

1894 Feb 15 JD to WRH
1894, Mar. 19 --

Dewey to President Harper, after receiving letter about his appointment to U of C staff. Autograph letter.

1895, Oct. 19 -- Dewey, Head Professor of Philosophy and Pedagogy, to Harper, statement on needs and budget of the departments. Autograph.

1896, Jan. 11 -- Dewey to Harper, in regard to Miss Bulkley's critical and hostile attitude; reply to Harper letter of Dec. 28, 1895.

May 2(?) -- Miss Talbot to President Harper in regard to "the schema for student analysis"; favorable criticism and a suggestion.

Dewey's "Schema"?

Aug. 8 -- Judson's favorable note on the scheme; can give valuable results if intelligently and thoroughly carried out. Autograph.

n.d. but -- O. L. Triggs' note on the scheme, with a suggestion. Autograph.

Oct. 23 -- Dewey's reply to Harper; has made some changes in accord with criticisms.

Dec. 9 -- Dewey to Harper on possibility for a fund for school building and for University's supplying ground to put it on.

1897, Jan. 11 -- Dewey to Harper, asking if the school has the right to call on Dr. Small, University physician, in case physical examination of children shows need of a doctor.

Jan. 8 -- Dewey to Harper, in reply to request for statement of what would be needed for Pedagogy dept. Encloses a 7-page statement and an article on Pedagogy printed in University Record.

Jan. 14 -- Dewey to Harper, saying he had received Mr. Rust's sanction in the matter of the proposed dancing class before anything was done about it. Now we cannot back out. Parents are paying the rent of the building, and we shall call the class one in physical culture, which it is. Asks if teachers and children might get free tickets to Art Institute..

Feb. 17 -- Miss Julia Bulkley to Harper. Has put into brief form points in the plan she is using in class in Modern German Pedagogy, and incloses a two-page outline.

Feb. 23 -- Dewey, to whom Harper has sent Miss Bulkley's statement, to Harper. Finds the outline vague.

Mar. 20 -- Dewey to Harper, regretting that absence from the city will cause him to miss the proposed conference on Tuesday. Hopes luncheon can be set for Apr. 1. Agrees with Harper on desirability of uniting secondary and elementary school conferences.

Apr. 28 -- Dewey to Harper. Approves of qualifications of E. S. Ames, but what the dept. needs is some one as instructor in experimental psychology.

Apr. 28 -- Dewey to Harper regarding Locke, who has been offered an instructorship at Harvard. Considers him our strongest man. Can anything be done to keep him?

May 13 -- Dewey to Harper, in regard to needs for work in experimental psychology. Mr. Angell is overloaded with work, and an assistant is needed.

Nov. 8 -- Dewey reports to Harper on two gifts for the elementary school of support of music, and one for pictures and statuary.

Dec. 5 -- Dewey to Harper on problems involved in the proposed pedagogical organization.

Dec. 6 -- Dewey to Harper, five pages on his impressions and hopes regarding the Pedagogy Department--connection with the Elementary School, organization, publication, new faculty needed; considers present situation critical.

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Page 1 (Harper) - letter to Dewey, dated Nov. 15, 1895, in which Harper expresses his interest in Dewey's work and his desire to have Dewey's views on the subject of the proposed pedagogical organization. The letter is signed "JOHN HARPER".

- 1898, Jan. 4 -- Dewey to Harper, suggesting three or four topics that might be included in program for Chapel assemblies.
- Feb. 9 -- Dewey to Harper. Has secured C. A. McMurry for one term in summer quarter; suggests Dr. McLennan as assistant to Mr. Angell in experimental psychology for the summer.
- Feb. 24 -- W. D. MacClintock to Dewey, asking if Mr. Ames might be considered for position of instructor in psychology; considers him a more successful teacher than Mr. Moore. The Disciples' Divinity House, which does not now have money enough to employ him, wishes to get him back to the University.
- Feb. 25 -- C. H. Thurber, Dean, Morgan Park Academy, to Dewey, suggesting a week's lecture course on manual training by C. Hanford Henderson, who has been at Harvard and is highly recommended by Prof. James.
- Mar. 1 -- Dewey to Harper, inclosing the above letters from MacClintock and Thurber. Additional help will be needed if the Senior College increases at the present rate; however, takes exception to MacClintock's remark that Ames is a more successful teacher than Moore. If such a course as Thurber suggested is a possibility he will be glad to look into the matter. Jackman and Mrs. Young are considering matter of the spring course.
- Apr. 5 -- Dewey to Harper, a statement of expenditures to be incurred in connection with summer Pedagogy work -- salaries of C. A. McMurry, H. H. Kingdely, F. A. Manny and A. W. Moore.
- Apr. 12 -- Dewey to Harper, correction on above letter and asking for assistant for Angell in experimental psychology lab.
- May 11 -- Dewey to Harper in reply to query; since he had no one to attend to details as Manny did last year has not made any plans for an Elementary School Conference.
- June 23 -- Dewey to Harper, enclosing budget for School for 1898-99. Answers Harper's questions as to needs and methods; cannot see how there can be any enlargement of classes, and thinks raise in tuition undesirable. Thinks the School is being managed in the most reasonable and economical way. If anything is wrong it is the fundamental conception of the undertaking, and of course a change there would involve a giving up of the whole matter of the Experimental School.
- 1899, Feb. 10 -- Dewey to Harper, thanking him for Sisson's letter of 7th and agreeing with Sisson in objection to term Pedagogy. Thinks Education probably best to use in title.
- Mar. 8 -- Dewey to Harper, reply to letter of 7th referring to communication from Mr. Butler, apparently on criticism of the School.
- Dec. 21 -- Dewey to Harper, suggestions for budget in Dept. of Philosophy and Pedagogy. Summing up: needs additional instructor for experimental psychology; increased appropriation for books increased appropriation for laboratory equipment..
- 1900, Jan. 30 -- Harper to Dewey: Could we use Ames in summer quarter? Note written by Dewey in margin -- Yes, for history of philosophy.
- Feb. 3 -- Dewey to Harper on details of budget and staff.
- Aug. 13 -- Harper to Dewey in regard to possibility of employing Nathaniel Butler, now President of Colby Univ. (copy)

40 Dec. 23, 1898

47 NOV. 16

JD:GW:RA

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- Aug. 12 -- Harper to Dewey in regard to possibility of employing Nathaniel Butler, now President of Colby Univ. (copy)

- 1901, Feb. 16 -- Dewey to Harper, inclosing a letter he has written to Dr. Butler in attempt to meet difficulties as to courses Butler would be giving if he should come.
- Feb. 16 -- Copy of Dewey's letter to Butler (cf. above)
- Apr. 17 -- F. M. McMurry of Columbia to ~~Dewey~~ to Harper, hoping that new arrangement with Blaine School will not interfere with continuance as before of Dewey's Experimental School.
- Apr. 19 -- John W. Hall, Fellow in Education, Columbia to same purpose as letter above. Convinced that educational America will be a great loser if Dr. Dewey's freedom or opportunities are in any way curtailed.
- Apr. 19 -- Myron T. Scudder, State Normal, New Paltz, N.Y.: The friends of education all over this country have deplored the possibility of the discontinuance of Doctor Dewey's experimental school.
- Apr. 19 -- Another copy of the same letter sent to Dewey, and by Dewey to Harper. Card from Scudder attached.
- Apr. 20 -- Harper to M. T. Scudder (cf. above), assuring him that the interests of the Dewey school will be well taken care of in the new arrangements for uniting Chicago Institute and the dept. of Pedagogy of the University. (copy)
- Apr. 21 -- Frank P. Bachman, Fellow in Education, Columbia, expressing hope that in the organization of the School of Pedagogy it may be deemed wise to preserve Dr. Dewey's experimental school.
- Apr. 21 -- Francis G. Blair, E. Ill. State Normal, on what some of us in the state think of the Dewey school and the great value of the experiment. To Harper.
- Apr. 20 -- John W. Cook, Northern Ill. State Normal: I wish to plead iwth unusual insistence as a schoolmaster for the continuance of this most remarkable laboratory school. To Harper.
- Apr. 20 -- Herman T. Lukens, State Normal, California, Pa., to Dewey, in praise of school and hope for continuance of its work.
- Apr. 22 -- Charles De Garmo, Cornell, to Harper: Col. Parker will do a great work in the new school, but it is quite out of the question for him to carry out Doctor Dewey's experiments on the line which they started. I happen to know that this is the general sentiment among school men in the country, and if Doctor Dewey is willing to go on with the work, we hope nothing will interrupt...
- Apr. 22 -- G. W. A. Luckey, Univ. of Nebraska Dept. Education, hoping the experimental school will not be abandoned. To Harper.
- Apr. 22 -- Stuart H. Kowe, Supervising Principal, Lovell School District, New Haven, Conn., to Harper, in favor of Dewey School. Thinks every dept. of education should not only have a practice school but also an experimental school.
- Apr. 22 -- C. C. Van Liew, California State Normal, to Harper, adding his word to that of others who hoped nothing would interfere with the continuance of Dewey's school.
- Apr. 23 -- Harper to John W. Hall (cf. Apr. 19), assuring him the interests of Dewey's school will be regarded carefully. (copy)
- Apr. 23 -- Harper to M. T. Scudder (cf. Apr. 19), as above. (copy)
- Apr. 23 -- Harper to F. P. Bachman (cf. Apr. 21), assuring him that the interests of the school will be kept in mind. (copy)
- Apr. 23 -- Ernest Carroll Moore, Berkeley, Calif., to Harper. Regards Dewey's school as the most important pedagogical experiment since Herbart and the Univ. of Chicago can be of no greater service than by carrying the experiment to its conclusion.
- Apr. 23 -- Harper to John W. Cook (cf. Apr. 20), assuring him that the interests of Dewey's school will be kept in mind. (copy)

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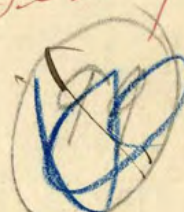
- 1901, Apr. 24 -- Newell D. Gilbert, De Kalb Public Schools, to Harper, urging the continuance of Dewey's school.
- Apr. 25 -- G. E. Maxwell, State Normal, Winona, Minn., to Harper urging continuance of Dewey's school and his work.
- Apr. 25 -- Harper to F. G. Blair, State Normal, Charleston, reply to letter of Apr. 21; assurance that interests of Dewey School will be kept in mind. (copy)
- Apr. 25 -- Harper to C. De Garmo, reply to letter of 22nd, as above. (copy)
- Apr. 25 -- Harper to N. D. Gilbert, reply to letter of 24th, as above. (copy)
- Apr. 29 -- Harper to C. C. Van Liew, reply to letter of 22nd, as above (copy)
- Apr. 29 -- Harper to Stuart H. Rowe, reply to letter of 22nd, as above (copy)
- Apr. 29 -- Harper to E. C. Moore, reply to letter of 23, as above (copy)
- Apr. 29 -- Harper to G. E. Maxwell, reply to letter of 25th, as above (copy)
- May 30 -- Dewey to Harper, letter sent with copy of suggestions for buildings which Dewey had sent to Architect Rogers. Letter contains certain conclusions arrived at by Dewey.
- June 12 -- Dewey to Harper, in regard to letter he has written to Col. Parker and to plans for buildings. Asks why Mrs. Young was not asked to give public lectures in pedagogy section in summer.
- July 22 -- Dewey in Berkeley, Calif. to Harper in regard to question as to Mrs. Dewey's name sent in as principal of Laboratory School.
- Aug. 2 -- Harper to Dewey, reply to above letter. He had expressed to Mrs. Young surprise that so important a matter should have been handed in without consultation with him; but does not desire any readjustment. (copy)
- Sept. 12 -- Harper to Dewey, in regard to omission from announcements of certain names, Dewey's among them. (copy)
- Sept. 16 -- Dewey to Harper, objecting to use of "our name" by the School of Education people.
- Sept. 28 -- Note to Harper from Dewey, with copy of letter he sent to Dean Jackman on subject of letter of 16th.
- Sept. 30 -- Harper briefly acknowledges the above letter. (copy)
- 1902, Jan. 10 -- Dewey to Harper, returning architect's letter, and stating his objections on certain points.
- Jan. 13 -- Harper replies to above letter. Thinks they had better have an interview. "It seems difficult for any statement which I make to be really understood." (copy)
- July 5, -- Dewey's recommendations as to faculty and salaries.
- Aug. 12 -- Harper to Dewey, on deficit in School of Education; thinks it unwise to spend as much as \$2130 for Music..... (copy)
- Oct. 18 -- Dewey to Harper, inclosing note to Mr. Shepardson, who deplores the lack of a circular announcing courses of the School of Education. Suggests a temporary plan, which attached note from Shepardson to Harper thinks "unfortunate."
- Oct. 25 -- Dewey to Harper, in regard to the "unfortunate situation," and in defense of his own positions.
- Dec. 8 -- Dewey to Harper, in regard to matter of relation of the School of Education library to the University Libraries, now and in the future; a matter to be settled.

*81 Nov. 8, 1901

*82 1902, Jan. 11
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*85 Mar 3, 02

A. J. C. S. S. S. S. S. S.

Dewey


University of Chicago,

Chicago, Dec. 6, 1897.

Dear President Harper:

I wish to convey to you, perhaps more definitely and at the same time more freely than I have done hitherto, some of my impressions and hopes regarding the Pedagogical Department. There has now been a sufficient amount of experience so that I have arrived at a pretty positive view of the situation and its needs.

I. The connection between the Elementary School and the University side of the Department of Pedagogy, is extremely loose. Up to the present time this has not been a matter of such great importance for the following reasons:

a. The school itself had a great many problems of its own internal organization to work out - this because it incurs so many departures from existing methods and so much experience to get hold of the right instructors, that it could not take shape at once. During this period there were some positive advantages in not having the School under too close inspection from the whole Department of Pedagogy. That period however is now ended, or will be at the end of this year. The main problems of selection and adjustment of work have been solved. If the School is going to do what it should for the instruction in Pedagogy on the University side, it would soon become absurd not to have more definite and organic relationships than now exist. It is out of the question for me personally to undertake this matter. My province is keeping a supervision of the selection of the subject matter for the School ^{and} insuring its proper mutual ^{to} correlations; and, in the University, ~~the setting~~ ^{to} forth the Philosophy or general theory of its movement.



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Dec 6, 1897

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The ~~particular~~ work was put into the hands of Dr. Bulkley, but for reasons which I need not explain to you, it has not been done, nor do I think that we can safely anticipate its being done in the future; in fact ^{systematic} I think it would be a loss of time and energy to expect anything in that direction.

There arises therefore, the demand for some one who should be a connecting link between the University and the School:- who shall represent the Department of Pedagogy in the School and the School in the Department of Pedagogy. Such a person would have the following tasks:

1. To give courses in methods and materials of elementary instruction with special reference to the work of the School.

2. To have supervision of the practice work and ~~the~~ work of the Assistants in the School. (Experience shows that the moment we can guarantee proper supervision and criticisms, there is a large opening in the latter direction; that many competent persons would be glad to combine contact with the School with further University study; and that there is great positive financial economy in developing this phase of the work).

3. To make available the experience of the School for the educational public generally. We are collecting a very considerable amount of material which ought to be published both for the sake of the future of the School in case individual teachers drop out, and for the advancement of educational interests in general. This would be very considerably increased the moment there was any one especially charged with keeping track of it.

4. To form a connecting link between the School and the outside public in the way of Extension Lectures, talks to Women's Clubs (for which I have continual invitations which I have to refuse); and in general representing the interests of the School outside.

I may add that I think I know just the woman to undertake this

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work, both by her experience and her personal temperament and bearing. It is a task which requires a person of good presence and social tact and experience. This woman is Miss Weeks, now at Pratt Institute, and the Private Secretary and personal representative in the Institute, of Mr. Charles Pratt. She is a Vassar College graduate, has had actual experience in teaching little children and in training of teachers; has been for the past two years more than any one person, the connecting link between various departments and interests at Pratt Institute; and is this year engaged in organizing the Social Settlement and neighborhood work of the Institute. Of course she could not be got without a good position and salary; and perhaps could not be got any way, but I wish that the effort might be put forth. Her salary should be borne jointly, I think, by the Department of Pedagogy and by the School.

There are certain other possibilities which lie partly in the nature of the situation and partly in the men who are available.

2. E. C. Moore, our present Fellow in Pedagogy, is developing rapidly as he is adding more force of bearing to his already great intellectual strength and his systematizing ability. He would be a first class man to give courses in the History of Education in its relation to the growth of general culture and of growth in social conditions, as he is a person of unusually large historic sense in addition to wide special equipment. I do not doubt that he could be got next year at the salary of an Assistant, \$500 or \$600.

3. I wish we could get Mr. Locke back here again. He will have had the advantage of a year's teaching and organizing experience at Harvard. He would be an admirable man for conducting courses on the administrative and organizing side of school work; to take charge of whatever practical work in visiting the schools of the vicinity is found desirable; to assist Mr. Thurber in the matter of pupil teaching in the High Schools as that continues to develop; to mediate between the pedagogical interests

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There are certain other possibilities which lie partly in the nature of the situation and partly in the men who are available. S. E. C. Moore, our present Fellow in Pedagogy, is developing rapidly as he is adding more force of bearing to his already great intellectual strength and his systematizing ability. He would be a first class man to give courses in the History of Education in its relation to the growth of general culture and of growth in social conditions, as he is a person of unusually large historic sense in addition to wide special equipment. I do not doubt that he could be got next year at the salary of an Assistant, \$200 or \$300.

5. I wish we could get Mr. Hooke back here again. He will have had the advantage of a year's teaching and organizing experience at Harvard. He would be an admirable man for conducting courses on the administrative and organizing side of school work; to take charge of whatever practical work in visiting the schools of the vicinity is found desirable; to assist Mr. Thurston in the matter of pupil teaching in the High Schools as that continues to develop; to mediate between the Pedagogical interests

of the University and of the South Side Academy as that develops into the University Secondary School; and to form a connecting link on the personal side between the various interests represented in the proposed inter-departmental work in pedagogy - a matter which should have a good deal of time and attention from somebody as it will come very far from running itself, even after it is properly laid out on paper. I suppose Mr. Locke could be got back, if he were willing to come at all, for about \$1200.

