CROSS REFERENCE SHEET

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Regarding Date

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File cross reference form under name or subject at top of the sheet and by the latest date of papers. Describe matter for identification purposes. The papers, themselves should be filed under name or subject after "SEE."

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File cross reference form under name or subject at top of the sheet and by the latest date of papers. Describe matter for identification purposes. The papers, themselves should be filed under name or subject after "SEE."

AUDITORIUM ANNEX
CHICAGO

Dear Miss Talbot

Howard Adams

As we agreed last week I send the check of "200." dated ahead July 5th with the intention of sending the other two hundred early in November. You may need to remind me. I am most heartily in sympathy with the plan to have household administration included under higher education for women. When housekeeping becomes the applied science you would make it – it will no longer be regarded as drudgery. I should always be glad to further any project of yours.

Sincerely yours
Mary E. Wilmarth

Send receipt out and on.

Talbot

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

File Household Admin.

CHICAGO November 24, 1892.

Dear Professor Small,

In the outline of my proposed work which I sent to President Harper before accepting an appointment in the University, I stated th at I should feel much hampered if I could not have the use of a library and laboratory. The pressure on the resources of the University has been so great that I have delayed urging the fulfilment of conditions which are essential to the success of my work. Further delay would seem to be inadvisable.

I greatly need books for reference whose cost would approximate $200.00. An annual appropriation of $50.00 would be the least sum which would keep this small library in good working order.

Beginning with January Ist, 1896, a room fitted with gas and water should be at my command for laboratory purposes. An outfit costing about $300.00 with an annual outlay of $50.00 to $100.00, and the services of an assistant would enable me to put the work on a basis much more in accord with my original plan as approved by the President. These expenditures could be made in such a way as to render effective and immediate service in instruction and research, while they would give an equipment of permanent value and capable of further development in the future.

Trusting that my requests, if approved by you, may receive favorable consideration from the Board of Trustees.

I am, very sincerely,

Approved
Albion W. Small

Marion Talbot.

CHICAGO November 24, 188.

Dear Professor Small,

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Trusting that my requests, if approved by you, may receive favorable consideration from the Board of Trustees.

I am, very sincerely,

THE FACULTIES OF
ARTS, LITERATURE, AND SCIENCE
OFFICE OF
THE DEAN OF WOMEN

The University of Chicago
FOUNDED BY JOHN D. ROCKEFELLER

House Adams

CHICAGO February 25, 1902.

273

My dear President Harper;--

Will you be good enough to glance over the enclosures which I send? There is a great deal of similar evidence, which makes me confident that the new work which I propose would attract immediate and wide-spread attention and meet a very general need and a desire that there be strong leadership in developing the subject. I am also confident that no time should be lost if we are to undertake this leadership; at the same time, when we start we must be strong. It is possible that we could get on without Miss Clark for the first year; but she will be available next year, because she is unwilling to work longer among the deteriorating influences which now exist at the University of West Virginia. Miss Goodrich, however, is absolutely essential for the practical and administrative side of the work. Under her direction, we could, without doubt, carry on a Hall (some large house in the neighborhood) which would accommodate a considerable number of girls. If she is to be approached, it must be done, I am sure, very soon; she may be already pledged for next year. Mrs. Norton's plans for next year will depend somewhat on this general scheme. Mr. Jackman wants her to give special instruction in Domestic Science; but Col. Parker prefers that the School of Education students should get their instruction as to matter in the University proper.

Mrs. Norton and I are both receiving a number of inquiries as to the instruction offered by the University in our subjects. If an extension of our work seems practicable for next year, we should begin soon to make it known.

Faithfully yours
Marion Talbot

THE FACULTIES OF
ARTS, LITERATURE, AND SCIENCE
OFFICE OF
THE DEAN OF WOMEN

The University of Chicago
FOUNDED BY JOHN D. ROCKEFELLER

CHICAGO March 14. 1902.

Dear Dr. Harper.

Here is more evidence of the need of our making a start soon. I fear however that Miss Goodrich has already been seized. I shall see her in Boston next week. Shall I make any proposition to her? I have heard indirectly that she would not accept $1200 at Lewis Institute.

Yours faithfully
Marion Talbot.

