of Education, such of those offered in the Departments of Philosophy and Psychology as may be desired. Likewise, the Departments of Philosophy and Psychology may list as a part of their programme such of the courses in the Department of Education as may be desired.

Yours very truly,
W. R. Harper
all officers in the membership either of the Department of Philosophy or the Department of Psychology, shall hold an official place in the Faculty of Arts, Literature and Science. This carries with it the implication that the three departments are to be closely related, and that the Departments of Philosophy and Psychology will be consulted in all appointments in the Department of Education, and that the distribution of salaries will be adjusted to the circumstances of the case.

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III The Department of Education will be at liberty to

November 21, 1904

My dear Mr. Locke:

I am in connection with its own courses in the School of Education, such of those offered in the Department of Philosophy and Psychology may be desired. Likewise, the Department of Philosophy and Psychology may list as a part of their programs such of the courses in the Department of Education as may be desired. School of Education with an acting head, but all officers in your very truly all hold an official place in the membership of the Department of Philosophy or the Department of Psychology, and shall give some instruction in the Faculty of Arts, Literature and Science. This carries with it the implication that the three departments are to be closely related, and that the Department of Philosophy and Psychology will be consulted in all appointments in the Department of Education, and that the distribution of labor will be adjusted to the circumstances of the case.

II There will be graduate courses of two kinds in connection with the Department of Education: 1) Work of a strictly technical or professional character for principals, superintendents and others, which may be given in the School of Education; 2) work of a more philosophical character for the degrees of M.A. and Ph.D., which should be given in connection with the Department of Philosophy and Psychology.

III The Department of Education will be at liberty to

November 21, 1904

My dear Mr. Angell:

The following is the memorandum referred to in our interview of last week. Please excuse my delay in getting it transmitted. It is understood that this is to be criticised and amended.

I. The Department of Education is henceforth to be a department in the School of Education with an acting head, but all officers in this department shall hold an official place in the membership either of the Department of Philosophy or the Department of Psychology, and shall give some instruction in the Faculty of Arts, Literature and Science. This carries with it the implication that the three departments are to be closely related, and that the Departments of Philosophy and Psychology will be consulted in all appointments in the Department of Education, and that the distribution of salaries will be adjusted to the circumstances of the case.

II. There will be graduate courses of two kinds in connection with the Department of Education: 1) Work of a strictly technical or professional character for principals, superintendents and others, which may be given in the School of Education; 2) work of a more philosophical character for the degrees of M.A. and Ph.D., which should be given in connection with the Departments of Philosophy and Psychology.

November 21, 1904

My dear Mr. Angell:

The following is the memorandum
referred to in our interview of last week. Please excuse my
and delay in getting it furnished. It is understood that this
of it to be criticized and amended.

The Department of Education is henceforth to be a
department in the School of Education with an acting head, but
all officers in this department shall hold an official place
in the membership either of the Department of Philosophy
or the Department of Psychology, and shall give some instruc-
tion in the Faculty of Arts, Literature and Science. This
carries with it the implication that the three departments
are to be closely related, and that the Departments of Philo-
sophy and Psychology will be consulted in all appointments in
the Department of Education, and that the distribution of
salaries will be adjusted to the circumstances of the case.

II. There will be graduate courses of two kinds in
connection with the Department of Education: 1) Work of a
strictly technical or professional character for principals,
superintendents and others, which may be given in the School of
Education; 2) work of a more philosophical character for the
degrees of M.A. and Ph.D., which should be given in connection
with the Departments of Philosophy and Psychology.

III The Department of Education will be at liberty to list in connection with its own courses in the School of Education, such of those offered in the Departments of Philosophy and Psychology as may be desired. Likewise, the Departments of Philosophy and Psychology may list as a part of their programme such of the courses in the Department of Education as may be desired.

Yours very truly,
all officers in this department shall hold an official place in the membership either of the Department of Philosophy or the Department of Psychology, and shall give some instruction in the Faculty of Arts, Literature and Science. This carries with it the implication that the three departments are to be closely related, and that the Departments of Philosophy and Psychology will be consulted in all appointments in the Department of Education, and that the distribution of salaries will be adjusted to the circumstances of the case.

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November 21, 1904

III. The Department of Education will be at liberty to list in connection with its own courses in the School of Education, such of those offered in the Departments of Philosophy and Psychology as may be desired. Likewise, the Departments of Philosophy and Psychology may list as a part of their programme such of the courses in the Department of Education as may be desired.

Yours very truly,

in the membership either of the Department of Philosophy or the Department of Psychology, and shall give some instruction in the Faculty of Arts, Literature and Science. This carries with it the implication that the three departments are to be closely related, and that the Departments of Philosophy and Psychology will be consulted in all appointments in the Department of Education, and that the distribution of salaries will be adjusted to the circumstances of the case.

II. There will be graduate courses of two kinds in connection with the Department of Education: 1) Work of a strictly technical or professional character for principals, superintendents and others, which may be given in the School of Education; 2) work of a more philosophical character for the degrees of M.A. and Ph.D., which should be given in connection with the Departments of Philosophy and Psychology.

The Quadrangle Club

CHICAGO

Education Dept. No date
Dear President Harper

This has not been a very fertile year in Education. The works on higher Education you said were already pretty well taken care of. Therefore I have confined myself to a few notable books that are influencing the practice as well as the theory of Education.

These are noteworthy

L.B.R. Briggs - School, College and Character
H. Münsterberg - American Traits (the essays on Education)
(Doubtless you have included this in your list)

Fabian Ware - The Educational Foundations of Trade and Industry

C.H. Henderson - Education and the Larger Life

P.W. Search - An Ideal School

John Dewey - The Educational Situation

There might be added to these three other books which have a more slightly different interest -

CHICAGO

Dear President Harper

After this has been a very fertile year
in education. The books in higher education you
have seen already have been taken care of. Therefore
I am confident enough to a few notable books
that are influencing the practice as well as the
theory of education.

There are undoubtedly

W. R. Briggs - School, Society and Character
The Ministry - American Traits (the essays in education)
(Education you have noticed this as your last)
John Dewey - The Educational Foundations of
Logic and Psychology

C. H. W. Johnson - Education and the Teacher's Life
G. W. Barker - An Ideal School
John Dewey - The Educational Situation
There might be added to these three
other books which have a more
slight different interest -

The Quadrangle Club

CHICAGO

E. M. Wheelwright - School Architecture

This is a splendid book and sums up all that is best on this important subject, so is worthy of a place

H. E. Bowne - The Teaching of History and Civics

The importance of this can be well seen by ~~knowing~~ in that it covers the whole ground of history teaching and contains accounts of what is being done abroad and also extensive bibliographies

Count Lützow (editor and translator) Lomenius'

Labyrinth of the World and The Paradise of the Heart.

This unknown book, the Educational Pilgrims Prayers has a special interest for us.

Yours very truly

George H. Hoelle

CHICAGO

E. M. Whelan's - School Architecture

This is a splendid book and volume
up and it is one of the most
valuable, so is worth of a place

The Course - The Teaching of History and Civics

The importance of this can be well seen
from the fact it covers the whole
ground of his teaching and contains
a series of what is being done
and also numerous photographs

Count Dittus (White and Translated) 'Democracy'
Development of the World and the Progress

of the World

This book is a book, the book
of the world, for a special volume
for us.

Very truly
Yours
E. M. Whelan