I hope I shall not be thought unreasonable in presenting these matters at a time of recognized financial depression; I should not however, feel that I was fulfilling my duty as Head of the Department of Pedagogy if I did not call your attention to these things somewhat emphatically, at just this juncture. In my best and most impartial judgment, the Department has reached a critical stage where positive advance steps forward must be taken in order to maintain the respect of the students and of the public interested in educational matters from the professional side. I feel more and more the contradiction contained in the fact that the function of the University is to ^{so} ~~a~~ large ^{an} extent to train teachers; and yet we are doing so little intentionally towards that end. I am certain also that there is no University opening so broad and insistent, and so little met by any other University in the country. With anything approaching an adequate organization of the Department, I should hardly be afraid to guarantee that in three years such a department would have as great a number of Graduate Students as any in the University, and these, for the most part, of unusually high grade. But aside from this possibility of growth, there is the fact that we are already engaged in matters where the discrepancy between our claims and our actual work will become more and more apparent until additional organization and reenforcement of instruction are secured.

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Dec 6, 1897

5.

I do not suppose anything will be gained by a reiteration of words, but I wish to close by stating once more that the present situation seems to me critical and the need for action with reference to next year imperative.

Yours truly,

John Dewey

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Yours truly,

John May

Plan for organization of work in a fully equipped Department of Pedagogy.

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The various lines of work which are naturally included within the scope of a University Department of Pedagogy may be reduced to a few main heads. We have

1. What may be termed for convenience, Educational Physics and Physiology, dealing with the whole plant of educational work and the adaptation of that to the physical being and welfare of the pupils.

2. Educational Sociology which concerns itself with the organization and administration of the educational system, both in relation to other social conditions and institutions and in its own external mechanism and workings.

3. Educational Psychology which deals with all matters appertaining to the adaptation of the school resources and the subject matter of the curriculum to the child. Its problem is how, out of the plant and school system described above, to get the maximum of result from the standpoint of the individual pupils.

4. We have the subject matter of general pedagogy occupying itself with the theoretical considerations regarding the

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3. Educational Psychology which deals with all matters appertaining to the adaptation of the school resources and the subject-matter of the curriculum to the child. Its proper domain, out of the plant and school system described above, is not limited to the results from the standpoint of the individual pupils, but we have the subject matter of general pedagogy.

Accordingly it will be the theoretical considerations regarding the

nature, ends and aims of educational work and the intellectual organization of curriculum and methods corresponding thereto.

5. Educational History dealing both with the system which have actually obtained at various times and in various countries, and also with the development of the theory of education as such.

I. Educational Physics and Physiology.

1. School buildings and grounds; city and country; heating, lighting, ventilation and plumbing; laboratories; school furnishings, desks, black-boards, etc.; school decoration and aesthetics; all this to be inclusive from the Kindergarten to the University. Beside giving ~~xx~~ courses, the person in charge of this work would be responsible for the collection of plans, drawings, photographs, etc., from all available sources. Summaries should be given in original investigation along these lines, the construction of proper plans, etc. The work should look ultimately to co-operation with school boards in furnishing information upon these points, copies of plans, etc.

2. School Hygiene. The adaptation of the matters mentioned above to the health of children, including the investigation of the normal and abnormal condition of the senses of the muscular system in relation to the physical conditions of school work. The nervous and other diseases of children so far as they act and react upon the work of education, should be included, as also the theory of physical exercise and culture in relation to health. The person

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in charge of such a course ought to be, if not a physician, one who has had a thorough training in physiology and is in close contact with physicians. The seminar work would involve an examination of the actual school buildings from the standpoint of all their sanitary arrangements. On the practical side there would be such co-operation as occasion might suggest with the City Board of Health and with physicians and others interested. Through the museum and library there should also be formed here a sort of bureau of information to which those engaged in actual school administration might apply.

II. Educational Sociology.

1. Systems of education in their relation to political, economic, religious and intellectual conditions of society, involving such things as a comparative study of the various European systems in their special adaptation to their own surroundings and a study of the various types of the systems found in this country, in their adaptation to their local environments. It would also involve a study of industrial, technical and professional education from the same standpoint.

2. Internal School Organization and Management. This would include a study of the business side; the raising and expenditure of money for school purposes and the proper divisions of labor involved there. It would take up the functions of school boards: the Superintendent, Supervisors, Principals, etc., and their relations to each other. The question of the methods of preparing teachers

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the state.

for their work and so on, would come under survey also. In fact all the problems which have to deal with the actual administration of the school system. The advanced work would consist in an actual examination of systems of Chicago and other cities near enough to be personally investigated with a view of discovering both the methods actually pursued, the defects and the suggesting of remedies.

III. Educational Psychology.

1. Child study, both on the side of its methods and the undertaking of actual work, should receive attention.

2. Course or courses should be given in Psychology as applied to instruction. The question of methods in relation to the learning process of the mind.

IV. General Pedagogy. This is the head which receives most attention, and in some cases, exclusive attention, in the existing status of Pedagogy in colleges. It deals with the philosophy of education as such and the question of educational aims and means. Beside this general work it should include a more special and detailed study of the school curriculum; of the studies actually pursued in the schools, of their respective values and relations to each other, ~~and~~ also a study of the various subdivisions of the educational system, elementary, secondary and higher, from the standpoint of their ~~curriculum~~ and their methods.

for their work and so on, would come under survey also. In fact all the problems which have to do with the actual administration of the school system. The advanced work would consist in a critical examination of systems of Chicago and other cities now known to be particularly distinguished with a view to determining the methods actually followed, the defects and the suggestions for remedying them.

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IV. General Pedagogy. This is the broad which includes most of the above, and is a more or less comprehensive study of the existing state of pedagogy in colleges. It deals with the philosophy of education as such and the question of educational aims and means. Within this general work it should include a more special and detailed study of the recent curriculum; of the study of the curriculum in the schools, of their comparative values and relation to the general aims of the curriculum and the aims of the individual child, and the aims of the individual child. It should also include a study of the aims of the individual child, and the aims of the individual child.

V. Educational History.

1. The history of educational systems as actually organized, for example, the Chinese, Greek, Roman, Mediaeval; the history of the development of the modern common school system; the history of the development of the curriculum. This is the historical counterpart of what is treated theoretically in III.

2. The history of the theoretical discussions of educational matters. The study of educational classics from Plato down. The study of the epochs of educational reform and the writings which influenced them; the relation of educational thought to philosophical, ethical and religious thought; a consideration of educational theories in their relation to the general culture and intellectual atmosphere of the times.

The above takes up the work of the department from the standpoint of its logical sub-division. From another point of view it may be said that at least four courses should be given as undergraduate courses. These four are general in character and to be taken by ~~all~~ ^{those} interested in education, apart from ~~their~~ ^{their} specialization along any particular line.

1. The history of educational doctrine.

2. Educational psychology on its theoretical side.

3. ~~The~~ Child study.

4. A synoptic view of school organization; the resources of the school; their administration; and the chief contemporary problems in educational administration.

1. Educational History.

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2. Educational psychology on the theoretical side.
3. Educational theory.
4. A general view of school organization and management
of the school; the relation of the school to the community
problems in educational administration.

In the above nothing has been said about work in the actual training of teachers as it is assumed that for the most part, at least at the outset, the whole stress must be thrown upon the culture side rather than upon the professional. There are two phases, however, of training work whose comparatively speedy inauguration is worthy of consideration.

I. When the *Manual Training School* is definitely annexed to the University, and its location changed so as to be sufficiently in close contact with University work, it would be highly desirable to have it include a special course for training teachers in the direction of manual training. The introduction of this line of work in the public schools is hindered now more by the lack of properly trained teachers than by any other one thing, as public opinion in general is now decidedly in favor of it. The New York Training School for teachers is the only college of rank now making a specialty of this matter.

II. We have already begun to have applications for teachers who are trained in the methods in use in our University Primary School. As soon as means are sufficient to give us a good supervising principal *[a thing very much needed in itself]* we should aim at securing a person who should be able to take oversight *[and give]* direction and criticism *[to]* a number of assistants who should, at the same time, be taking theoretical work in the University. Such

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ness and are trained in the methods in use in our University. Twenty
schools. As soon as manual and mechanical work is given as a part of the
training, the training of the teachers will be greatly improved. It is
at present a matter of the school as well as the training of the
education and training of a number of specialists who should, it
is thought, be highly interested with in the University.

a move would be economical in more ways than one as it would enable us to derive a revenue from our assistants instead of having to pay anything for their services.

Respectfully submitted:

John Dewey

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Respectfully submitted:

Bob Hurry

Dewey

PEDAGOGY AS A UNIVERSITY DISCIPLINE.*

BY HEAD PROFESSOR JOHN DEWEY.

THE UNIVERSITY OF CHICAGO.

A distinct division of labor is indicated as regards training in the science and art of education. There must be some schools whose main task is to train the rank and file of teachers—schools whose function is to supply the great army of teachers with the weapons of their calling and direct them as to their use. It must be the province of such schools to give discipline along lines already well established rather than to undertake experiment along new lines. They must, indeed, be awake to the reception of new ideas, but in undertaking the primary preparation of teachers for the school room, it will rarely be advisable to undertake their initiation into ideas or methods not having some guarantee of time and experience back of them.

Parallel to such training schools must be those which direct their energies to the education, not of the rank and file, but of the leaders of our educational systems—teachers in normal and training schools, professors of pedagogy, superintendents, principals of schools in our large cities, many of whom have under them more teachers than a superintendent in smaller towns. Such persons are not in need of introduction to the rudiments of their work; they have already served their apprenticeship in practice and learned the elements of the theory. They are, moreover, as a rule persons who have already had a college training, and who know what disciplined scientific work is. Such students are necessarily repelled if they find work adjusted to a lower intellectual level than they have become familiar with, or carried on by less orderly intellectual methods than they have mastered. Because of these facts college graduates very rarely seek a normal or training school after having had a college education; if they become dissatisfied with their pedagogical horizon, there is, at present, very little resource save a journey to some German university which has recognized the need of advanced as well as elementary pedagogics.

Training schools of this type should and may, moreover, devote themselves more directly to the work of pedagogical discovery and experimentation. Dealing

with those who know what has already been accomplished, what the existing status is, who are mature and have the balance of learning and experience, such work can be safely undertaken. There is no danger of confusion, of premature introduction to a range of truth lying beyond capacity for successful application. Such students are not only capable of initiation into the region of discovery and testing of new truths, but require it; since, as a rule, they seek after this higher type of training just because they are dissatisfied with the existing régime, or their educational environment.

It is obvious, without argument, that this higher type of training must be undertaken for the most part, if it is to be done in America at all, by universities and to a considerable extent as graduate work.

An additional, urgent reason for attempting such work in an American University may be found in our social and political traditions. These are all against any close, systematic and centralized direction and supervision of education on the part of a governmental authority. Extreme local self-government has been the rule in education even more, if anything, than in any other part of the American system. It makes little practical difference, for present purposes, whether one regret or laud this tendency. It is clear that our educational systems are in need of some kind of direction and systematization from expert sources. If the government does not furnish this, so much the greater the necessity for its being undertaken on a voluntary basis. It must be assumed with the authority of science, if without that of bureaucratic control. The universities are the natural centers of educational organization, unless the chaos of extreme centrifugal force is to continue indefinitely. It is for them to gather together and focus the best of all that emerges in the great variety of present practice, to test it scientifically, to work it out into shape for concrete use, and to issue it to the public educational system with the imprimatur, not of governmental coercion, but of scientific verification. Organization

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on the basis of coöperation, of free and full interaction of the various parts of our educational system is a necessity. It must accomplish what the central educational departments of Germany and France accomplish under the conditions prevailing in those countries.

One other fact may be mentioned as marking the university as the destined place assuming the responsibility of this higher training. A reorganization of the educational system is already occurring. It is impossible to undertake, here, a complete statement of the conditions meeting fulfillment in this reconstructive movement. One of these, however, is the great intellectual advance of the present century, an advance equally great in the regions of history and of science. The accumulation of knowledge has become so great that the educational system is disintegrating through the wedges of new studies continually introduced. While there is an almost constant cry that the curriculum is being too diversified, that students are distracted and congested by the wealth of material forced upon them, the demand for more studies and for more time for each of these studies never ceases. The pressure began in the college and high school. It is now finding its way into the primary grades, partly from social infiltration, partly from the continued pressure from above for such training below as will relieve the difficulties of the situation above. It is as nearly certain as any educational expectation may be that if the increased demands, as regards number of languages, range of literary study, of history and of the physical and biological sciences are to be met, even half way, in the college and high school, the response must proceed from changing the methods in the lower grades, and by beginning work along these lines in the primary school—yes, and in the kindergarten. It is not a mere question of local expedience, whether it is advisable here and there to modify the traditional “three R’s” curriculum. It is a question of the right organization and balance of our entire educational system, from kindergarten to university, both in itself as a system and in its adjustment to the existing social environment.

This reconstruction may go on in a haphazard, an empirical, way, now trying this scheme, now abandoning it for that, without consciousness of the ends to be reached, without utilization of the manifold failures and successes and with all the waste of time, money and human life involved in such change. Or it may go on with some clear, if flexible, consciousness of the nature of the problem, of the ends to be met, and with some adaptation of means to these ends the latter conditions ought to be most clearly met at a university, where psychology and sociology are most

systematically pursued; where scientific inquiry is at its height and where methods of work are most fully developed. In addition, it is at the university where there is the accumulation of the quantity and quality of knowledge which is trying to break through into the secondary and primary school systems. That is to say, the experiment of the introduction of science or history into lower education is a matter of subject matter as well as of method. It is reasonable to suppose that it can most fruitfully and efficiently be attempted where this subject matter is most adequately and accurately represented. One of the difficulties in introducing scientific methods and materials into lower grades is that “facts” are taught which are not facts; or facts are brought in an unrelated, relatively incoherent way; methods are used which are out of date. The child should be started on the most advanced plane, with the least to unlearn and to correct as regards both particular things and methods; with the maximum of attainable accuracy and with a selection of ideas and principles in some ratio to their importance and future fertility. Where specialists abound, where investigations are continually in progress, where the laboratory and the library are thoroughly equipped, is, if anywhere, the place where such requirements are met. On the other side, the necessity of applying a specialized range of considerations to the purposes of education is the best way of preventing the specialist from becoming narrow. Such a task necessitates looking at the special material in the light of both its adaptation to other studies and to human nature. For one danger of higher education, from the point of view of broad human interests, is that with high specialization there is increasing likelihood of the center of scholarship getting removed from the mass of men, and the things of daily life. Culture becomes tangential to life, not convergent. The problem of the application of the results of special research to educational ends compels a generalization both of subject-matter and of interest.

A complete organization of the discipline of pedagogy is still lacking. There is no German university in which the subject is presented in a way at once detailed and systematic. So far as can be determined in advance of trial, such an organization of the subject for university purposes would include four main lines of discussion and research, all correlated and focused in a laboratory of a school of practice, experiment and demonstration.

Of these four lines, two are mainly concerned with the administrative, two with the scholastic side of education.

From one point of view the school must be regarded as a social and political institution, having its own

special relationships to other institutions within some particular state, and having its own internal organization and administrative machinery. From this point of view arise those phases of pedagogical science which deal both with the history and the theory of school systems. Historically, we must know how every people that has made a contribution to civilization has administered its educational forces; what practical ideals it has held in view and how it has shaped its means to realize these ideals. Hebrew, Egyptian, Greek, Roman, each has had a certain type of character in mind, a certain sort of social and political service to be rendered; partly by instinct, partly by conscious design, each nation has adapted its system to satisfy these requirements. The school system has always been a function of the prevailing type of organization of social life.

Just as the contemporaneous systems are of chief importance, so the study of these systems, English, French, German, and American, connects most closely with the other phase of this institutional study—the theory of the best attainable organization and administration in our own country under existing conditions.

Such a theoretical study includes such topics as the following: The relation of the general government to education; the various state systems and their relation to county and township direction; study of the conditions of supervision and control in both the rural districts and the larger cities, with the various problems thus presented, to the relation of the school system to the other parts of our political machinery; the various methods for the training of the teachers; special questions of school superintendency and supervision. Another type of questions, falling under this same general head, is that connected with the school building as the practical center of school work. Here are involved problems of economics, of financial control, of the proper division of labor between the scholastic and the business side of the school system; of sanitation and hygiene with relation to site, plumbing, seats, blackboards, etc.; of aesthetics in architecture and internal arrangement and decoration; questions of laboratories, museums, libraries and the entire working equipment of the school.

Those who are skeptical as to claims of pedagogy to a position in the sisterhood of university studies overlook both the vast amount of positive knowledge at hand here and the necessities of having this knowledge collected and organized. It is not a matter of crude speculation nor of doling out arbitrary empiric devices, but of getting together a definite sphere of historical, sociological and economic facts; and of combining these facts with others drawn from physi-

ology, hygiene and medicine, etc., and of effecting a working synthesis of this great range of scientific data.

When we turn from the administrative to the scholastic side, the needs are no less urgent and the material no less specific and no less open to scientific method. Parallel to the historical development of the school as a social institution is the historic development of ideas concerning education. Just as the history of the institution correlates with the history of other institutions, so this relates to the history of reflective thought, of philosophy and of religion. It is an organic part of the record of the intellectual development of humanity, as the other is of its institutional development. No reason can be given for neglecting this that would not apply with equal, or greater force, to the history of science or philosophy. The theoretical study involves the generalization of this historic material, the various systems of pedagogy which have emerged, together with a thorough discussion of psychology and sociology in their bearings upon the selection, arrangement and sequence of the studies of the curriculum and the methods required to give them their full efficiency. If we call the corresponding study on the institutional side that of the educational plant, the problem that meets us here is how to utilize this plant, how to get the maximum of value for human life out of it.

There is no more reason for limiting the range of pedagogy to a part of the last problem mentioned—that of the methods required in teaching a subject—than there would be in limiting physiology to the most uncertain and empirical aspects of medicine. The question of subject-matter and method is indeed of supreme importance because it is the question of how the machinery of the institution is to touch human life, how it is to get its translation from machinery into human activity. But backed and surrounded by the disciplines of history, sociology, political science, physiology and psychology, such a study is no more a dealing in certain devices for making certain studies palatable than the pharmacopeia of cod-liver oil exhausts scientific hygiene and medicine. The question of method is impossible of divorce from that of subject matter; it is simply a question of the relation one subject bears to another and bears to the human mind. It is the subject-matter taken out of the abstractness forced upon it for purposes of its own convenient study and put into its concrete connections with the rest of the world of knowledge and culture and with the life of man in society. There is opportunity and demand here for the most progressive psychology in determining the relation of studies to the mind in its various stages of development. There is need for a comprehensive philosophy in systematizing

the relations of sciences to one another, in determining their correlations, and for widest knowledge of the sciences themselves in their details.