WOMEN'S EDUCATION

The Lack of Domestic Science in Women's Colleges

A problem which has been agitating the parents of college girls, particularly those of the West and Middle West, with growing insistence, is brought to the fore in one of the March magazines. Some of the larger colleges for women in the Eastern States, to which parents in all parts of the continent send their daughters, are doing nothing or next to nothing for their students in the direction of that most fundamental and important branch of the sciences—sanitary or domestic science. Competent teachers of domestic science are exceedingly scarce in all parts of the country, consequently even the smattering with which college graudates and other young women would content themselves if they could, is hardly to be acquired.

The situation forced itself upon the National Household Economic Association, representing the woman's clubs of the entire country, which set a committee at work upon the problem. As an outcome of the discussion at this association's last meeting, in October, 1901, the question was taken up by Good Housekeeping Magazine in a series of interviews and articles, with results decidedly interesting.

The "college women's number" of this magazine, for March, devotes considerable space to this problem. Coming out as it does coincidently with the opening of a like discussion in the leading educational periodicals, it will serve to crystallize popular attention and give needed direction to what is taking on the dimensions of a movement of national scope and importance. A recent issue of the Educational Review, for example, which is edited by President Butler of Columbia College, contained an able article along this very line, and similar material is in preparation for one or more of the general reviews.

But why, is at once asked, should the colleges for women impart a knowledge of domestic science? It is an insult to womanhood, according to certain theories of education, to recognize a feminine intellect in distinction from a masculine. Colleges for women, as President Seelye of Smith College said, exist for the training and broadening of the mind, without reference to a specific career, as do the colleges for men. To assume that a woman is to be a homemaker is irrelevant. Sanitary science, these educators say, is as truly a specialty as is a trade or profession, and would have no place in the academic curriculum if there were time for its cultivation.

But is it any longer a mere "specialty"? Dr. James H. Canfield, librarian of Columbia University, says: "The simple fact is that we are only asking for such recognition of the after-life of the woman as has always been given to the after-life of the man. There is a common belief that the present classical course or general course was built up intentionally and intelligently and philosophically very much as it is today, because of its culture-value, and for no other reason. The fact is, however, that the present classical course grew up along the line of definite needs, and its growth was as distinctly practical as the growth of any of the modern technical courses.

"It began with the classics and philosophy and literature for the clerics. It expanded the courses somewhat for the jurists

phy and literature for the clerics. It extended the courses somewhat for the jurists when these became distinctly recognized as worthy of special training. It added such sciences as it recognized, largely for the physician. Having adapted the course to meet the very practical demands of these three professions, the curriculum remained almost without change for generations. Indeed, as late as the date of my own graduation it would have been considered a waste of time and money to give a college education to a boy who was definitely headed toward the business world."

Professor W. O. Atwater of Wesleyan University, noted as a Government expert in the analysis of foods, argues as clearly in the March number of Good Housekeeping in the same direction. He says: "The difficulty with what is called home science is that the subject is comparatively new. Like agricultural science, like medical science, like engineering science, like philological science, its disciplinary value depends upon its form. Unlike philology and medicine, home economics is not yet brought into this scientific and pedagogic form. It can be made just as useful for discipline as any other subject.

"One thing which gives home science a peculiar title to a place among the things which we call the humanities, is that it takes hold on life; for, after all, in the history of education, from the time when the first university started in Italy, nearly eight hundred years ago, until the present, the things which have been most useful for discipline have been and are the things which take hold upon human experience, upon the life and thought of man."

Mrs. Alice Peloubet Norton of the University of Chicago, herself a graduate of an Eastern college, and one of the foremost of educators of women, faces the problem in this practical manner, through the same magazine. "Domestic science is only the application of sciences, of sociology, psychology, physics, chemistry, biology, to the problems of home life. It is by no means a matter of cooking and sewing alone—useful as these arts may be. It deals with the study of home itself, its evolution, its function; with the problems of the family; with the architecture and decoration of the house, and the sanitary conditions which affect the welfare of its inmates; with the whole great food problem; with clothing in its hygienic and æsthetic aspects; with the physical, moral and intellectual training of children; with the division of the income and the economics of consumption. Certain phases of this subject should form part of the education of every woman and every man.

"It may not always be feasible or desirable that our women's colleges establish departments of domestic science, but they should add to their teaching of pure science training in the application of science. They should recognize the dignity of everyday problems. They should give the student of chemistry the opportunity of electing sanitary chemistry in place of more abstract phases of the subject. Household applications of bacteriology should receive at least as much attention as industrial applications; while yeast might well take the place of some less useful microorganisms in microscopic work."

The case in a nutshell is presented by Professor Katharine Coman of Wellesley College: "Domestic science should be offered as an elective study in the curriculum of every woman's college. As now taught, the subject has real educational value as well as practical utility. It offers the essential advantage of a college course, namely, training in scientific method. Just as botany and biology illumine and direct study, psychology helps to the understanding of human beings, and economics and history cultivate a sane judgment in social and political affairs, so domestic science develops a trained intelligence that may be brought to bear upon the problems of the home."

Perhaps no better evidence could be found of the pressure in this direction already felt by the more conservative of the colleges, than the covert concession of several institutions to the demand. In the Smith College catalogue, for example, appears no course in domestic science. Yet under the head of advanced chemistry is a thorough and excellent course in sanitary science and the nutritive values of foods. The fact that this exceedingly difficult course is elected by fully half of the students would seem to speak volumes.

Miss Caroline Hazard, president of Wellesley College, writes that "it is the hope of the college in the near future to have a distinctive course in domestic science." Miss Woolley, the president of Mt. Holyoke College, believes that domestic science should be added as a post graduate course. "I can see," she says, "a very wide and helpful future for the study and its students. I think it is more thoroughly realized day by day how much nutritious, well cooked, well selected food has to do not only with the physical well being but also with the mental."

measures which are before the Committee on Metropolitan Affairs are complex, but that is largely a technical concern of the members of the committee. The fundamental question is whether the General Court shall take away from the people who use the elevated trains and the surface cars the right to be carried in them comfortably and cheaply, or whether it will place beyond their reach the power to govern these things.

There is evidence enough that the people of Boston and the metropolitan district—of the whole State, in fact, for that matter—take just that plain view of the situation. Governor Crane's veto of the elevated bill of last year and the unprecedented approbation with which that action met gave ample proof that the issue had been brought down close to the lives and pockets of the people, and that they would unanimously condemn any legislation which would take from them the control of the street railway monopoly.

Last year no one interested in subway legislation was more strenuous than Hon. Nathan Matthews, Jr., to safeguard the rights of the public. He is understood, in fact, to have been the author of a bill, introduced by Senator A. P. Gardner, which went to greater lengths than even the most extreme partisans of the Associated Board of Trade or the Public Franchise League ever advocated in forcing a lease of the new subway upon the Elevated company by granting compulsory power to give the use of the property of the company to some other corporation should the Elevated refuse to sign.

This year Mr. Matthews could not have drafted a bill better calculated to repudiate all the principles set forth by Governor Crane had he been retained by the Boston Elevated Railway Company to do so. This is a strong statement, but the Matthews bill warrants it. The bill gives the company perpetual rights in the proposed "deep tunnel" with no compensating advantage whatever. It does not even specify what its author means by a "deep tunnel." It does not obligate the company to extend its transit facilities a rod after it has secured the coveted missing link in its elevated system. It is so drawn that should the company see fit to follow the suggestions of the bill, and, at its own pleasure, construct a second or surface car subway, its rental could be secured for any sum, high or low, which a corrupt transit commission might fix. This fact may not be plain to the casual reader of the bill, but to lawyers of the perspicacity of Mr. Matthews it must be clear. Under the guise of removing subway questions from the vexed field of legislative agitation, the bill places the transportation system of Boston absolutely in the hands of half a dozen persons—men who as present officials enjoy the confidence of the community, but of whose successors nothing can be known. In a word, it gives to the street railway company more than was refused them by Governor Crane and the Legislature of 1901, and it offers to the people less than was contained in the street railway company's own bill. Had Mr. Matthews set out to draft a measure which a conservative Legislature should so amend that it would yet grant to the company greater privileges than it demanded in the last session, he could not have done better. No fair student of the Matthews bill can deny that its provisions conveying rights and privileges to the company are explicit and iron-bound, and that those which purport to

Library will probably be made from the estate of the late Dr. R. M. Bucke of London, Ontario. Dr. Bucke, who died yesterday, was an intimate friend of the poet, whose literary executor he became. In Dr. Bucke's private library is a great deal of Whitman literature of great value. The Whitman collection in the Public Library consists of about seventy volumes, including a small half-tone of the poet's manuscripts. This collection is in the gallery of the Barton-Ticknor room and occupies two shelves.