So much for the lecture and book side of university instruction in pedagogy. But every university discipline now has its side of research, of investigation, of addition to the resources of the world. Its function is not exhausted in gathering together, systematizing and perpetuating the accomplishments, theoretical and practical, of the past. There remains the responsibility of testing the attainments of the past with reference to the needs of the present; there is imposed the duty of positive contribution of new facts, new principles. The heart of university work resides more and more in the laboratory and in the working equipment of the seminary.

Where is this equipment to be found in the case of a department of pedagogy? Clearly in a school which shall test and exhibit in actual working order the results of the theoretical work. Experience has confirmed what might have been expected *a priori*, that pedagogical instruction, whether in universities or normal schools, is effective in proportion as the theory of the class room is accompanied by actual school work. Only in this way can the student get the real force of what is advanced in the lecture or textbook; only in this way can there be assurance that the teaching of the class room is not vague and impracticable. Moreover, if there is a science of education it is an experimental science, not a purely deductive one. All well-ordered experiment presupposes two things: a working hypothesis, an idea to be put to the test, and adequate facilities for making the test. There must be a continual union of theory and practice; of reaction of one into the other. The leading idea must direct and clarify the work; the work must serve to criticize, to modify, to build up the theory.

But just as the teaching side of pedagogical work in a university is differently directed and constituted from that of the normal school, so also the accompanying laboratory. The former is a school of practice in the sense that in it the future teachers get such practical exercise in the weapons of the calling as to prepare them for the actual work of teaching. But "practice" in a university school of practice is a word of enlarged sense. It refers not so much to individual

pupils as to the principles which are tested and demonstrated. Such a school is, in the strictest sense, a laboratory. Without it the instruction in pedagogy is in relatively as disorganized and crippled a condition as chemistry and physics would be with only lectures and books to depend upon.

That this fact is hardly recognized nominally, and next to not at all practically, simply indicates in how backward a condition the whole scientific organization of education is—how little society is as yet awakened to the possibility of applying scientific methods of inquiry and organization to educational matters. It is not over-sanguine to anticipate a transformation in education similar to that of chemistry when there is consciousness of the possibilities in this direction, and men are as willing to spend time and money in one direction as in the other. The sole hindrance is the skepticism, latent rather than expressed, passive rather than active, as to whether education is capable of intellectual organization, whether it really falls within the realm of scientific method and is subject to the intelligent application of law.

Let this inertia of conviction once be shaken, and just in proportion to the importance of education, and the extent to which it touches human life, will the response to the claims of pedagogy, as scientific theory of the practical organization of educational forces, be ready and ample. There is no doubt that a laboratory of chemistry might be made self-supporting by devoting itself, say, to work in dyes or drugs of direct commercial import. Whether the ultimate utilitarian output, to say nothing of chemical truth, would be as great is quite another matter. It is inconceivable that, in the long run, the needs of the theory of education should be grasped in any less generous and complete a fashion. In many respects the response of the American public to the needs of the highest education is the most striking fact of the day. There is no parallel in history to the lavishness with which means have been put at the disposal of educational interests in the last two decades. It is inconceivable that devotion to the problem of scientific investigation and organization of educational resources should be less than that or different from that in the more direct and obvious phases of education. What is needed is a sufficient beginning to exhibit the importance and the practicability of the work.

File
Dewey

University of Chicago,

Chicago, Dec. 8, 1897.

Dear President Harper:

With reference to the proposed pedagogical organization there is one difficulty which did not exist with reference to the department of "Literature ~~and~~ English." It does not seem possible to find ^{my} a name which would cover the ground and at the same time mark it off from the existing department of Pedagogy. Two possibilities seem open, one to have the existing department pass out of existence and merge itself in the new, larger department; the other, to form something in the nature of a supervisory Committee to organize all the related work, but not to erect it into a distinct department.

So far as the proposed conference is concerned, I think the following points need to be developed:

1. The necessity of organization of the work from the pedagogical side because of the fact that so large a proportion of the students are preparing for teaching, and that now they, for the most part, get training only on one side: that of the subject matter.

2. That it would be possible with the comparatively small amount of change, if consistent attention were given the matter, to arrange courses which would go over the proper subjects; but from the standpoint of methods of work and points of view in the secondary schools.

3. That while no attempt should be made to rigidly prescribe the scope of these courses in advance, yet in a general way it should be understood that each such course should cover:

- a. An account of the specific educational value of that topic;
- b. Some historical account of the development of methods in it;

University of Chicago,
Chicago, Dec. 6, 1937.

Dear President Harper:

With reference to the proposed pedagogical organization there is one difficulty which did not exist in the department of literature and English. It does not seem possible to find a name which would cover the ground and at the same time mark it off from the existing department of Pedagogy. Two possibilities seem open, one to have the existing department pass out of existence and merge itself in the new, larger department, the other, to form something in the nature of a supervisory committee to organize all the related work, but not to exact it into a distinct department.

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 - a. An account of the specific educational value of that topic;
 - b. Some historical account of the development of methods in it;

c. An account of its present status in the secondary schools, and in relation to college preparation;

d. A statement of the best methods of reaching the end, and

e. So far as is convenient, some study of existing school work.

4. It should be borne in mind that increasing opportunities in this direction will be afforded by the University Elementary School, by the South Side Academy, and by the system of pupil teachers in the High Schools; and that it is advisable that the member of the Department who conducts the course should also be the departmental advisor in these matters.

5. The division of labor and interest between the now existing Department of Pedagogy and the proposed departmental courses is that the former should cover the question of correlation and organization on the theoretical and practical sides, while the departmental courses should deal with the specific subject. This however, should not preclude the Department of Pedagogy from giving more extended courses in the methods of particular subjects, so far as this may be found necessary in order to illustrate the principles developed in the more general courses.

Yours truly,

John Dewey.

Per. J

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John Dewey.

Per.

The School and Society

SECOND EDITION

A NEW AND IMPORTANT BOOK

BY

JOHN DEWEY

Professor of Pedagogy in the University of Chicago



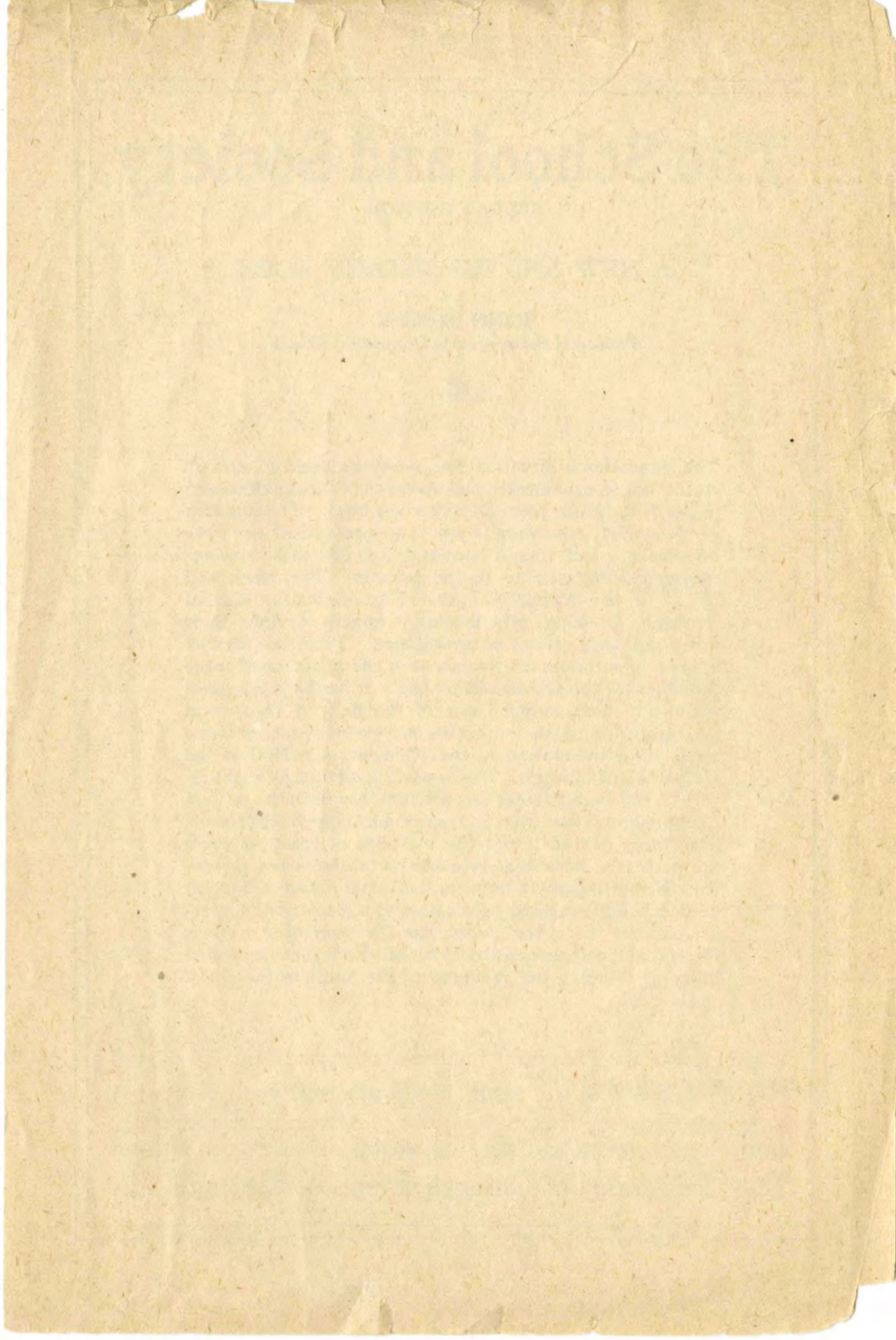
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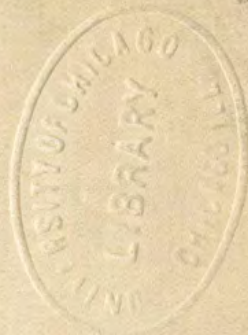
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PLAN OF ORGANIZATION

— OF THE —

UNIVERSITY PRIMARY
SCHOOL.



modification of existing methods as will insure that the school hours are regarded as much a part of the day's life as anything else, not something apart; and the school house, as for the time being, a home, and not simply a place to go in order to learn certain things. It requires also that the school work be so directed that the child shall realize its value for him at the time, and not simply as a preparation for something else, or for future life.

II. As an institution, it is intermediate between the family and other larger social organizations. It must, therefore, grow naturally out of the one, and lead up naturally to the other.

1. As the family is the institution with which the child is familiar, the school life must be connected as far as possible with the home life. The child should be led to consider and to get some practical hold of the activities which center in the family—e. g., shelter, the house itself and its structure; clothing, and its construction; food, and its preparation; as well as to deepen and widen the ethical spirit of mutual service.

2. A consideration and command of these same activities takes the child out into the larger relations upon which they depend—e. g., the consideration of wood, stone, and food takes in a large sphere of existing social activities, and takes one back to previous states of society out of which the present has grown.

III. The school, as an institution, must have a *community* of spirit and end realized through *diversity* of powers and acts. Only in this way can it get an organic character, involving reciprocal interdependence and division of labor. This requires departure

from the present graded system sufficient to bring together children of different ages, temperaments, native abilities, and attainments. Only in this way can the co-operative spirit involved in division of labor be substituted for the competitive spirit inevitably developed when a number of persons of the same presumed attainments are working to secure exactly the same results.

IV. The end of the institution must be such as to enable the child to translate his power over into terms of their social equivalencies; to see what they mean in terms of what they are capable of accomplishing in social life. This implies:

1. Such *interest* in others as will secure responsiveness to their real needs—consideration, delicacy, etc.

2. Such *knowledge* of social relationships as to enable one to form social ideas or ends.

3. Such volitional command of one's own powers as to enable one to be an economical social agent.

PSYCHOLOGICAL PRINCIPLES.

- I. The child is primarily an acting, self-expressing being, and normally knowledge and feeling are held within the grasp of action, growing from it and returning into it. This activity is neither purely psychical, nor purely physical; but involves the expression of imagery through movement.

- II. The child, being socially constituted, his expressions are, normally, social. The child does not realize an activity save as he feels that it is directed towards others and calls forth a response from others.

Language, for example, whether speech, writing, or reading, is not primarily expression of *thought*, but rather social *communication*. Save as it realizes this function, it is only partial (and more or less artificial) and fails, therefore, of its educative effect, intellectually, as well as morally; its complete, or organic, stimulus being absent.

III. The Intellectual Dependence upon Expressive Activity may be indicated as follows:

1. *Sense-perception.*

a. Sensation. Save as a sensation of color, sound, taste, etc., is functionally required in order to carry on, assist, or reinforce some outgoing or expressive activity, appeal to sense means either a deadening, a dulling, of the sense activity, rendering it mechanical because its organic stimulus is lacking; or else means distraction, dissipation, a continued demand for stimulation for its own sake, apart from its use or function. It is often forgotten that to stimulate the ear or eye without demand, must either require the organ to protect itself by simulating response in a purely mechanical way, or else must create an appetite for such stimulus—as much in principle in case of the eye or hand as of the taste for alcohol.

b. Observation. The mind naturally selects or discriminates material with reference to expression or maintenance of its own activity. It picks out the means, the clues, the signals to carrying its own imagery. Separated from this function, observation becomes dead, and results in making mere distinctions for their own sake, a

practice which is mentally disintegrating, and results in accumulating material which is either forgotten, or else carried by sheer force of memorizing.

2. *Ideas*. Separated from their stimulus by their function in action, ideas degenerate from knowledge, or appreciated significance, and become mere information, necessarily second-handed and conventional. Symbols, which have their value as economical guides to and instruments of action, become, when severed, meaningless and arbitrary, and serve to confuse and distract. A consecutive expressive activity is always logical, having its own method, and demands judgment in selection of relevant material.

Summing up, we may say that the regular relationship is that sense-observation selects the *material* for farther self-expression, while the reasoning process determines the *method* for utilizing this material in expression. Hence the psychological principle that the mind always begins with a *whole*, expressing function, use, activity, and proceeds from this to matters of form, objective quality and abstract relations.

IV. The Emotional Dependence upon Expressive Activity may be illustrated as follows:

1. The *direct* appeal to feeling, in any form, whether moral or æsthetic, inevitably leads to isolating that feeling from its proper function—that of valuing and reinforcing action—and makes it sentimental.

2. The important part played by *interest* in education is generally recognized. Normal interest accompanies all self-expression; indeed, it is only the internal

individual realization of activity. Unless the child appreciates the *end* of what he is doing, unless there is some *motive* or reason realized by him for the activity, and for mastering the facts presented, real interest and attention are elsewhere, no matter how thoroughly the external appearances of interest are simulated. Moreover, the child detects by instinct whether the end or motive present is genuine, or whether it is made up as an excuse for getting him to do something. It is the absence of genuine motives, actual demands inherent in the given situation, which so often makes training of emotion and interest partial. It is, therefore, important that not only the principle of construction should be utilized, but utilized in producing things which appeal to the child as needed, as necessary.

3. In connection with this, it is important that *real wholes* should be constructed if there is to be educative interest. Interest goes along with sense of power, of accomplishment. When (as in some of the manual training systems) a child is kept making a sequence of geometrical forms, having no relevancy to his other activities, or is kept at a certain tool or certain principle of structure till he has mastered it, irrespective of producing some actual completed whole—interest (relatively) flags. It is more important that, at the outset, the child should realize he is accomplishing something, and something needed, even if the product, externally viewed, is crude, than that an external perfection should be aimed at in such a way as to keep the child at a long series of activities meaningless to him. In other words, normal

interest requires that *technique*, both intellectual and practical, be mastered *within* the process of active expression, or construction of wholes, and relative to the recognized necessities of such construction. (It is not only necessary that the child should get a sense of power, of mastery, but also should realize his own limitations and weaknesses. This feeling also results when the principle mentioned is adhered to. In the recognition of the non-adaptation of his product to its intended purpose or function, the child has put before him the objectification of his own defects, and also receives the stimulus to remedy them. No such standard of judgment exists when genuine and necessary wholes are not produced as the child's own self-expression.)

4. The principle of interest is often abused by being reduced to the concept of amusement, or making something interesting. Complete, or organic interest, is realized only when the child puts his entire self into his activity. His activity, even if comparatively trivial, objectively considered, must appeal to the child as worth while, as genuine work. (1) Work does not mean labor in the sense of disagreeable effort, but energies directed to something recognized as necessary. (2) Work in this sense is incompatible with "play" in the sense of conscious "make believe," but not in the sense of free expression, the principle of all artistic activity. When the child is *conscious* that he is only playing, he ceases to play, because interest dies out. (3) Expression, in a word, unites the ideas of an end which manifests the self, and thus is free (principle of play) and of the

complete devotion of all energies to realizing this end (principle of work).

V. *Psychology of Learning.* Learning is the process intermediate between ignorance and comprehension in self. It arrives normally when an image in process of expression is compelled to extend itself and to relate itself to other images, in order to secure proper expression. The expansion or growth of imagery is the medium of realization, and this is obtained when the materials of expression are provided, and the end to which these are the means is recognized by the child. The process of learning, in other words, conforms to psychological conditions, in so far as it is *indirect*; in so far that it, as attention is not upon the *idea of learning*, but upon the accomplishing of a real and intrinsic purpose—the expression of an idea.

EDUCATIONAL APPLICATIONS.

The problem, as already stated, is the co-ordination of the social and psychological factors. More specifically this means utilizing the child's impulses towards, and powers of, expression in such a way that he shall realize the social ends to which they may be made serviceable, and thus get the wish and capacity to utilize them in this way. The starting point is always the impulse to self expression; the educational process is to supply the material and provide (positively and negatively) the conditions so that the expression shall occur in its normal social direction, both as to content and form or mode. This gives the standard for determining the entire school operation

and organization, both as to the whole and as to its details.

Consequently the beginning is made with the child's expressive activities in dealing with the fundamental social materials—housing (carpentry), clothing (sewing), food (cooking). These *direct* modes of expression at once require the derived modes of expression, which bring out more distinctly the factors of social communication—speech, writing, reading, drawing, moulding, modelling, etc.

Both by themselves and in connection with the derived modes of expression (1) they lead back to *science*, the study of the materials used, and of the processes by which these materials are produced and controlled ; (2) and lead on to *culture*, the recognition of the part these activities, and others bound up in them, play in society. This leads at once into the study of history—the realization of these various activities in their development from the simple to the complex. It is obvious that this movement once initiated, whether on the scientific or the historical side, demands recognition of the relations between the natural materials and processes on one side, and the human activities on the other. This brings the analysis to that set of facts usually called “*geography*.” This gives the materials and method of the problem of correlation. It becomes obvious that the only adequate *basis* of correlation, whether upon the social or the psychological side, is the child's own activities of primary expression—*his constructive powers*. To take either “*science*” on one side, or “*history and literature*” on the other, as the basis of correlation is

psychologically to attempt the impossible task of getting a synthesis in terms of knowledge, when only action really unifies ; and, sociologically, it abstracts either *materials* or else *results*, neglecting, or relegating to a subordinate position, the *process* which unites and explains both materials and outcome.

The theory of correlation to be worked out in the school involves, therefore, the following features:

1. Finding the basis of unity always in a *constructive* activity, involving an image or idea (intellectual), the co-ordination of movements required to execute this idea (volitional), and the interest in the process of adjustment (emotional).

2. The three typical activities of cooking, carpentry, and sewing (taken in a broad sense) are taken as affording adequate opportunity, on the psychological side, for constructive work, while socially they represent the fundamental activities of the race.

3. The method is to analyze these activities, so far as required to give value to the work, into a knowledge of the materials and processes. Animal, vegetable life, soil, climate, etc., are studied not as mere *objects* (a psychological unreality), but as factors in action. So the *processes*, arithmetical, physical, and chemical, are studied not in themselves, but as the forms in which these materials are controlled. The knowledge of nature, or "science," results from this analysis of the *modus operandi* and the materials of individual constructive activity.

4. Further, the method is to follow out these activities into their social ramifications. Present social life, on one hand, is too complex for realization

by the child, while past life, taken as *past*, is remote and psychologically inert. But through his interest in his own activity of cooking, and primitive building, the child is interested in the different forms this activity has assumed at different times. He can be led to analyze the existing complex social structure by following up the growth of the homes, foods, etc., of men, from the pre-historic cave-dweller through the stone and metal ages up to civilization, etc.

5. As the analysis of activity on the side of its materials leads to a knowledge of the environment, and consideration of its various forms leads to knowledge of history, we are taken at each point to a consideration of the relation of environment to modes of human activity—geography, whether in its simplest local features or in its broadest physical aspects.

6. Both the original construction and the consideration of materials and modes of activity call, at every point, for expression in the form of *communication*. There is, then, everywhere the demand for artistic expression—drawing, coloring, modelling, etc., speech, written records, etc. "Literature" itself is simply one form of this process of communication or artistic expression.

Moreover, we have here also a new phase of correlation. Literature, etc., while not the basis of co-ordination (that being found only in personal construction), affords the opportunity for bringing together in a common focus the variety of interests and facts which develop out of the original unity. (The ordinary theory of co-ordination fails in taking its different subjects or facts ready made, instead of differ-

entiating them from a unity.) The images which are expressed in an artistic whole are, of necessity, intimately fused together, no matter how diverse before.

Other distinguishing features of the school have probably been sufficiently indicated. Attention may again be called to that of having the school represent a genuine community life; and to that of a study of the individual child, with a view of having his activities properly express his capacities, tastes and needs. Attention may again be called to the principle of *indirect* training, and the consequent necessary emphasis upon initiating the proper *process* rather than securing any immediate outward *product*, in the faith that the proper process, once obtained, will determine, in its due season, its own products; while any attempt to force the result apart from first securing the proper psychological process can result only in undue forcing and gradual disintegration of power.

A. HOUSE-KEEPING.

Study house and premises.

Discuss means and methods for management.

Form committees which shall be changed at regular intervals.

- | | |
|-----------------------------|------------------|
| 1. Floors. | 5. Linen. |
| 2. Blackboards. | 6. Wardrobe. |
| 3. Plumbing. | 7. Clock. |
| 4. Ventilation and heating. | 8. House plants. |
| | 9. Animal pets. |

- | | |
|------------------------------|--------------------|
| 10. Supplies. | 13. Order of Yard. |
| 11. Reception of visitors. | 14. Games. |
| 12. Marshal and Lieutenants. | 15. Tools. |
- Buy materials needed.
 Engage service needed.
 Learn prices and qualities.
 Draw simple map of vicinity showing relation of homes to school.
 Learn the industries and shops, workers, prices, etc., of the neighborhood and city through relation to the school-work. University. Museum.
 Mineralogy, geology, geography and history of the region as far as possible through study of soil, climate, etc., in their relation to our school life of cooking, gardening, etc.

B. WOOD-WORK.

- | | |
|---------------------|-------------------------------|
| Sandpaper block. | Boxes for thread and needles. |
| Thread-winder. | Boxes for matches. |
| Yard stick | Disks for holding hot dishes. |
| Pencil sharpener. | Modelling tools (2 and 3). |
| Meter stick. | Plant stick. |
| Modelling tool (1). | Chicken coop. |
| Bread board. | Plant trellises. |
| Test-tube holder. | Triangle. |
| Towel racks. | Paper cutter |
| Trays for dishes. | Stools. |
| Trays for minerals. | Barrel cover |
| Tool racks. | Ladle. |
| Baker's shovel. | |

Trays for handling materials.	Plate rack.
Boxes for pencils.	Book stand.
Boxes for knives and forks.	Toys.
Boxes for minerals.	Houses, boats, etc., to illustrate history.
Boxes for seeds.	

PASTEBOARD AND PAPER.

Boxes, Trays, Envelopes, Book-covers, Circle-maker,
Toys, Models, etc.

Study teacher's model or invent one.

Discuss materials.

Study woods.

Collect woods.

Label and arrange specimens.

Visit carpenters and wood-workers.

Study growth of wood in the tree. Life of the tree.
Observe trees of the locality. Read of trees valuable in commerce—geography of the regions.
Trees in pictures—interesting through use, form, or history.

Markets for lumber. Prices. Transportation. Fossilized wood.

Cost of labor connected with lumber.

Study of lumber as building material compared with stone, brick, etc.

Architecture — historically evolved from the tree dwelling.

Architecture—influenced by geographical conditions.

Study homes of people—in history and at present.
Study fine architectural pictures. Make models and designs.

Write and read records of observations made.

Write and read stories and descriptions of subjects related to work.

Keep records in book form—design covers.

Draw and paint illustrations for these records.

Picture with pencil, crayon, sand, clay, etc., the stories and inventions and places talked about.

Draw working plans for articles needed.

Draw simple maps indicating routes of transportation, etc.

Make exact estimates of work to be done and statement of work that has been done. Cost—to one child—for class. Keep accounts and bills. Order and buy materials.

Learn prices of woods—causes of difference.

Learn cost of labor—reasons.

Learn cost of transportation—reasons.

Arithmetic: 1. Measurements and estimates of articles made. Linear measure—area—cubic measure.

2. Prices of materials used. Prices of raw materials. Cost of labor needed to prepare materials. Amounts produced in different countries.

3. Measurements of trees. Exact growth of different parts. Comparison of different trees; different parts of the same tree. Weight of ash in different woods. Metric system.

4. Cost of labor-saving machines studied about. Amount of labor saved. Financial gain.

5. Distances over which goods are transported. Cost of transportation.

6. Accounts of expense involved in articles made.
Bills made, kept, receipted, etc. Buying of materials.

7. Measurements and weights of soils and their constituents, absorptive power, etc.

Botany: Life of the tree. Select individual trees and watch their changes through the seasons. Compare.

Study structure of tree with the purpose of knowing the parts and the work of each part. Roots and rootlets, trunk, bark, green layer, sap, wood, fruit, branches, twigs, leaves, stems, blades, veins, etc. Adaptation to environment. Comparison of woods as to use and usefulness, beauty, habitat, history.

Æsthetic effects of trees, individuals, groups, masses. Characteristics of trees of different countries.

Chemistry: Constituents of wood—ash, carbon and water.

Assimilation of food in living tissues.

Combustion of woods as compared with other building materials.

History: Uses that have been made of these woods by other people and in other times.

What we should do without these tools and materials.

Argue growth of knowledge and invention of primitive man through the rough and polished stone and metal ages.

Some famous buildings of history and the people who made them.

Men who have become famous through discoveries or inventions in buildings.

Lines of people now engaged in forestry, logging, milling, carpentry, etc., brick-making, plastering, masonry.

Paint and draw—Trees and their parts as records.

Woods of different countries. Homes of people talked about. Buildings studied. Illustrate industries connected with buildings and building material. Study pictures, whenever practicable, which show architectural development in history, also treatment of foliage by good artists.

Model in clay or sand or pasteboard—Forms of life and invention which can properly be expressed in those ways, caves, rude implements, etc.; countries or regions from which various woods are brought.

Physics: 1. Effect of heat and cold on materials studied; influence of that force in building.

2. Use of wedge—through its place in work done.

3. Use of lever—through its place in work done.

4. Use of screw—through its place in work done.

5. Equilibrium and center of gravity in handling materials and modelling buildings.

6. Water power and as much machinery as practicable, in connection with visits to planing mills, etc.

7. Models of inventions as often as possible.

Zoology: Protection of man against adverse elements in his environment. Adaptation and methods compared with those of plants and animals. Effect of change of seasons, etc., on the building

instinct of animals. Dormant plant life. Hibernation.

Geography: Homes of the trees which we use or study, especially those near us.

Geographical conditions upon which the growth of wood depends. Irrigation—the life of a stream and its relation to trees. Temperature. Soil.

Geographical conditions which affect the building industries. Water-ways. Railways. Water-power, etc.

Geology and Mineralogy: Soils—formation and qualities; effects on vegetation; one compared with others.

Fossilized woods—coal, etc. Observation of conditions, inference as to history. Story of Geological Ages.

Stones and rocks used in building. Their use to the earth, to man. Tests. History.

Materials of mortars, brick, glass, etc.

C. FOODS.

Boil rice.	Fermented bread.
Boil potatoes.	Yeasts.
Bake potatoes.	Beans and Peas—boiled.
Crush wheat.	“ “ “ —baked.
Bake with water.	“ “ “ —in soup.
Bake cornmeal with water.	Cook milk.
Bake oatmeal with water.	Cook eggs.
Porridges.	Cook meats.
Unfermented breads—with water and milk—with eggs.	

Study of any food to commence with the cooked dish.
Science and History will help in showing the uses of
food and best means of preparation.

Method will be to discover through experiment best
processes.

Elementary physiology of eating and digestion.

Elementary hygiene of eating and digestion.

Simple chemistry in study of food elements—carbon-
aceous, albuminous, mineral—and changes effected
through heat, combination, digestion, etc.

Physics through application of forces such as heat,
light, machinery, etc.

Botany. Production of foods—leading to gardening,
farming, marketing, etc.

History—how other people use, or have used, these
foods—and how they produced them.

Geography related to history and botany.

Mineralogy and geology through relation of soil to
growth.

Visit to markets, store-houses, etc.

Visit to farms, gardens, dairies, bakeries, mills, chem-
ists.

Learn qualities and prices of foods.

Learn value of labor connected with the production
of the foods.

Read of men famous for work done relating to these
studies.

Botany: Study plants used as food. Plant gardens
and record growth. Compare our own plants
with those of other regions.

Elementary study of microbes.

Chemistry: Constituents of the foods used—albumen,

carbon, mineral matter—and effect produced upon them by different modes of cooking.

Effects of combining food elements.

Digestion and assimilation—elementary principle.

Fermentation.

Combustion of different fuels. Study of flames.

Physics: Study machinery and utensils for cooking.

Effect of heat on *air, water, metals, gas.*

Arithmetic: Transportation of foods—distances, etc., quantities of food imported and exported at different times.

Exact measurement of effect of heat on foods; evaporation, expansion.

Time as an element of cooking. Study of the clock.

Different modes of recording and telling time.

Exact measurements of children's physical strength and proportions.

Zoology: Physiology of eating and digestion. Elementary hygiene.

Nutrition of man compared with that of animals and plants. Organs of prehension and digestion compared. Adaptation.

Animal movements necessary to getting of food.

Adaptation of parts of the body to their uses.

Animal tissues, growth and hygiene.

History: Uses made of these foods by other people.

Their modes of preparation. Inventions in cooking. History from primitive conditions to civilization. From cannibal life through hunting, etc., to present society. Plan followed as in "Wood-work" Races and individuals famous for physical strength—courage.

Stories of heroism. Greek ideals of physical perfection.

Visits to museums.

Geography, geology, mineralogy, as in "Wood-work."

Arithmetic: Prices of foods—wholesale and retail—imported and domestic. Weights and measures. Arithmetical processes taught whenever needed. Fractional parts whenever involved.

Avoirdupois weights.

Dry measure.

Liquid measure.

Metric system of measures and weights.

Gardening—Area—Square measure.

Exact growth of plants and their parts. Comparison.

Exact weights of soil, water, etc., and relation to growth.

Comparison of measure of growth in our plants with those of other countries.

Time as an element of growth. Study of Table of Time.

D. CLOTHING.

Hem towels.

Work bags.

Holdings.

Book bags.

Dust cloths.

Costumes, etc.

Aprons.

Observe materials. Learn prices. Buy.

Collect materials—raw and manufactured.

Study utensils necessary.

Fibres of cotton, wool, silk, hair.

Visit mill, spinners, weavers, etc.

- Invent devices for working and using materials.
- History of these materials and their use by other people.
- Evolution of inventions.
- Visit museums for anthropological relics.
- Industrial uses of the materials. Adaptibility to different uses.
- Combustibility—conductivity compared with paper and metals.
- History of clothing—developed from primitive conditions.
- Animal coverings—animal types compared. Adaptability.
- Hygiene of clothing. Circulation of blood—respiration. Story of the life of Harvey.
- Costumes of people of other times.
- Fabrics—oriental means—colors—designs.
- Design patterns for fabrics and garments; cut and make—distributing whenever practicable.
- Careful attention to business details involved.
- Write, read, model, paint, draw, etc., as in plan for wood-working.
- Botany, Geography, Geology, and Mineralogy, according to plan for wood-work. Special study of wool, silk, cotton growing regions. Manufacturing regions. Commercial centers.
- Zoology*: Coverings of man compared with those of animals and plants. Adaptation to environment. Animal movement in relation to getting clothing. Specialization of parts. Special study of the animals which furnish us clothing.
- History*: Plan followed as in "Building" and "Foods."

Physics: Study of sewing machine, spinning wheel, looms, etc., as far as possible. Inventions made by children as often as can be. Adaptation of utensils to use. Application of power to work to be done. Force controlled.

Arithmetic: Problems of machines worked out as they present themselves—if possible.

Prices, etc., as in "Foods" and "Buildings."

Exact measurements of special parts of animals studied—comparisons and ratios as data for conclusions in biology.

SUGGESTED PROGRAM—TWO MONTHS.

January—second week:

Inspect school-house and premises, suggesting work to be done.

Divide children into committees for work.

Buy and sell supplies for year's work.

Hem towels and dust-cloths.

Make pasteboard box.

Make paper envelope.

Measure heights of children.

History: How other people sew. Primitive man. Eskimo.

Geography. Elementary ideas of *caves*.

Arithmetic. Use of yard and foot-rule. Prices of supplies, accounts, etc. (addition and subtraction, etc.).

Write and read record of work done, History discussed, observations made.

January—third week:

Continue hemming of towel and dust-cloth.

Cook rice.

Make sandpaper blocks.

Continue measurements of heights.

History: Work along the line of evolving clothing.

Botany: Study of starch-cell. Observation of woods, grain, hardness.

Arithmetic. Use of measures, cost of wood.
"Long measure."

Physics. Effect of Heat on water.

January—fourth week:

Make thread winder.

Continue study of rice.

Make holders for hot dishes.

History. Continue second week's plan. People who live chiefly upon rice.

Botany. Study tree and woods. Planting of rice.

Geography of rice countries.

Zoology. Silk and wool fibres compared with cotton and flax.

Arithmetic. Quantities of water evaporated at different temperatures. Liquid measure.

February—first week:

Make yard stick.

Continue study of rice.

Make cooking-aprons.

History of clothing continued—also of cooking and building, from primitive people to more civilized as children discover the need of inventions.

Botany. Starch-cells, trees,

Arithmetic. Estimate quantities of materials needed. Prices. Buy.

Physics. Observation of force directed and energy saved through sewing machine.

Geography. Distribution of trees valuable for wood.

Zoology. Foods, simple principles of physiology and hygiene.

February—second week:

Make pencil sharpener.

Make meter stick.

Make work bag.

Make boxes of pasteboard.

Boil potatoes.

Botany: Continue study of starch cell—potato—woods and trees.