Training Ship Wabash in New Berth

Partly because it is felt that she will block the entrance to the new dry dock at the Charlestown Navy Yard, the old train-

It is a critical hour for the whole reform. The demoralization under President McKinley was insidious and pervasive. This latest cynical attempt to make a mockery of the civil service laws is the natural result. If the President consents to this breach in the defences, soon the whole fortress will be swarming with spoilsmen

and that those which purport to protect the public are vague and incomplete.

To give due force to the facts of this legislative situation it is not necessary to discuss its technicalities. The issue is simply whether the people shall be permitted to retain sufficient control of their transportation system to enable them from time to time to insist upon the lowest rates of fare and the best accommodations compatible with good service. They could not do this should they throw the key to the situation into the well, as Mr. Matthews would have them. Perhaps Mr. Matthews can state his position differently at the hearing on Beacon Hill next Monday, but it is doubtful if he can make it clearer.

JEROME JONES

Boston, Feb. 21.

PREMATURE BURIALS

To the Editor of the Transcript:

No person would wish to be buried while still alive and conscious. No person would wish to be encoffined before death; but any person is liable to be encoffined and buried while in a state of suspended animation because of the absence of preventive laws and because of the practice of physicians to give certificates of death without even seeing the person after his supposed death. Hence the need of some stringent law. House bill No. 767, "To prevent premature encoffinment, burial or cremation," is a measure that has been perfected with much care. Putrefaction is the only sure test of death, but putrefaction need not be carried so far as to be a menace to the health of the living. The other tests mentioned in Sect. 3 are more to detect the probability of life being present and so the possibility of resuscitation.

Shocks of electricity by wire or lightning which now result in death might some of them not be fatal if a place was provided where appropriate appliances and means could be used for restoration, and used promptly. Drowning accidents, cases of exposure, many cases which now are fatal would probably be saved to life.

The expense of such a place might be anywhere between the price of an old barn with corresponding furnishings (except that they shall be fitted to the purpose) to the most costly palace. Better spend the money for a palace for this purpose than hundreds of millions in killing our fellows in needless war.

If every person who realizes the situation will write to the Committee on Probate and Chancery, State House, Boston, asking for protective legislation, some law will be enacted and almost certainly some, perhaps many, be saved from the most horrible deaths imagination can conceive.

GEORGE W. ALLEN

East Bridgewater, Feb. 17, 1902.

Clear Streets for the Prince

With Massachusetts avenue roped off and kept clear of street cars and freight trains in Cambridge when Prince Henry of Prussia comes to town on March 6, the procession from Harvard Bridge to the City Hall will have every chance to be imposing. Mayor McNamee will not meet the prince at the bridge, but rather at the hall, where the scroll of welcome will be presented. The mayor went yesterday to secure from the railroad officials a promise that no freight trains should be run across the avenue on the Grand Junction tracks at the time of the passing of the prince. He has also arranged for the decorating of City Hall. Cambridge has no mounted police, but a platoon of patrolmen will be mounted for the occasion.

THE FACULTIES OF
ARTS, LITERATURE, AND SCIENCE

OFFICE OF
THE DEAN OF WOMEN

The University of Chicago
FOUNDED BY JOHN D. ROCKEFELLER

CHICAGO

Letter (38)

June 8.

Dear President Harper.

The Armour Institute people want me to write a text-book on House Sanitation for their correspondence work. Am I at liberty to do this as far as the University is concerned?

Yours truly.

Marion Talbot.

House Clubs.

June 12th, 1903.

My dear Miss Talbot:-

I should like to talk with you about the proposed text book for the Armour correspondence work before you undertake it. Perhaps we may get an opportunity sometime soon.

Yours very truly,

W. R. Harper

Harper, William

June 12th, 1903.

My dear Miss Talbot:-

I should like to talk with you about the proposed text book for the Armour correspondence work before you undertake it. Perhaps we may get an opportunity sometime soon.

Yours very truly,

W. R. Harper

House Adm.

March 12th, 1904.

My dear Miss Talbot:-

Your note of March 11th has been received. I read its contents with much interest. I am glad to know that the department is going to succeed. As soon as I am able to come back to the University we will be able to take up some further details in connection with it.

Yours very truly,

W. R. Harper

Adams Collection

March 12th, 1904.

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THE FACULTIES OF
ARTS, LITERATURE, AND SCIENCE
OFFICE OF
THE DEAN OF WOMEN

The University of Chicago
FOUNDED BY JOHN D. ROCKEFELLER

CHICAGO March 11. 1904.

Dear President Harper.

I am glad that in adding to your file of correspondence I am not adding to your care or labor. If you could know how enthusiastically everybody is endorsing the plans for the new department, you would not need another time! The program has been sent by Mr. Judson to press. Two details need official action at the earliest moment.

1. My title should be changed so as to substitute "household administration" for "sanitary science".

2. Mrs. Norton should receive an appointment without salary as

THE FACULTIES OF
LITERATURE, AND SCIENCE
OFFICE OF
DEAN OF WOMEN

The University of Chicago
FOUNDED BY JOHN D. ROCKEFELLER

CHICAGO

assistant professor of household administration.

You will share my pleasure in the fact that, altho' the department hasn't a head, it will have a fellow. Mrs. Milnatte promises four hundred dollars for this purpose and Mr. Shepardson assures me a scholarship. I have an admirable woman in mind and hope arrangements may be made to have the appointment made at the regular time.

With the hope that you will take ample time for a complete recovery.

I am faithfully yours,
Marion Talbot.

The University of Chicago
Founded by John D. Rockefeller

Office of the President

Chicago October 17th, 1904.

My dear Miss Talbot:-

I wish to congratulate you upon the opening of the work of the Department of Household Administration. Sometime soon we must sit down and talk over the whole matter. I think you have made an excellent beginning.

Yours very truly,

William R. Harper

The University of Chicago
Address by Mail to the Author
Office of the President

Chicago October 17th, 1904.

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I wish to congratulate you upon the opening of the work of the Department of Household Administration. Sometime soon we must sit down and talk over the whole matter. I think you have made an excellent beginning.

Yours very truly,

[illegible]

THE FACULTIES OF
ARTS, LITERATURE, AND SCIENCE
OFFICE OF
THE DEAN OF WOMEN

The University of Chicago
FOUNDED BY JOHN D. ROCKEFELLER

CHICAGO Nov. 28. 1904.

House Adm

Dear President Harper.

Late on Saturday I received word that the material from the department of household administration for the budget must be ready this morning. I had a brief talk with Dean Judson and have hastily drawn up some recommendations. I wish I might have had a talk with you as to the future of the work whose opening has been in my opinion very auspicious. In spite of Dean Judson's emphatic and discouraging statement that no extension of the work could be considered, I have ventured to indicate some needed additions to our facilities. You may not remember that of the 48 students registered in the department 8 are taking 3 courses. 13 2 courses and of the remaining 27 more than 10 are here solely because of this work and they as well as the 13 are working in other departments under our direction.

Very truly
Marion Talbot.

Lake Placid Conference
on
Home Economics

682 N. High St.
Morgantown, W. Va.
Feb. 5. 1902

My dear Miss Talbot:

It seemed to be the general opinion of the leaders at the Conference last summer that there should be a some what broader point of view adopted in the meeting this year; that home science should be considered as part of general social science, instead of a whole in

cleaning, etc. What relation has it all to individual and social development. My meaning may not be clear. Perhaps what we are after is the philosophy of Home Economics - or an orientation of the subject.
The conference will probably be held in September, the date is not yet fixed. We hope to have some six suggestive papers, and even if the writers can not be present, Mrs. Richards still wants the papers for the published proceedings.

Lake Placid Conference
on
Home Economics

May I add just
one personal word:
Acting on your suggestion
I wrote to Miss Lathrop and
have had a cordial
answer expressing her
readiness to give me
any information she
may get, but saying that
she had not yet
commenced her paper.
I have not yet heard

of any thing desirable myself. Indirectly I hear a rumor that Wellesley is to increase its work in Sociology and sanitary science, but I do not know anything definitely about it. Do you?

Very sincerely yours,
Hannah B. Clark.

Chairman Committee
on Sociology.

itself.

Mrs. Richards is looking to the committee on sociology to plan a program and we are now seeking for papers which will offer this broader view. We hope very much that you will consent to furnish one of these papers, the special subject to be of your own choosing; the general theme, the real significance of the study of specialists in dietetics, specialization of home industries, scientific methods of

You have the advantage over almost every member of the Conference in having the Sociologist's point of view as well as being a specialist in home science, so we cannot do without your help.