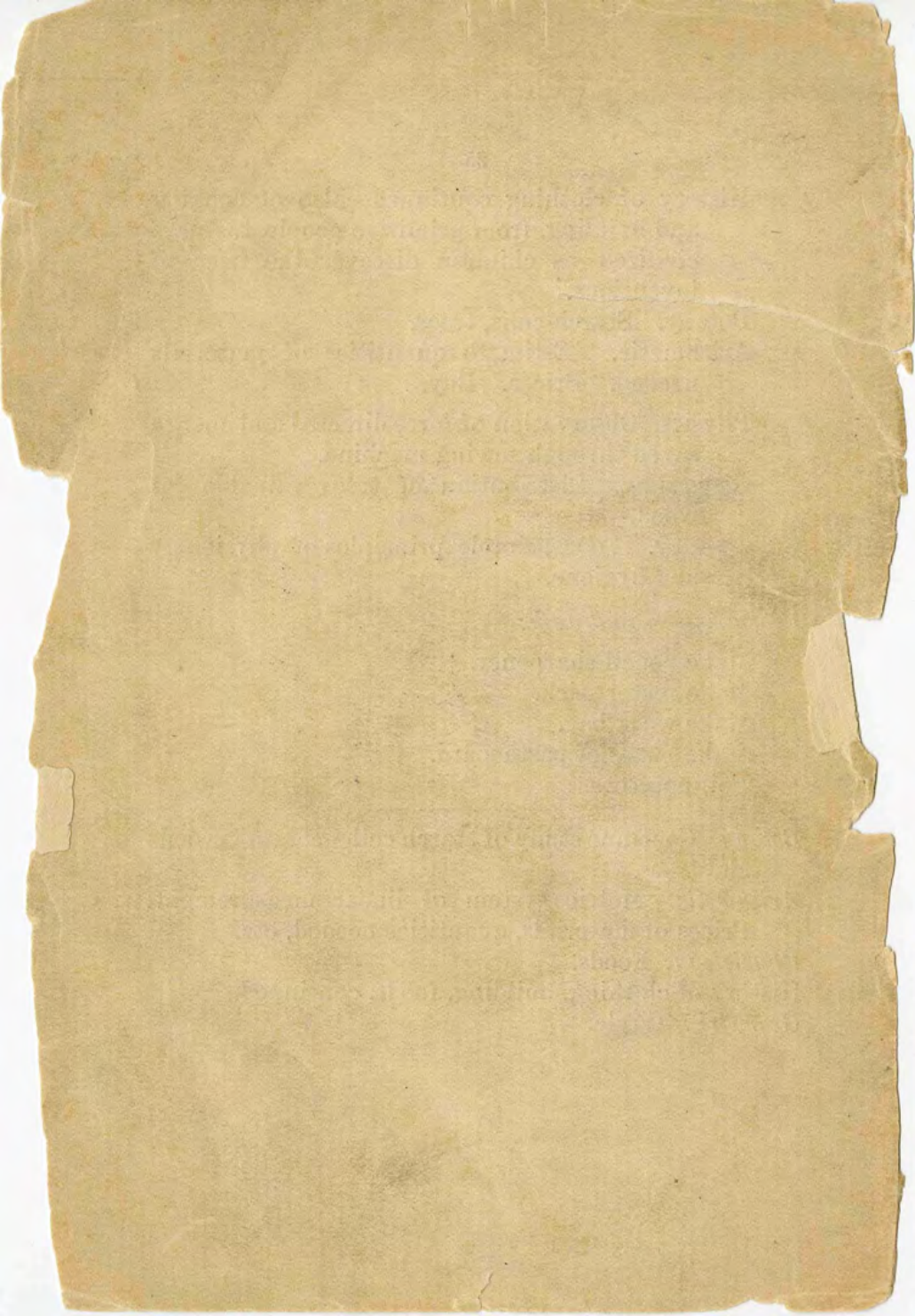
Arithmetic: Metric system of linear measurement.

Prices of materials, quantities needed, etc.

Physiology: Foods.

History of clothing, building, foods, continued.

Geometry: Circle.



DEPARTMENT OF PHILOSOPHY

JOHN DEWEY
Head of Department

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Assistant Professor of Experimental Psychology

A. W. MOORE
Assistant in Philosophy

S. F. MACLENNAN
Assistant in Experimental Psychology

E. S. AMES
Docent in Philosophy

The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER

WILLIAM R. HARPER, PRESIDENT

CHICAGO,

May 13, 1897.

Dear President Harper:

As I wrote you Professor Angell, at my request, made out a statement regarding the work in experimental psychology. As the statement was somewhat long I beg leave to present the following synopsis.

I. Registration. Undergraduate.

1894-95. Three successive quarters 8-7-5.

1895-96. Two quarters 10-13.

1896-97. Two quarters 23-21.

Graduate.

1894-95. 2, 2, 2.

1895-96. 5, 3, 3.

1896-97. 3, 5, 8.

of
The investigations are the research students have been published in two numbers of the Psychological Review, and reprinted in our Departmental Contributions to Philosophy.

II. Time Spent. The undergraduate course takes an average of four hours a day, four days in a week, beside one hour each day given to getting apparatus ready. The advanced course takes from 15 to 22 hours per week. The time for the introductory course is divided between Mr. Angell and Dr. MacLennan; for the graduate course the time mentioned is simply that of Mr. Angell,

May 13, 1897.

CHICAGO,

JOHN D. HARPER
President
J. H. TUFTS
Associate Professor of Psychology
G. H. WOOD
Associate Professor of Psychology
J. E. RUSSELL
Associate Professor of Psychology
A. W. MOORE
Associate Professor of Psychology
S. F. MACHINER
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R. S. ADAMS
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WILLIAM R. HARPER, PRESIDENT

CHICAGO,

2

though Dr. MacLennan voluntarily gives considerable time to it.

It will be understood that the above statement of time is simply for laboratory work, being over and above Mr. Angell's three courses of instruction in the fall quarter, and two courses in each of the other quarters.

III. Methods of dealing with the question.

1. A competent assistant with a salary of from \$800 to \$1200 to command all his time.

2. Secure a portion of the time of several persons and pay much less to each. Mr. Angell makes the following suggestion: Secure one assistant to give 12 hours per week of service, from October to July; secure a second to give a like amount of time from October to April; salary for the longer appointment to be from \$250 to \$300. The shorter appointment \$75 per quarter. Mr. Angell mentions as the special advantage of this plan, that it would secure for the secondary position a student selected from the front rank of his introductory class who would look forward to occupying the higher position next year, and give Mr. Angell a man already trained in that way.

If the above situation were to continue practically unchanged for a year or two longer, it would necessitate in the judgment of the department, either a limitation of the number of

May 13, 1897

The University of Chicago

WILLIAM R. HARPER, PRESIDENT

CHICAGO

2

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Associate Professor of Physiology
O. E. WILSON
Associate Professor of Physiology
J. R. ANGELL
Associate Professor of Experimental Physiology
A. W. MOORE
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S. P. MCELROY
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S. S. ARND
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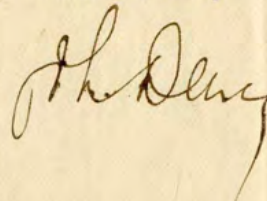
3

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Certain work, such as that in morbid psychology and the study of contemporary psychological literature is not being adequately done at present on account of the too great demands on Mr. Angell's time.

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Respectfully submitted,



WILLIAM R. HARPER, PRESIDENT

CHICAGO,

3

JOHN D. HARVEY
Chairman of Department
J. H. TOWSE
Associate Professor of Psychology
D. H. MANN
Associate Professor of Psychology
J. R. ARONSON
Associate Professor of Experimental Psychology
A. W. MOORE
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DEPARTMENT OF PEDAGOGY

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Head of Department

JULIA E. BULKLEY
Associate Professor

C. H. THURBER
Associate Professor

F. A. MANNY
Assistant and Curator of Library and Museum

CLARA I. MITCHELL
History and Literature, University School

KATHERINE B. CAMP
Science and Household Arts, University School

THE UNIVERSITY OF CHICAGO

FOUNDED BY JOHN D. ROCKEFELLER

WILLIAM R. HARPER, PRESIDENT

Dewey

Chicago, January 14, 1897.

(Wk)

Dear President Harper:

I had received Mr. Rust's sanction regarding the matter of the proposed dancing class before anything at all was done. The arrangements have now been made and I do not see exactly how to back out even if it were desirable to do so. In case of any criticism it can be stated that the parents pay the rent of the building and that that part of the matter is entirely in their charge. Moreover we shall call the class one in physical culture, not in dancing, that being what it really is. We should be only too glad to have the work that is going to be done a part of the regular school work if there were any funds to do it with.

May I inquire whether there is any possibility, possibly through Mr. Ryerson's assistance, in getting free tickets of admission for the teachers and children to the Art Institute?

I understand that the Board of Education is about to publish a map of the city locating all the schools. Could the Department of Pedagogy, through you as a member of the Board, obtain one of these maps?

Yours truly,

John Dewey

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WILLIAM R. HARPER, PRESIDENT

Dewey

(11)

Chicago, January 8, 1897

My dear President Harper:

Sometime ago you asked me to prepare and forward to you a statement of what I would consider a fairly full equipment of the Department of Pedagogy. I enclose herewith such a statement. I have not attempted to give the details of courses, assuming that what you wish is rather the general plan of organization and divisions of labor involved.

I enclose also herewith a reprint of the article which I contributed to the University Record upon Pedagogy as a University Discipline, marking the portions which would throw light upon the other documents enclosed.

Yours truly,

Enc

John Dewey

- JOHN DEWEY
- EDWARD THORNDIKE
- WILLIAM H. KELLEY
- JOSEPH A. HUNTER
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Yours truly,

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There is, at present, in the U.S. besides the beginning made ^{in this} ~~this~~ University, no opportunity provided for graduate work in Pedagogy, in a systematic and well balanced way. This means that college professors in pedagogy, normal school teachers, heads of training schools, city supervisors ~~and~~ superintendents have either to take up their work without adequate preparation or else must ~~stu~~ study in Germany where educational conditions are ~~so~~ different. This fact in turn means that whole primary and secondary educational ~~staff~~ staff, upon whom rests the responsibility of organizing, directing and supervising ~~this fundamental~~ the foundations of our entire system, are being left unduly to the mercy of accident, caprice, routine or useless experiment from lack of scientific training. In these facts we have given both the problem and the opportunity for the work in pedagogy at this University. It is not to compete with ~~traini~~ training and normal schools in the preparation of grade teachers, nor yet with other colleges in giving a certain amount of instruction in the theory and history of education; it is to organize its forces with reference to giving ~~the~~ advanced instruction and direction to the class referred to. The first University to undertake this work will, in my judgment, secure the recognition, and, indeed, the leadership of the educational forces of the country. Here lies the greatest opportunity as yet unutilized in American education:- this whether judged from the greatness of the demand, the intrinsic importance of the work, or the attention the Institution first organizing this department will receive. That other institutions are beginning to see the situation is evidenced in the a

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CHICAGO

last report of Pres. Schurman of Cornell (pp 47-52) in which he at length discusses the state of affairs just referred to, and ~~makes~~^a a plea for the organization of a graduate college of pedagogy at Cornell to undertake precisely this line of work. I could take considerable of your time in detailing letters and oral expressions of satisfaction that the University of Chicago ~~was~~^b beginning in ~~the~~ this line- received from city superintendents and normal school teachers who realize the present needs. In such response to our present modest beginnings there is prophecy of the possibilities of the future.

The conduct of ^a school of demonstration, observation and experiment in connection with the theoretical instruction is the nerve of ~~the~~ the whole scheme. Without this no pedagogical department can command the confidence of the educational public it is seeking to lay hold of and direct; the mere profession of principles without their ~~practical~~ exhibition and testing will ^{not} engage the respect of the educational profession. Without it, moreover, the theoretical work partakes of the nature of a farce and imposture-- it is like professing to give thorough training in a science and then neglecting to provide a laboratory for faculty and students to work in. Such a school, in addition, is by all ^{adds} ~~means~~ the most effective means for securing the necessary endowment of a department to undertake, in a systematic way, this ⁱⁿ training of the directors of our educational system. It would be the work almost of chance to find in advance persons of means who who realized the importance of this new line sufficiently to endow it. The school itself furnishes the required demonstration. Moreover it tends of itself to ~~arouse~~ the interest needed for its w

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own development. As a matter of policy, it would be hard to suggest any way in which the University could ~~get~~ ^{get} so easily such a strong hold upon the interests of a number of persons as by affording their children with as nearly as possible an ideal education.

It is quite obvious that for such a school to stand still is for it to go backwards. It must grow as rapidly as possible to cover the whole period up to preparation for college. This is necessary to get the full advantage of our position before the educational public, ^{to} reach the parents interested as well as ~~to~~ furnish a thorough training for our students in pedagogy.

With means already furnished by your Body the model school now covers about the first two and a half years of the primary course. The appropriation made was for six months and for a sum of \$1250. If your honorable Body can see its way ~~to~~ simply ^{to} maintain the same rate, viz., appropriate \$2500 for the year from July '96 to July '97 (including the maintenance of the school for six weeks in the summer when an unusually large number of teachers will be in residence) it will be possible to extend the work upwards, so as to cover four and a half years of the primary curriculum and downwards to take in the kindergarten grades. This extension without increase of relative cost will be possible because of the greater economy attaching to larger numbers in connection with the greater returns from tuition; because of the permanent plant already secured; because of the growing possibility of utilizing students in the University for assistants at slight cost, and because the interest aroused is such as to justify the raising of a sum of money

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ey from friends of the schoold and of the Uni versity.

Respectfully submitted,

John Dewey.

Head professor of philosophy and pedagogy.

DEPARTMENT OF PHILOSOPHY

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WILLIAM R. HARPER, PRESIDENT

CHICAGO

Prof. Dewey

(11.)

CHICAGO, Aug. 8, 1896.

This scheme will give valuable results if it is given careful and intelligent attention by instructors. I should have more confidence in it if all who are to make it ~~are~~ were like Prof. Dewey. But it is worth a trial.

I raise the question whether it would not be well to make the trial a preliminary one for a year, on not over 100 students. In any event, the following must need to be observed:

1. Each instructor should have a printed set of the scheme.
2. At the end of his course with the student he should report on a separate blank to the Examiner (?) (or Dean?).
3. In this report he should use only numerals and letters, referring to the scheme.

H. P. Johnson.

Oct. 23rd 1896 Dewey 9

Oct 23, 96

The Univ

My dear Pres. Harper

My impression agrees with
Yours regarding the elaborateness of the plan.
Accordingly I have eliminated most
of the new, & some of the old, detail.
If upon trial, the blank proves too cumbersome
I suggest that only the main headings be
retained; the subheadings be printed on a
smaller "blank of instructions", as indicating
the kind of information it is desirable
to secure, but not a scheme to be
rigidly followed.

There is an administrative question
concerning the method of making the
receipt continuous & economizing labor
in the book-keeping but I suppose the
Dean or Examiner will work that out.
Yours truly,
John Dewey.

JOHN DEWEY
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FOUNDED BY JOHN D. ROCKEFELLER

WILLIAM R. HARPER, PRESIDENT

CHICAGO December 9, 1896.

(60)

Dear President Harper:

You will remember my speaking to you the other day about the possibility of a fund for the school building, and raising the question of the ground the University could let us have to put it upon. This morning one of the parents called upon me and said that she and others wished to borrow a fund of \$5000.00 or \$6000.00 for the school building and that if the land could be had they would like to attend to the erection of the building at once so that it might be ready for the school to move into not later than the middle of February. As this move comes entirely from the parents, and they wish to assume the whole responsibility for the loan and for furnishing the building, it seems too valuable an opportunity to let pass. I tried to see you this morning but could not and found you were to be busy all the afternoon. When can I hear from you regarding any land which may be available for this purpose?

Yours very truly,

John Dewey

The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER

WILLIAM R. HARPER, PRESIDENT

CHICAGO, December 2, 1922.

(4)

JOHN D. ROCKEFELLER
C. A. JOHNSON
J. H. JOHNSON
C. B. JOHNSON
J. H. JOHNSON
A. W. JOHNSON
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others wished to borrow a sum of \$5000.00 or \$6000.00 for the
school building and that if the loan could be had that would like
to attend to the question of the building at once as that is what is
needed for the school to move into not later than the middle of
February. As this money comes entirely from the parents, and they wish to
assume the whole responsibility for the loan and for furnishing the build-
ing, it seems too valuable an opportunity to let pass. I tried to see you
this morning but could not get at home you were to be busy all the afternoon.
When can I hear from you regarding any loan which may be available for

This copy only

Yours very truly,

John D. Rockefeller

DEPARTMENT OF PEDAGOGY

JOHN DEWEY
Head of Department

JULIA E. BULKLEY
Associate Professor

C. H. THURBER
Associate Professor

F. A. MANNY
Assistant and Curator of Library and Museum

CLARA I. MITCHELL
History and Literature, University School

KATHERINE B. CAMP
Science and Household Arts, University School

THE UNIVERSITY OF CHICAGO

FOUNDED BY JOHN D. ROCKEFELLER

WILLIAM R. HARPER, PRESIDENT

Chicago, January 11, 1897

(10)

Dear President Harper:

As perhaps you know, we put the children at the school through two physical examinations: one at the gymnasium and one at the psychological laboratory. Occasionally things come up which point to the advisability of an examination by a regular physician. Would we be entitled to call on Dr. Small for any such service? I had been meaning to talk with him about it but I did not want to presume that we had any right to call upon him without knowing what the facts were.

Yours truly,

John Dewey

JOHN DEWEY
Head of Department
JULIA E. BULLITT
Assistant Professor
C. W. FLETCHER
Assistant Professor
R. A. MANNING
Assistant and Chairman of Library and Library School

CLARA F. MITCHELL
Library and Library School
KATHERINE A. CAMP
Library and Library School

THE UNIVERSITY OF CHICAGO

WILLIAM H. HARPER, President
Advised by JOHN D. ROCKWELL

Chicago, January 11, 1937



Dear President Harper:
As perhaps you know, we met the children of the school through two physical examinations: one at the gymnasium and one at the Psychological Laboratory. Occasionally things came up which point to the advisability of an examination by a medical physician. Would you be willing to call on Dr. Smith for any services? I had been leaning to talk with the agent is but I did not want to presume that we had any right to call upon him without knowing what the facts were.

Yours truly,
John Dewey

DEPARTMENT OF PEDAGOGY

JOHN DEWEY
Head of Department

JULIA E. BULKLEY
Associate Professor

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Associate Professor

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Assistant and Curator of Library and Museum

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Science and Household Arts, University School

THE UNIVERSITY OF CHICAGO

FOUNDED BY JOHN D. ROCKEFELLER

WILLIAM R. HARPER, PRESIDENT

Dewey

Chicago, February 2, 1897.

Professor W. D. McClintock,
Faculty Exchange.

Dear Mr. McClintock:

I am much obliged to you for the syllabus and your letter regarding Dr. Triggs. The scholastic side of the question I must postpone answering until I have consulted with others in the department. Mr. Tufts is going to give a course in Aesthetics in the spring, and I do not know how much he would care about following that up. On the financial side I am sorry to say that I can give an answer easier than I should like. We have no prospect of any increase in our Budget, and as soon as we do get any it will have to be appropriated to the needs of an under-graduate instructor. I will write you about the matter again.