The others from whom aid is to be asked are Dr. Henderson, Mrs. Norton, Mrs. Mary Roberts Smith, Miss Goodrich and Miss Hunt.

The meeting will probably only cover about three days.

BOSTON EVENING TR

Women

Pat. No. 301,311, others pending.

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Are made with a flexible rubber tubing vulcanized on the inside of the rubber, which hugs close to the shank of the boot, preventing water, snow or mud from passing it and making them water tight.

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[v]SWS mh 8

Save Your Hair

This is the season when everyone is in a run-down, nervous condition. Both men and women are overtired nervously. The **Gillespie Method of Hygienic Treatment** and manipulation of the head, not only

Please return to Marion Talbot.

DAY, MARCH 12, 1902

A UNIQUE INSTITUTION

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Its President Presents the Problem and Outlines the Policy of the Trustees, Which Will Develop More Definitely as the School Grows Into Usefulness

BY HENRY LEFAVOUR, PH.D.

President - Emeritus of Williams College

When the will of John Simmons of Boston was offered for probate in 1870, it was found that the larger part of his property, consisting of valuable pieces of real estate, was intended as a foundation for a technical or industrial college for women. To his two daughters was given a life interest in the estate, and his granddaughters were provided with annuities. The trustees of the estate were directed to care for the property after the death of his daughters until the accumulations should amount to $500,000. At that time a charter for the college which he wished to found was to be sought for and the whole property was then to be transferred to the trustees of the new institution. This was done in 1899, and a charter with broad powers was granted to twelve persons as trustees. By death and resignation several changes have already taken place in the board of trustees, which consists at present of Fanny B. Ames, Edward H. Bradford, Mary Morton Kehew, Horatio A. Lamb, Frances R. Morse, Edgar H. Nichols, William T. Sedgwick, Joseph B. Warner and the president of the college.

The first problem confronting the trustees

[v]WS4t: mh 12

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[v]WSW: mh 5

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[v]SWtc d 28

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Nativities written. Enclose $2 for detailed information or $1 for general writing. Give date and place of birth (hour if known). Reading at office if preferred. Recommended by medical, literary and scientific scholars. Instruction given and engagements made for lectures.
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[v]WStc s 1

Ruskin Homespun

Made in the Isle of Man. Samples and information as to John Ruskin's connection sent by JOSEPH RYDINGS, 816 Madison ave., Paterson, N. J. (v)4t: mh 8

MARY S. DEAN
Scientific Treatment of the Head, Neck, Face and Bust
Electricity for nervousness and poor circulation. Manicure, Shampooing, Chiropody. Ladies treated at their homes when desired; references. Room 414 Colonial Theatre Bldg. Tel. Oxford, 1221-4
[v]SWtc o 12

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By the ELECTRIC NEEDLE. Every vestige of it destroyed forever. No imposition; no deception. Satisfactory guarantee. MISS WINSTON, Room 818 Colonial Bldg., 100 Boylston St. Hours 9 to 4.
[v]SW3t: mh 1

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VANDERSLICE, Maker 7 TEMPLE PLACE Rooms 40-41
With Myra White Haynes.
[v]SW6t: mh 1

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CAST-OFF CLOTHING WANTED of all kinds, ladies', gentlemen's and children's; also carpets, furniture, jewelry and other personal property; send letter or postal; I will call and pay cash; American establishment. E. EDWARDS, 76 Church st., Boston.
[v]STuWTh: mh 8

ASTROLOGY
AND PALMISTRY
MRS. ELIZABETH GOODRICH
309 Hotel Pelham 74 Boylston Street
[v]WS8t: fe 26

GOLD I pay the highest cash price for all kinds of old gold, silver, platinum and precious stones. WALTER I. RAND, 175 Tremont St., Evans House, Room 50.
[v]6t mh 6

CAST-OFF CLOTHING. Highest prices positively paid for ladies' fine cast-off clothing. AARON, 4 Irvington st., Boston. New York address 751 to 759 6th ave. Mail orders only; prompt attendance. [v]:

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WANTED By first-class seamstress, work at $1.00 day and carfare. Address G. B. L., 107 Falmouth street, Suite 2. [v]SW: mh 8

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TREMONT ST (Near Mason St)
[bv]SWtc ja 1

SILK AND COTTON SHIRT WAISTS made to order. Skirts bound for 50c. All kinds of Ladies' Repairing done at lowest prices. 19 Temple Place, Room 5. (v)SW3: mh 8

from falling out, and renews the growth. It will also cure nervous headaches, and will be a great benefit to those suffering from insomnia.