Yours truly,

John Dewey

*My dear Mr. Triggs
Please read and
return to
W. D. McClintock*

DEPARTMENT OF PEDAGOGY
 JOHN DEWEY
 Head of Department
 JULIA E. BULLOCK
 Assistant Professor
 C. H. THURBER
 Assistant Professor
 F. A. MANN
 Assistant and Curator of Library and Museum
 CLARA I. MITCHELL
 History and Literature, University School
 KATHERINE R. CAMP
 Science and Household Arts, University School

THE UNIVERSITY OF CHICAGO
 FOUNDED BY JOHN D. ROCKEFELLER
 WILLIAM R. HARPER, PRESIDENT

Chicago, February 2, 1897.

Professor W. D. McGlinchok,
 Faculty Exchange.

Dear Mr. McGlinchok:

I am much obliged to you for the syllabus and your letter regarding Dr. Triggs. The scholastic side of the question I must postpone answering until I have consulted with others in the department. Mr. Triggs is going to give a course in Aesthetics in the spring, and I do not know how much he would care about following that up. On the financial side I am sorry to say that I can give an answer easier than I should like. We have no prospect of any increase in our Budget, and as soon as we do get any it will have to be appropriated to the needs of an under-graduate instructor. I will write you about the matter again.

Yours truly,

John Dewey
W. D. McGlinchok
John Dewey

DEPARTMENT OF PEDAGOGY

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History and Literature, University School

KATHERINE B. CAMP
Science and Household Arts, University School

THE UNIVERSITY OF CHICAGO

FOUNDED BY JOHN D. ROCKEFELLER

WILLIAM R. HARPER, PRESIDENT

Sawyer

Chicago, February 3, 1897.

Dear Mr. McClintock:

I have had a talk with Mr. Tufts and I find that he does not care about pursuing work in Aesthetics beyond giving an occasional course from time to time. This would leave a field open to Mr. Trigg on the basis of such adjustments as might need to be made when Mr. Tufts wished to give a course. I recognize the advisability of having courses specially for our students who are taking Majors in English and Philosophy as a subsidiary subject. I recognize that Mr. Triggs has many of the necessary qualifications, though being on the philosophical side myself I cannot entirely suppress my wish to have it approach more from the philosophic and less from the literary point of view--that is to say with a somewhat more critical analysis of philosophic concepts than Mr. Triggs seems to me to possess. However, I do not think we are likely to do as well with anybody else. On the money side I do not see any opening at all as I wrote you yesterday.

Sincerely yours,

John Dewey

The University of Chicago

WILLIAM R. HARKER, PRESIDENT
FOUNDED BY JOHN D. ROCKEFELLER

Chicago, February 3, 1897.

Dear Mr. McMillin:

I have had a talk with Mr. Tutts and I find that he does not care about pursuing work in Aesthetics beyond giving an occasional course from time to time. This would leave a field open to Mr. Trigg on the basis of such adjustments as might need to be made when Mr. Tutts wished to give a course. I recognize the advisability of having courses especially for our students who are taking Majors in English and Philosophy as a subsidiary subject. I recognize that Mr. Trigg has many of the necessary qualifications though being on the philosophical side myself I cannot entirely suppress my wish to have it approach more from the philosophic and less from the literary point of view--that is to say with a somewhat more critical analysis of philosophic concepts than Mr. Trigg seems to me to possess. However, I do not think we are likely to do as well with anybody else. On the money side I do not see any opening at all as I wrote you yesterday.

Sincerely yours,

John Dewey

KATHERINE E. CAMP
Library and University House
CLARA E. MITCHELL
Assistant and Curator of Library and Museum

R. A. MARY
Assistant Professor
C. H. THURMAN
Assistant Professor
JOHN E. ENGLISH
Assistant Professor
JOHN D. ROCKEFELLER
Head of Department

The University of Chicago.

Feb. 17. '97

My dear President Harper:

I have put in brief form some points in the plan that I am using in the work of the class in "Modern German Pedagogy".

I can see how Miss Vandervalker, Mr. Manny or those who have visited the class but once may not see the range of the work. The class seems interested.

May I hope for your comment or criticism.

Yours truly,
Julia E. Bulkley

The University of Chicago

Oct. 17, 1911

My dear President Harper:
I have found in your brief
from some friends in the plan
that I was wrong in the
work of the class in the
German Literature
I am sure that
the University of Chicago
has not been over-looked in
this but some way not
see the range of the work
the class is interested
May I hope for your
continued criticism
Yours truly,
John E. Buckley

The President's Office.

Dewey

No. 482 1-29-189

OK.

Prof Dewey

As I said in my other letter, I appreciated the circumstances better than I thought Van derwerker did. It certainly seems to me that Professor Thurston should be able to offer courses of distinct advantage to the Dept., especially in secondary education, & practical problems of administration & organization. But I am not able to judge of the amount of

[Will you please reply on back of this memorandum, or return the memorandum with the reply.]

time at his disposal. Do you think, E. H.

he shined in a course at the Univ. this summer?
I wish to express my appreciation of Professor
Thurber's spirit & disposition in this matter as
seen both in his letter & in an interview
he had with me.

John Dewey

Feb 1.

with Feb 17, 1897

M. Dewey

Work of Class in Modern German Pedagogy.

As far as possible the material ~~was~~^{each} collected from original sources and at least one book of author reviewed. Educators from the Renaissance were studied according to the following plan:

I. Events in life were given with their especial significance for later theories ~~and~~ practice.

II. Distinctive contribution to pedagogy of each individual:

III. Treatment of an individual writer as illustrated by present work on Pestalozzi. Material collected by class ^{mainly} from Pestalozzi's book on Method, "How Gertrude teaches her Children" according to the following subjects.

1. Chief events in life, (*See Guinip's Life of Pestalozzi*)
Pestalozzi's Plan and other sources
2. Method used,
3. Aim,
4. Curriculum; ~~psychologic~~^{psychologic} basis, criticism.
 - (a) Development,
 - (b) Application,
 - (c) Comparison with present views,
 - (d) Criticism.
5. Correspondence of Pestalozzi's psychology with modern psychology and biologic view.
6. Theory of knowledge and of sense perception (Anschauung)
7. Physical education,
8. Moral education,
9. Unity of plan,
- 10 Where does ^{his} work fail in systematic completion?

IV. The study of individuals and the ~~an~~ material furnished led to a grouping or classification in schools of Pedagogy with marked characteristics such as the Humanists, Reformers, Philanthropists, Realists, etc.

As far as possible the material was collected from original sources and at least one book of author reviewed. Extracts from

the Renaissance were studied according to the following plan:

I. Events in life were given with their especial significance

for later theories or practice.

II. Distinctive contribution to pedagogy of each individual:

III. Treatment of an individual writer as illustrated by

present work on Pestalozzi. Material collected by Glass from

Pestalozzi's book on Method, "How Gertrude teaches her Children"

according to the following subjects.

1. Chief events in life.

2. Method used.

3. Aim.

4. Curriculum; psychological basis; criticism.

(a) Development.

(b) Application.

(c) Comparison with present views.

(d) Criticism.

5. Correspondence of Pestalozzi's psychology with modern

psychology and biologic view.

6. Theory of knowledge and of sense perception (Anschauung)

7. Physical education.

8. Moral education.

9. Unity of plan.

10. Where does work fail in systematic completion?

IV. The study of individuals and the material furnished led to

a grouping or classification in schools of Pedagogy with marked

characteristics such as the Humanists, Reformers, Philanthropists,

Realists, etc.

The general work is also grouped in continuous subjects for special essays in course of preparation by each member. These are to be read in class before the final examination.

Historic ~~line~~^{schools and} of Development, and summary in present attitude toward:

1. Curriculum,
2. Principles generally accepted,
3. Method and devices,
4. A theory of knowledge,
5. Interest:
 - (a) Elements,
 - (b) Relation of play.
6. Relation of pedagogic thought to philosophy of the period.
7. ^{Related} Psychology-- its historic development and present recognized value to Pedagogy.
8. Development in ethical standards.
 - (a) Government,
 - (b) Discipline,
 - (c) Freedom.

The general work is also grouped in continuous subjects for special essays in course of preparation by each member. These are to be read in class before the final examination.

Historic ~~line~~ of Development and summary in present attitude

toward:

1. Curriculum,
2. Principles generally accepted,
3. Method and devices,
4. A theory of knowledge,
5. Interest:
 - (a) Elements,
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7. Psychology-- its historic development and present recognized value to Pedagogy.
8. Development in ethical standards.
 - (a) Government,
 - (b) Discipline,
 - (c) Freedom.

DEPARTMENT OF PEDAGOGY

JOHN DEWEY
Head of Department

JULIA E. BULKLEY
Associate Professor

C. H. THURBER
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Assistant and Curator of Library and Museum

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History and Literature, University School

KATHERINE B. CAMP
Science and Household Arts, University School

THE UNIVERSITY OF CHICAGO

FOUNDED BY JOHN D. ROCKEFELLER

WILLIAM R. HARPER, PRESIDENT

February 23, 1897.

Dear President Harper:

I return the statement of Miss Bulkley. It is so general as to be somewhat vague, so that everything depends upon the mode of execution. I can see how the plan might be carried out in a practical and unified way, but it is also capable of loose and general treatment which would not lead anywhere in particular.

Yours truly,

John Dewey

Dewey

no ans

JOHN DREW
Head of Department
WILLIAM H. DREW
Associate Professor
JOHN H. DREW
Associate Professor
E. A. MANN
Associate Professor

Assistant and Observer of Library and Museum

CLARA J. MITCHELL
History and Literature, University School
NATHANIEL E. CAMP
Science and Technology, University School

The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER

WILLIAM H. DREW, PRESIDENT

February 23, 1897

Dear President Harper:
I read the statement of Miss Wilkley. It is so general as to be somewhat vague, so that everything depends upon the mode of execution. I can see how the plan might be carried out in a practical and untitled way, but it is also capable of loose and general treatment which would not lead anywhere in particular.
Yours truly,

John D. Drew

W. H. D.

OF PHILOSOPHY

IN DEWEY
f Department

I. TUFTS
fessor of Philosophy

H. MEAD
fessor of Philosophy

R. ANGELL
of Experimental Psychology

W. MOORE
ant in Philosophy

F. MACLENNAN
in Experimental Psychology

E. S. AMES
Docent in Philosophy

The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER

WILLIAM R. HARPER, PRESIDENT

CHICAGO,

Dewey

Instructor,

A. F. Buck,

Warner Fife

no date

OF PHILOSOPHY

REV. D. W. L.

1877-1878

AN IT 11

1947

1870-1871

The University of Chicago

FOUNDED BY JOHN D. ROCKWELL

WILLIAM R. HARPER, PRESIDENT

CHICAGO,

1- I note the omission of all
 inquiry relating to the literary or
 the creative and imaginative capacity
 of the student. In my own work I
 look for special developments along
 other than the purely intellectual
 lines. I want power of imagination
 and delicacy of aesthetic perception. I
 would suggest the addition to IV
 of (11) relating to Literature or general
 artistic capacity.

O. L. Triggs.

Good if not
 carried too far
 f

III. ~~f.~~ Gilds to temporary in-
✓fluence. (no moral & other firmness!)

IV. 13 & 14 should be developed
if the others are. tho' the whole
outline seems rather too
minute to be practicable.

V. No, not named. Here I
think it would be necessary
in making the record to
specify the organizations in
each individual case.

VI. Sleep and food ought
to be noted.
Also "worry."

Dept. of Philosophy - Oct 19 - 95

Pres - W R Harper

Budget

My dear Sir

- (1) The pressure of required work is so great that one instructor at least must be secured in addition to the force now teaching. Such teacher would have charge of the undergraduate work in psychology, ethics & logic. This work is all taught in sections owing to the large numbers taking the courses.
- (2) So far as I know, there is no instructor in the dept whose promotion is necessary. I.e.g., to retain him from accepting calls elsewhere. But Professors Mead & Angell will then have served two years as assistant professors, & if there were any likelihood of securing favorable action I should take pleasure in recommending them for promotion to associate professorships -
- (3) \$1200 at least is required for the year for library in I.A.; 400 additional for I.B.
- (4) Four hundred dollars (\$400) is a minimum sum for the needs of the psychological laboratory. This will practically complete the equipment in present quarters, and

Becky

Oct 19, 1895

- 2/ further equipment would be for special investigations
- (5) The sum of \$110, distributed as follows -
- | | |
|---|-------|
| (a) supplies for Psychological laboratory | \$75- |
| (b) " for department library | \$25 |
| (c) supplies for office | \$10- |

- (6) The department is anxious to undertake the commencement of publication of series of monographs, as promised in dept announcements for past two years - By July '96 & during year '96-'97 monographs will be ready in logic, ethics, history of philosophy, psychology & probably pedagogy whose publication would, I am sure, be advantageous to the dept & the Univ. I request an appropriation of \$250 for this purpose, & also an appropriation of \$50, making \$300 in all, for continuation of cooperative support of Psychological Review. I am one of the editors. May I add that in the existing condition of the dept nothing would ^{would} stimulate better work within & make known the kind of work done, than the publishing of monographs above referred to.

(7) I am obliged to add another head — i.e., Fellowships. (a) While the departments fairly comparable to Philosophy have from 4 — 6 fellowships at command, the dept of philosophy has but 2. I earnestly commend this matter to the President & Trustees for consideration. (b). It is more than desirable, if it is necessary, that at least one, and if possible two fellowships, yielding not less than \$320 a year each, be assigned to the dept of pedagogy. Recent indications point to a large & growing demand among graduates for work in pedagogy. The importance of this work & the dignity of the dept require that it be supplied with fellowships.

(8). (Supplementary to 1) It is quite possible that a supplementary request will have to be for additional teaching force in pedagogy. It is too early (the work in pedagogy being comparatively undeveloped) to specify at present the extent of this need.

Respectfully submitted,

John Dewey
(Head professor of Philosophy & Pedagogy)

Dewey

University, Jan. II '96.

My dear Pres. Harper:

If Miss Bulkley still feels as she did the 28th ult., I agree with you in thinking the matter requires the serious attention of all concerned.

I. The remarks about the school of observation and experiment are a definite, if only implied, assumption of my incompetency. If there is need for worry about the school's being undertaken without a general final purpose, plan and method; if there is already danger that the work will be without distinctive features and will represent disorganization; if there is any danger of the children being left to chance and random experimentation, the situation requires that the work be either given up, or someone adequate to the task be put in charge. Meanwhile, believing that matters are ^{far} from this pass, I, also, not only wish "that the work shall command the respect of experts, and contribute to Pedagogy", but venture to anticipate its becoming the recognized and authoritative exposition of what is possible in the organization of primary education.

2. It is more explicitly charged that Miss Bulkley has been "ignored-- perhaps without intention." Such is not my understanding of the situation. When it is worth while and you desire, a certain body of facts pointing in the opposite direction may be presented. At present it seems more needful to state that, by the nature of the case, someone must have the ultimate responsibility, and the control relevant to the same. This is

University, Jan. 11 '08.

My dear Miss Barker:

I have just received your letter of the 10th inst. I agree with you in thinking the matter requires the serious attention of all concerned.

1. The remarks about the school of education and experiment are a delicate, sensitive question and I am not sure that there is need for worry about the school's being undertaken without a general trial purpose, plan and method. There is already danger that the work will be without distinctive features and will represent disorganization; it there is and danger of the school being left to chance and rather than organization, the situation requires that the work be either given up, or somewhat adjusted to the facts as they are. Meanwhile, believing that matters are now in a state of not only what the work shall represent the object of experiment, but venture to suggest, but venture to suggest of particular bearing the recognized and authoritative expression of what is possible in the organization of primary education. 2. It is more explicitly charged that Miss Barker has been ignored - perhaps without intention. "Such is not my intention" standing of the situation. When it is said that you have a certain body of facts standing in the opposite direction, may be presented. At present it seems more needed to be stated by the nature of the case, however, and have the situation reasonably, and the control relevant to the same. This is

Jan 11, 1896

2

so obvious ^{it} as to make [^]statement unnecessary, were it not for the indications that the ignoring of Miss Bulkley has consisted simply in the fact that she has not been in direction. That the person in charge should make due use, through advice and cooperation ~~of others~~, of the experience of others, and pay all possible regard to their University position and relationships, seems to me also axiomatic; and as already indicated, the facts bearing upon this are at your disposal.

3. As bearing somewhat upon the whole matter, may I call to remembrance that we had no basis of operations till Dec. 14th; that Miss Mithchell was not accessible till a few days after that; that, of the time since, I have been necessarily absent from the city a week; and that, besides the pressure of opening regular and Extension Univ. work, there have been the time-consuming details of procuring rooms and providing equipment---- a work in which Miss Bulkley was invited to share, but declined. When it is added that the chief outward difference between this and the ordinary primary school is its much greater reliance on material equipment, you will understand what this means. That in this pressure things may ~~not~~ have been done and left undone, which would be differently attended to with more leisure, it is too much, perhaps, ^{not} to expect. But, under these circumstances the question arises whether Miss Bulkley's attitude may not be, to say the least, somewhat premature?

I shall be very grateful to you, indeed, for anything you may do in the way of ~~it~~ relieving this anomalous situation and for any advice you can give me as to dealing with it.

Sincerely yours John Dewey

no obvious reason to raise questions, were it not for
the indications that the ignoring of Miss Bulley has overstated
strongly in the fact that she has been in attendance. That the
person in charge should make the case through review and coop-
eration of the representatives of others, and say all
possible regard to their delivery, position and relationships
seems to me also an added, and an already existing, the facts
bearing upon this are at your disposal.

3. As bearing somewhat upon the whole matter, may I call
to remembrance that we had no basis of acquaintance till Dec.
14th: that Miss Mitchell was not accessible till a few days
after that, of the time since, I have been necessarily
absent from the city a week; and that, besides the pressure of
opening a register and Extension Univ. work, there have been a
time-consuming details of procuring rooms and providing equip-
ment---a work in which Miss Bulley was assisted by others but
declined. When it is added that the chief outward difference
between this and the ordinary primary school is the work itself
or reliance on material equipment, you will understand what this
means. That in this pressure situation we have been here and
left undone, which would be extremely attended to with more
leisure, it is too much to expect. But, under these
circumstances the question arises whether Miss Bulley's at-
titude may not be, to say the least, somewhat premature?

I shall be very grateful to you, should you wish to
say do in the way of it, whatever the situation of affairs, and
for any advice you may give me as to dealing with it.

Yours truly,
John D. ...