We Treat All Diseases of the Scalp
Such as Eczema and Dandruff and other irritations, itching, burning, etc.

Special Attention Given to Children

The Gillespie Scalp Invigorator
For sale by S. S. Pierce Co., C. F. Hovey & Co., and at
MRS. P. A. GILLESPIE'S
Specialist for Diseases of the Scalp.
The Copley, 18 Huntington Ave., Boston, Mass
[v]SWtc o 26

HAIR
On Ladies' Faces
Also hair on the forehead below the hair line, between and above the eyebrow line, hair on the neck, breast, hands and arms, destroyed forever. No pain or scar by our perfected
Electric Needle Process
25 years' experience. Every case cured.
SPECIAL TERMS We offer special rates until April 1st. Engage at once, as only a limited number can be treated daily.
THE CHICAGO ELECTRIC NEEDLE CO
47 Winter Street, Rooms 601-2, BOSTON
Hours 8 to 5. Book Free.
[*v]fe 8,12,15,22,26 mh 1,8,12,15

HAIR
On Ladies' Faces, Neck, Breast and Arms Removed by
THE ELECTRIC NEEDLE
Cure Guaranteed in all cases; no scar or shock from treatment. Private parlors.
MISS M. R. COLE, 7 Temple Place, Room 49
HOURS 9 to 4
[*v]SWtc s 14

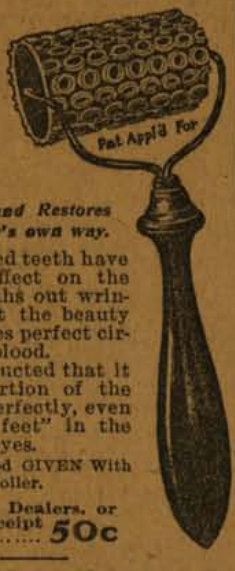
PAIN IN THE FEET
Plaster casts taken, lasts modelled for splay-feet, broken arches, flat feet, curved ankle joints and bones out of place, for men and women. Plates made at Richardson's Custom Hygienic Shoe Rooms, 25 Bromfield st., Room 2.
[*v]SWtc ja 4

LARGE SIZED BOOTS For ladies, extra widths, always on hand, at retail at RICHARDSON'S Custom Shoe Rooms, 25 Bromfield street. Room 2.
[*v]SWtc ja 4

MANICURE, SHAMPOOING, FACIAL AND SCALP TREATMENTS at ladies' homes. Terms very reasonable.
Address L. G. L., Boston Transcript.
[v]SW8: mh 8

Lace and Muslin Curtains WANTED to do up at lowest prices, handled carefully by Mrs. CAPAUL, 311 Roxbury street. [v]W827t: mh 12

Bailey's Rubber Massage Rollers



Makes, Keeps and Restores Beauty in Nature's own way.

THE cup-shaped teeth have a suction effect on the skin that smooths out wrinkles, rounds out the beauty muscles and gives perfect circulation of the blood.

It is so constructed that it treats every portion of the face and neck perfectly, even to the "crow's feet" in the corners of the eyes.

A Jar of Skin Food GIVEN With Every Roller.

For sale by all Dealers, or mailed upon receipt of price..... **50c**

Bailey's Rubber Store, 22 Boylston St.; Jordan Marsh Co.; Houghton & Dutton; R. H. Stearns & Co.; Melvin & Badger; D. R. Emerson & Co.; Stoughton Rubber Co.; Shepard, Norwell & Co.; Wm. H. Brine; Franklin Rubber Co.; Prescott Bros.; Gilchrist Co.