To Editor of the

~~Chicago Evening Post~~, Dec. 19, 1895. ~~Dear Sir~~ A letter from Dewey who, with Salisbury, Chamberlain, and Tufts, had attended a meeting of the Chicago Board of Education in which the acceptance or non-acceptance of Cook County Normal School, under Parker, by the city was discussed.

Headline of column is SHIRKED THEIR DUTY.

Permit me to express my sense of the great importance of the transfer of the Cook County Normal School to the city, a question coming before the school board Friday evening. The transfer--supposing it to be accomplished--may be a means of either the greatest benefit or the greatest harm to Chicago schools. If the city will contribute liberally to its support, will see that the present time requirement for study and the efficiency of the teaching force are either maintained or increased, and will allow freedom for the best and most progressive methods to be used, I do not believe there is a single step which could do as much for the Chicago schools. This is on the basis that it is kept up in addition to the present training school, and that the graduates with the more advanced and longer training are given preference for places. But if the school is transferred on a basis of personal enmity and false "economy" and narrow insight and sympathy lower the standards of the school as to time, etc., and mechanical methods of teaching and cadetting are introduced, it will be a most lamentable affair for the educational interests of Chicago.

I do not write this in the interests of Colonel Parker. All he needs is fair play and assurance that what on the surface is a public transfer in the interests of public education be not made a handle for consummating private enmities. Infinitely more important than any one man's interest is that justice and fair play be had, and that the city take advantage of the opportunity presented in the line of progress, and not take a step backward educationally.

Chicago Evening Post, Dec. 1895. A letter from Dewey who, with Salisbury, Chamberlain, and Tilton, had attended a meeting of the Chicago Board of Education in which the acceptance or non-acceptance of Cook County Normal School, under Parker, by the city was discussed.

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I have no special plans to formulate, but would suggest that if the school be accepted it be with the assurance that it be continued as at present till July 1, which is certainly only fair to the teachers hired with that moral if not legal understanding; and that meantime the school board consult with educational experts as to the best ways and means of making the school what it can easily be--a resource which will give Chicago the best public-school system in the United States. I feel confident that light and publicity are all that are needed to straighten out the tangles of this matter. I should like to pledge my own efforts in advance, as head of the pedagogical department of the university, to any and every cooperation possible to helping the public schools of Chicago through the instrumentality of a training school.

Permit me in closing this long letter to say that I am emboldened to write because of the thoroughly enlightened and wise course the Evening Post and the Times-Herald have been taking.

JOHN DEWEY

Cook County offered the school to the city of Chicago. That is, from the county commissioners to the city board of education. Transfer backed by Civic Federation as well as other civic groups, who also advocated that present management (i.e., Parker and Parker's teachers) be continued. Finally accepted by the city board of education at its meeting of Jan. 29, 1896.

Opposition to accepting by some members of City Board--

- (1) Expense
- (2) Parker, enmity toward, and his methods.

Salisbury writes a letter also reproduced in this ~~article~~ ^{ARTICLE}. A much stronger endorsement of the Cook County Normal School than Dewey's. Salisbury says the University of Chicago would be "exceedingly sorry" to ~~the~~ ^{see} the Cook County Normal School "in any way interfered with"--~~when~~ ^{when} transferred to city.

I have no special plans to formulate, but would suggest that if the school be accepted it be with the assurance that it be continued as at present till July 1, which is certainly only fair to the teachers hired with that moral if not legal understanding; and that meantime the school board consult with educational experts as to the best ways and means of making the school what it can easily be--a resource which will give Chicago the best public school system in the United States. I feel confident that light and publicity are all that are needed to straighten out the tangles of this matter. I should like to pledge my own efforts in advance, as head of the pedagogical department of the university, to any and every cooperation possible to helping the public schools of Chicago through the instrumentality of a training school.

Permit me in closing this long letter to say that I am emboldened to write because of the thoroughly enlightened and wise course the Evening Post and the Times-Herald have been taking.

JOHN DEWEY

Cook County offered the school to the city of Chicago. That is, from the county commissioners to the city board of education. Finckler backed by Civic Federation as well as other civic groups, who also advocated that present management (i.e., Parker and Parker's teachers) be continued. Finally accepted by the city board of education at its meeting of Jan. 29, 1898.

Opposition to accepting by some members of City Board--

- (1) Expense
- (2) Parker, easily towards, and his methods.

Ballabury writes a letter also reproduced in this issue. A word stronger endorsement of the Cook County Normal School than Dewey's. Ballabury says the University of Chicago would be "exceedingly sorry" to see the Cook County Normal School "in any way interfered with" -- transferred to city.

ARTICLE
see

[late 1892 or early 1894]

President Harper,

Dear Sir:

I desire to submit to you the grounds on which I would most heartily and emphatically urge the consideration of Prof. John Dewey of the University of Michigan for the position of Head-Professor of Philosophy in the University of Chicago.

I. His record and ability as scholar. He is well known on both sides of the Atlantic for his activity in this respect. Although as yet a young man, he has been for nearly ten years one of the most frequent and vigorous contributors to the various philosophical periodicals and has produced three books, which will be given in full below. After graduating from the University of Vermont in Burlington, Vermont, and studying a year there in philosophy under the direction of the President he took his degree of Ph.D. at the John Hopkins University in 1884, and was invited to Michigan by Prof. G. S. Morris, who had lectured at Baltimore. After two years he published his Psychology, which at once made him known as an original and acute observer, as well as an able thinker. It has been very widely used--- at nearly all the eastern institutions whose professors had not themselves books on the subject, e.g. Bowdoin, Brown, Wellesley, Williams, Smith, etc., and is now in its third edition. In 1888, two years later, he wrote his "Leibig's New Essays" for the Griggs' Series of Philosophical Classics,--

a book of which Prof. Ladd of Yale spoke of in the New Englander as the clearest and most useful of the series. It is more than a clear historical exposition. It shows an insight into the real questions at issue and a mastery of philosophical principles which attest the maturity of a master who has a well-thought out basis of his own. In this year he accepted a call to the Professorship of Philosophy in the University of Minnesota, having two years before been made Assistant Professor at Michigan. In 1889, on the death of Professor Morris, he was called back to Michigan. President Angell remarked to me, "I don't suppose our students would have allowed us to call any one else". Since then he has published his "Outlines of Ethics", and numerous contributions to "Mind", "The International Journal of Ethics", "The Monist", "The Philosophical Review", and has been secured as co-editor on the staff of the new Psychological Review. His activity is thus seen to be many-sided, in Psychology, History of Philosophy, and Ethics, and he has been announced to write a book in the "Library of Philosophy" which will be called "The Principles of Instrumental Logic". This "Library of Philosophy" is a series of very valuable and scholarly books, mainly by English authors.

The above illustrates that he is a productive man, one of the most productive, and his work is all of an eminently scholarly character and contains original thought, and contributions to science.

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The above illustrates that he is a productive man, one of the most productive, and his work is all of an eminently scholarly character and contains original thought, and contributions to science.

II. He would, I feel confident, be an effective organizer of departmental work. A producer himself, he knows how to guide other men into fruitful lines of research. He is withal a delightful man to work with.

III. As a teacher he is one of the most popular and successful in the University of Michigan. His classes are always large and his students enthusiastic.

IV. As a man he is simple, modest, utterly devoid of any affectation or self-consciousness, and makes many friends and no enemies. He is a man of a religious nature, is a church member, and believes in working with the church. He is, moreover, actively interested in practical ethical activity, and is a valued friend at the Pull House of this city.

I subjoin a list of the more important publications of Prof. Dewey.

I. Books.

1. Psychology, 12 mo. pp. 427. N.T. 1886, '88, '91.
2. Leibig's New Essays, in Grigg's Series of Philosophical Classics. Chicago, 1888.
3. Outlines of a Critical Theory of Ethics, 12mo. pp. 253. Ann Arbor, 1891.
4. (In prep) The Principles of Instrumental Logic, (In Library of Philosophy)

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II. Articles.

1) In "Journal Spec. Philosophy".

The Metaphysical Assumption of Material-ism. Vol.16.

The Pantheism of Spinoza. " "

Knowledge and the Relativity of Feeling. Vol.17.

Kant and the Philosophic Method. " 18.

2) In "Mind".

The Psychological Standpoint. Vol.11.

Psychology as Philosophic Method. " "

Knowledge as Idealization. " 12.

"Illusory Psychology". " "

Some Current Conceptions of the Word "Self". " 15.

3) In "International Journal of Ethics".

Moral Theory and Practice. " 1.

4) In "The Philosophical Review".

Self Realization as the Moral Ideal." 2-6.

5) In "The Monist".

Present Position of Logical Theory. " 1.

The Superstition of Necessity. " 3.

Various articles in "Andover Review" and critical reviews in various periodicals.

Respectfully submitted,

(SIGNED) James H. Tufts.

Giverny, Eure, France May 16/95

Dewey

~~46~~

My dear Pres. Harker:-

I presume you have heard that we have had trouble over here. We lost our youngest child of diphtheria in Italy and have been trying ever since - two months now. To get home, but one after another of the family, with the exception of myself, were taken sick also. We seem to be all over with it now, and are trying to get rested from the effects in this little country town. I should have written you long ago. Had not everything seemed to be against it.

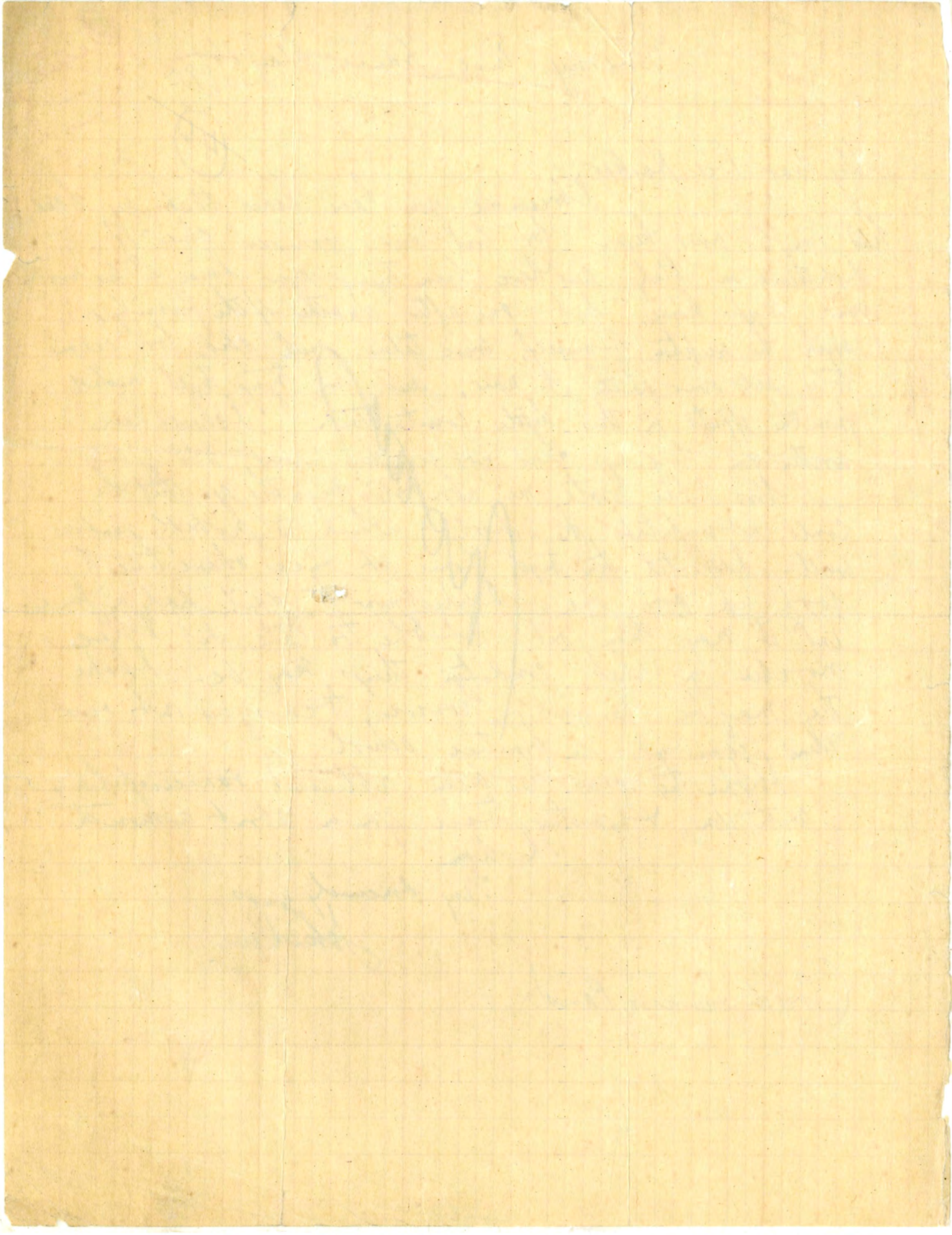
Mrs. Aker wrote me about this month ago that she could not undertake the school which is probably just as well - I expected then to get home at once & have time to look up some one. I expect now to sail early in June and it may turn out not to be too late, but I have no idea in what condition things may be. I hope they may be favorable, however, to carrying out our ideas regarding a practice school.

I hope this year has been a pleasant & successful one with you, & expecting to see you in about a month.

Very sincerely yours

John Dewey.

(Credit Lyonnais, Paris).



Ann Arbor Mich
Mar 19/94

2
Dewey

My dear President Harper:

I need hardly say
I was glad to get your letter. I
want to thank you for the
very hearty & encouraging
ways in which ~~to~~ you
conveyed the news. I
believe with you that a great
chance exists, and I hope
to be able to improve it.
I regret that it was not
possible to arrange def-
initely for the future
increase, and I accept in

well for me to come to Chicago soon. See the
men on the ground & talk matters over. Would
there be any objections to my coming some day the latter
part of the week?

Sincerely yours,
John Dewey.

the expectation of having the
full salary in due season.

I hope there will be no
objections to my beginning
July 1. It was the prospect
of getting nine mos. vacation
all at once that made
me willing to take \$4000 the
first year. So far as this end of
the line is concerned, there will
be no objection. My connection
with this Univ. can cease July
1, as well as any time, but the
fact that I have to wait 3 mos.
to get salary for work al-
ready done cannot hardly
affect matters.

Perhaps it would be

15 Forest Ave.,

Ann Arbor Mich Feb 15/94

Pres. W. R. Harper:—

My dear Dr. Harper,

I have thought the matter over, and talked it over pretty thoroughly with Mrs Dewey. The academic features of the proposal appeal to me even more strongly as the days go by: the chance to build up a Department of Philosophy, to associate with men whose main interest is in advanced research, the opportunity to devote myself to that kind of work, the living in Chicago— all this, with the other considerations you brought up, weigh greatly with me. On this ground then, I should accept at once. The financial feature remains. I do not see that, with my family circumstances, \$4000 is an adequate basis for living

Dewey

15

Early
Appointment
accepted here

Feb 15, 1894

as we should want to live (and as the University
 would want us to live) in Chicago. So far as the
 first year is concerned, the difficulty is met
 by your kind project ~~and~~ relative to an
 extra vacation of three months. With that in
 prospect we should hardly think of settling
 in Chicago the first year. Moreover the pay
 should be at the rate of ^{more than} \$5000 a year for
 time actually spent in work. So my conclusion
 is that if I can be assured of \$5000 the
 second year, I shall accept with
 pleasure; and come to Chicago in condition
 to ~~bring~~ throw my best powers into helping
 strengthen the University through its philo-
 sophical department. Without wishing to
 force the future, I should also be glad
 for definite statements as it seems
 to you possible to ^{give} ~~make~~ regarding the
 succeeding stages in the development of
 the salary. Hoping that you may be able to give
 the assurance desired, I am, most sincerely yours,
 Wm D. Drake.

Presidents' Papers, U. of C.
John Dewey folder

Dewey to Harper
Dec. 6, 1897

1

[Plain letter paper, all typed except signature which is in ink, a few inked corrections, 5 pages.]

University of Chicago
Chicago, Dec. 6, 1897

Dear President Harper:

I wish to convey to you perhaps more definitely and at the same time more freely than I have done hitherto, some of my impressions and hopes regarding the Pedagogical Department. There has now been a sufficient amount of experience so that I have arrived at a pretty positive view of the situation and its needs.

1. The connection between the Elementary School and the University side of the Department of Pedagogy, is extremely loose. ^{up}Up to the present time this has not been a matter of such great importance for the following reason:

The school itself had a great many problems of its own internal organization to work out--this because it ^{incurs}incurs so many departures from existing methods and so much experience to get hold of the right instructors, that it could not take shape at once. During this period there were some positive advantages in not having the School under too close inspection from the whole Department of Pedagogy. That period however is now ended, or will be at the end of this year. The main problems of selection and adjustment of work have been solved. If the School is going to do what it should for the instruction in Pedagogy on the University side, it would soon become absurd not to have more definite and organic relationships than now exist. It is out of the question for me personally to undertake this matter. My province is keeping a supervision of the selection of the subject matter for the School and insuring its proper mutual correlations; and, in the University, to set forth the Philosophy or general theory of its movement. The particular work was put into the hands of Dr. Bulkley, but for reasons which I need not explain to you, it has not been done, nor do I think that we can safely anticipate its being done in the future; in fact, I think it would be a loss of time and energy to expect anything systematic in that direction.

There arises therefore, the demand for some one who should be a connecting link between the University and the School:--who shall represent the Department of Pedagogy in the School and that School in the Department of Pedagogy. Such a person would have the following tasks:

1. To give courses in methods and materials of elementary instruction with special reference to the work of the School.

2. To have supervision of the practice and work of the Assistants of the School. (Experience shows that the moment we can guarantee proper supervision and criticism, there is a large opening in the latter direction; that many competent persons would be glad to combine contact with the School with further University study; and that there is great positive financial economy in developing this phase of the work).

Downy to Harper
Dec. 6, 1897

President's Office, U. of C.
John Downy, folder

[Main letter paper, all typed except signature which is in ink, a few
inked corrections, 2 pages.]

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further University study; and that there is great positive financial economy
in developing this phase of the work.)

3. To make available the experience of the School for the educational public generally. We are collecting a very considerable amount of material which ought to be published both for the sake of the future of the School in case individual teachers drop out, and for the advancement of educational interests in general. This would be very considerably increased the moment there was anyone especially charged with keeping track of it.

4. To form a connecting link between the School and the outside public in the way of Extension Lectures, talks to Women's Clubs (for which I have continual invitations which I have to refuse); and in general representing the interests of the School outside.

I may add that I think I know just the woman to undertake this work, both by her experience and her personal temperament and bearing. It is a task which requires a person of good presence and social tact and experience. This woman is Miss Weeks, now at Pratt Institute, and the Private Secretary and personal representative in the Institute, of Mr. Charles Pratt. She is a Vassar College graduate, has had actual experience in teaching little children and in training of teachers; has been for the past two years more than any one person, the connecting link between various departments and interests at Pratt Institute; and is this year engaged in organizing the Social Settlement and neighborhood work of the Institute. Of course she could not be got without a good position and salary; and perhaps could not be got any way, but I wish that the effort might be put forth. Her salary should be borne jointly, I think, by the Department of Pedagogy and by the School.

There are certain other possibilities which lie partly in the nature of the situation and partly in the men who are available.

2. E. C. Moore, our present fellow in Pedagogy, is developing rapidly as he is adding more force of bearing to his already great intellectual strength and his systematizing ability. He would be a first class man to give courses in the History of Education in its relation to the growth of general culture and of growth in social conditions, as he is a person of unusually large historic sense in addition to wide special equipment. I do not doubt that he could be got next year at the salary of an Assistant, \$500 or \$600.

3. I wish we could get Mr. Locke back here again. He will have had the advantage of a year's teaching and organizing experience at Harvard. He would be an admirable man for conducting courses on the administrative and organizing side of school work; to take charge of whatever practical work in visiting the schools of the vicinity is found desirable; to assist Mr. Thurber in the matter of pupil teaching in the High Schools as that continues to develop; to mediate between the pedagogical interests of the University and of the South Side Academy as that develops into the University Secondary School; and to form a connecting link on the personal side between the various interests represented in the proposed interdepartmental work in pedagogy--a matter which should have a good deal of time and attention from somebody as it will come very far from running itself, even after it is properly laid out on paper. I suppose Mr. Locke could be got back, if he were willing to come at all, for about \$1200.

Dec. 6, 1927
S
Dewey

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Dewey
Dec. 6, 1897
3

I hope I shall not be thought unreasonable in presenting these matters at a time of recognized financial depression; I should not however, feel that I was fulfilling my duty as head of the Department of Pedagogy if I did not call your attention to these things somewhat emphatically, at just this juncture. In my best and most impartial judgment the Department has reached a critical stage where positive advance steps forward must be taken in order to maintain the respect of the students and of the public interested in educational matters from the professional side. I feel more and more the contradiction contained in the fact that the function of the University is to so large an extent to train teachers; and yet we are doing so little intentionally towards that end. I am certain, also that there is no University opening so broad and insistent, and so little met by any other University in the country! With anything approaching an adequate organization of the Department, I should hardly be afraid to guarantee that in three years such a department would have as great a number of Graduate Students as any in the University and these, for the most part, of unusually high grade. But aside from this possibility of growth, there is the fact that we are already engaged in matters where the discrepancy between our claims and our actual work will become more and more apparent until additional organization and reenforcement of instruction are secured.

I do not suppose anything will be gained by a reiteration of words, but I wish to close by stating once more that the present situation seems to me critical and the need for action with reference to next year imperative.

Yours truly,

John Dewey

[Signature in ink; a few inked corrections.]

DEPARTMENT OF PHILOSOPHY

JOHN DEWEY
Head of Department

C. A. STRONG
Associate Professor of Psychology

J. H. TUFTS
Associate Professor of Philosophy

G. H. MEAD
Assistant Professor of Philosophy

J. R. ANGELL
Assistant Professor of Experimental Psychology

A. W. MOORE
Assistant in Experimental Psychology

W. A. HEIDEL
Docent in Philosophy

The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER

WILLIAM R. HARPER, PRESIDENT

CHICAGO December 7, 1896.

Board of Libraries,
University of Chicago.

Dear Sirs:

Taking it that the report of the committee published in the Record of December 4th, is an invitation to those interested to submit their views, I herewith beg leave to present the following observations:

Recognizing the general principle of the advisability of a further development of the central library, as distinguished from the department libraries, it does not seem to me that the plan proposed by the committee is, in all respects, the most economical. It strikes me that a more decided division would be advisable. I would suggest;

First--That a certain sum of money be set apart for the purchase of transactions of learned societies, etc., and that this sum be apportioned pro rata against the various departments. The list of transactions to be included being made up by yourselves and the library authorities in consultation with the heads of departments.

Second--That a similar sum of money, to be similarly charged up against departments, be set apart for purchase of books in lines not represented by any department at present. Histories of painting, sculpture, architecture, etc., are marked instances.

Third--It does not seem to me that the difficulty in the separation of books among the different departments is so much a physical one as an intellectual one. It would be a comparatively small matter

The University of Chicago

WILLIAM R. HARKER, PRESIDENT

CHICAGO December 7, 1898.

JOHN D. COOPER
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Dec 7, 1896

2.

for the student to travel from one library to another provided he knew what books were available in each department. Accordingly the question arises whether a certain portion of money might not be similarly set aside to increase the efficiency of the cataloguing force, with special reference to making known to each department the related books to be found in other department libraries. The department of Philosophy, and I presume other departments, have, in the past, done this work through their own fellows and assistants, but there is no well devised plan for keeping up with new accessions and so the entire work has to be done over again every few years. I believe that the time is nearly, if not quite, reached when it would be better policy to spend relatively less money for the books themselves and more for making material contained in the books really accessible to the students.

Fourth--If the general principle indicated in the previous proposition, that of a division of funds between the department libraries and your own Board representing the general library, were followed out, I doubt if the somewhat arbitrary recommendation as to the limit of books to be contained in any individual library would be necessary. The recommendation as to limitation appears to me objectionable in that it assumes that the relevant needs of all departments are the same. As a matter of fact they must be very different, both from the subject matter covered, and the nature of the methods employed in teaching them. A library might seem to be large and fully equipped to the outsider, when the one specially working with it would know that it was very meagre along some line. For example in our own department we have so far laid special emphasis upon the history of philosophy, and yet the mediaeval period is scarcely represented at all. In other sub-divisions, like that

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Dec 7, 1896

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Without going into any detail as to the respective merits of the plan presented in the Report and that outlined above, I would simply say that the principle lying at the basis of the above seems to me adapted to secure the same result more effectively, and with much less likelihood of unnecessary friction.

Yours respectfully,

John Dewey

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Yours respectfully,

Alfred D. Noyes

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A. W. MOORE
Assistant in Philosophy

S. F. MACLENNAN
Assistant in Experimental Psychology

E. S. AMES
Docent in Philosophy

The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER

WILLIAM R. HARPER, PRESIDENT

Dewey

CHICAGO, March 20, 1897.

Dear President Harper:

I regret that absence from the city will cause my missing the proposed conference on Tuesday afternoon.

In my brief interview yesterday, I forgot to speak of the matter of the proposed luncheon. I quite agree with you as regards the desirability of uniting secondary and elementary school conferences. I had it in mind at the outset, but I thought until the elementary school conference had proved its right to exist, by a reasonable amount of success, it might be well to have them carried on under the Department of Pedagogy. Then in case they were not successful it would be possible to drop them without in any way compromising the University. However they have been so unexpectedly successful that it would be perfectly safe now to unite them with the others, and there would be many advantages in doing so. For next year we will make our arrangements on that basis. Meantime, if the luncheon could be granted for April 10, it would be a decided favor. I will ask Mr. Manny to get your decision on this matter.

Yours truly,

John Dewey

Dewey

April 28, 1897.

File

Dear President Harper:

I received your note relative to Ames only last night, or I should have answered it before. Mr. Ames is quite right in assuming that, so far as he is concerned, his appointment here would meet my approval. I have great respect for his judicial mind and scholarly habits, and know his influence with the students would be sound and helpful, but there are other considerations which come in. At present our great need is an instructor in experimental psychology, who can relieve Mr. Angell of the laboratory work with the under-graduates. Mr. Angell, at my request, has prepared a statement of the condition of things in experimental psychology. I had not urged the matter upon your notice, because I supposed any further appointments for next year were out of the question. I was about to submit the matter to you on your return, however, in order that you might bear it in mind as a necessary point to be covered in the further development. If there is any money available the welfare of the department requires that it should go in this direction. While we could of course make use of Mr. Ames in other lines, I am afraid his appointment, and the money required to meet it, would make the possibility of securing the needed addition in experimental psychology, all the more remote.

Yours sincerely,

John Dewey

April 22, 1897.

Dear President Harper:

I received your note relative to Ames only last night, or I should have answered it before. Mr. Ames is quite right in assuming that, so far as he is concerned, his appointment here would meet my approval. I have great respect for his judicial mind and scholarly habits, and know his influence with the students would be sound and helpful, but there are other considerations which come in. At present our great need is an instructor in experimental psychology, who can relieve Mr. Angell of the laboratory work with the under-graduates. Mr. Angell, at my request, has prepared a statement of the condition of things in experimental psychology. I had not urged the matter upon your notice, because I supposed any further appointments for next year were out of the question. I was about to submit the matter to you on your return, however, in order that you might bear it in mind as a necessary point to be covered in the further development. If there is any money available the welfare of the department requires that it should go in this direction. While we would of course make use of Mr. Ames in other lines, I am afraid his appointment, and the money required to meet it, would make the possibility of securing the needed addition in experimental psychology, all the more remote.

Yours sincerely,

John Dewey

Dewey

April 28, 1897.

OK

Dear President Harper:

I presume you received my telegram regarding Locke. Harvard has offered him an instructorship in the History of Education under Hanus, and he is to look after the organization side of the department also. He gets \$1000 the first year, \$1250 the second, \$1500 the third. It may have been useless sending you the telegram but Mr. Locke is altogether the strongest man we have had here, and I hate like everything to have him leave it. I was planning to give him two or three hundred dollars extra from the primary school fund, and have him start the Latin there, and also give a course or two in the University. Is there not some way by which we can keep him? I will make the school responsible for \$300 of the sum.

Yours truly,

J. H. Dewey -

April 26, 1897.

Dear President Harper:

I presume you received my telegram regarding Locke.

Harvard has offered him an instructorship in the History of Education under Hanna, and he is to look after the organization side of the department also. He gets \$1000 the first year, \$1250 the second, \$1500 the third. It may have been useless sending you the telegram but Mr. Locke is altogether the strongest man we have had here, and I hate like everything to have him leave it. I was planning to give him two or three hundred dollars extra from the primary school fund, and have him start the Latin there, and also give a course or two in the University. In case not some way by which we can keep him I will make the school responsible for \$500 of the sum.

Yours truly,

W. D. Howells

[Autumn 1897?]

W. T. Woodspeck

Acq. Com. on Expenditures,

Dear Sir,

The following articles are needed for the
Library & office of the Dept of Philosophy

4 doz. thumb-tacks.

2 bottles mucilage

2 bottles ink, large size—

2 doz. pens (Falcon)

4 pen holders.

1 doz pencils

1 box envelopes.

5 Wheelback Turners (the Library can hardly
be used at present after 4:30).

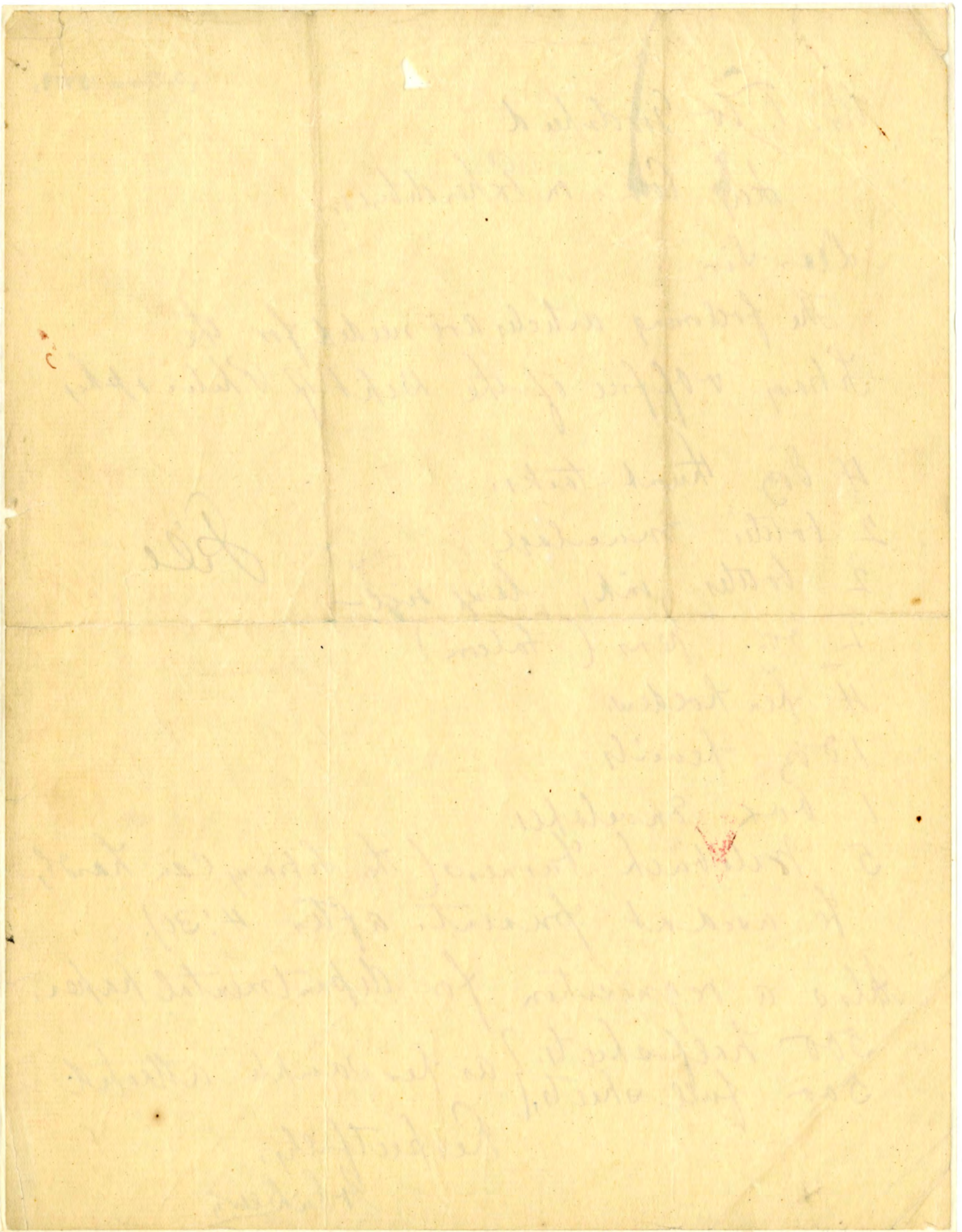
Also a requisition for departmental paper.

500 half sheets, } as per sample attached.
500 full sheets, }

Respectfully,

John Dewey

W. T.



Dewey

University of Chicago,

Chicago, Nov. 8th, 1897.

Dear President Harper:

I have the pleasure of reporting herewith two additional subscriptions for the work of the University Elementary School: a check for \$200 from Miss Caroline Castle, 5536 Madison Avenue, and \$25 in cash from Mr. J. W. Brooks, of Pitkin and Brooks, State and Lake Streets. It is the desire of both Miss Castle and Mr. Brooks that their gifts should be devoted to the support of Music in the School.

I have the pleasure of reporting also that Mrs. G. H. Mead, of 5536 Madison Avenue, has given \$100 for the purchase of pictures and statuary for the decoration and use of the School. When the purchases in this line are complete, I will send you a further detailed statement.

Yours truly,

John Dewey.

Per.



University of Chicago,

Chicago, Nov. 21, 1927.

Dear President Barker:

I have the pleasure of reporting herewith two additional subscriptions for the work of the University Elementary School: a check for \$100 from Miss Caroline Castle, 5835 Madison Avenue, and \$25 in cash from Mr. J. W. Brooks, of Pilsen and Brooks State and Lake Streets. It is the desire of both Miss Castle and Mr. Brooks that their gifts should be devoted to the support of music in the school.

I have the pleasure of reporting also that Mrs. C. H. Mead, at 8635 Madison Avenue, has given \$100 for the purchase of pictures and statuary for the decoration and use of the school. When the purchases in this line are complete, I will send you a further detailed statement.

Yours truly,

John Dewey.

Enc.



PLAN OF ORGANIZATION
of the
UNIVERSITY PRIMARY SCHOOL. #

General Problem and End.

The ultimate problem of all education is to coordinate the psychological and the social factors. The psychological requires that the individual have the free use of all his personal powers; and, therefore, must be so individually studied as to have the laws of his own structure regarded. The sociological factor requires that the individual become acquainted with the social environment in which he lives, in all its important relations, and be disciplined to regard these relationships in his own activities. The coordination demands, therefore, that the child be capable of expressing himself, but in such a way as to realize social ends.

Sociological Principles.

I. The school is an institution in which the child is, for the time, to live -- to be a member of a community life in which he feels that he participates, and to which he contributes. This fact requires such modification of existing methods as will insure that the school hours are regarded as much a part of the day's life as anything else, not something apart; and the school house as for the time being, a home and not simply a place to go in order to learn certain things. It requires also that the school work be so directed that the child shall realize its value for him at the time,

This is privately printed, not published, and is to be so treated. It will be understood to define the general spirit in which the work is undertaken, not to give a rigid scheme.

PLAN OF ORGANIZATION
OF THE
UNIVERSITY PRIMARY SCHOOL

General Principles and Aims

The primary problem of all education is to coordinate the psychological and social factors. The psychological factor is the individual, and the social factor is the community. The individual must be so educated as to have the laws of his own structure regarded. The sociological factor requires that the individual become acquainted with the social environment in which he lives, in all its important relations, and be disciplined to regard these relationships in his own activities. The coordination demands, therefore, that the child be capable of expressing himself, but in such a way as to realize social ends.

Sociological Principles

I. The school is an institution in which the child is, for the time, to live -- to be a member of a community life in which he feels that he participates, and to which he contributes. This fact requires each modification of existing methods as will insure that the school hours are regarded as much a part of the day's life as everything else, not something apart; and the school hours as for the time being, a home and not simply a place to go in order to learn certain things. It requires also that the school work be so directed that the child shall realize its value for him at the time.

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