[b*v]SWtc ja 4

paid in on the land in five years, and twelve families own their farms and homes. The

being washed overboard from a vessel. Since then she has had to care for herself

was to establish the character or grade of the institution. Should it be an industrial school, reaching the larger number with instruction in elementary subjects, or should it be an institution of an entirely different character, offering the intellectual, artistic and scientific training needed for the most advanced technical occupations open to women. The trustees, after carefully considering the question, reached the conclusion that the best use that could be made of so important a foundation was to undertake the larger and more difficult task of endeavoring to raise the standard of the occupations open to women, believing that by training leaders and teachers they would in the end do more for the general industrial status of women than could be accomplished by adding another opportunity, however generous, to those already existing for the more elementary training. Moreover, there is already in our public school system a recognized movement toward the introduction of elementary industrial instruction, and this tendency will probably develop rapidly. The instructions in the will were not specific; the intention was expressed of founding and endowing an institution, to be called Simmons Female College, "for the purpose of teaching those branches of art, science and industry best calculated to enable the scholars to earn an independent livelihood." The name given to the institution is significant, for it was similar to that of the first of the independent colleges for women, and may reasonably be taken as emphasizing the testator's desire to found an institution of advanced training. But as he purposely deferred the time of opening the college for nearly a generation, and left to the trustees ample authority for providing for its management and government, it may well be assumed that the work of the institution must be interpreted in the light of the present rather than of the time when the will was drawn.

The plans of the trustees at present contemplate an institution of collegiate character with such entrance requirements as are usually met by the courses in our high schools and with instruction covering a period of four years, although those who can give but a part of that time will be welcomed. The work will be divided into various courses or programmes, each having for its end the preparation for a distinct occupation, but each will offer in itself work of sufficient breadth to give to it the educational value of the ordinary academic course, with the necessary substitution of practical and technical courses for a part of the purely liberal studies of the college of arts. It is expected that the number of such technical courses will be increased as larger opportunities for woman's activity are opened in so far as it is within the means of the college to meet the expense of the instruction. At present the trustees are considering the advisability of offering courses in household economics, in secretarial work, in library technique, in horticulture and landscape gardening, and in applied art, and in addition a general scientific course will be established which will be of use to those who are preparing to be teachers of science, to those who are to study medicine, and to those who wish to shorten the time required in the schools for the training of nurses. Only a part of these can be offered at the outset.

In each of these courses, with the exception perhaps of that in applied art, the larger part of the programme will be made up of subjects which are not strictly technical, but which will serve as a preparation for the specialized subjects, and will give both a broad and a strong intellectual training. Courses will therefore be provided in English, the modern languages, mathematics, physics, chemistry, biology, physiology, hygiene, anatomy, geography and physiography, history, economics, political science, psychology, ethics and art. In each programme a relatively small portion of the time will be given to the technical courses the first year, but these will claim more and more of the student's time each year as fast as the necessary general training is secured.

The various programmes considered somewhat in detail from their technical or professional aspects are as follows:

1. Household Economics. This is naturally considered the most important of all the courses, for every woman has an interest in the conduct and management of a home, and although the purpose of the full course is to give an adequate training for the proper care and management of an institution a correspondence in German, French or Spanish. The greater part of this course will naturally consist of general studies, but these studies should be so chosen as to furnish a useful and strong foundation for the purpose the student has in view.

3. There are at present no regular library schools in New England, except the summer school at Amherst. Ordinarily a girl takes a regular college course, and then adds to it one or two years of special library training. The plan at Simmons College will be to condense into four years the essential part of a college course and the necessary preliminary instruction in library methods and technique. The college will possess a small library, which will serve as a working model, and it is expected that special opportunities will be found for the study of methods in one of the large libraries in this vicinity, to be followed by an apprenticeship in some public library. The opportunities for securing the assistance of expert librarians as special lecturers are unusual in this vicinity, and it is believed that a library training of a high order may be furnished.

4. The trustees are studying the possibilities of horticulture, agriculture and general gardening as an occupation for women. There is evidence enough that they are well adapted to this work, and if they can secure a piece of land it may be very profitable, both in raising vegetables, fruits and flowers, and also in the production of eggs, milk, butter and cheese. It is still doubtful whether women without capital can obtain salaried positions to an extent that would warrant a special educational course. Where it has been done in England the wages are very small and unsatisfactory.

5. It is the intention of the trustees to establish a school of applied art or design which will be to a considerable extent somewhat different from the other courses, inasmuch as practically all of the time will be required for the special work of the course, and very little will remain for general academic studies, but all the facilities of the other departments will be open to the students in art and many of the courses in art will form an essential and attractive feature of the other courses. There is an increasing demand for good designs in very many industries, especially in textiles, book covers, wall papers, pottery, and in wood, leather and metal work. The course would include besides the necessary knowledge of drawing and painting, a thorough study of the history of ornamentation and decoration, of the theory and practice of designing, as now used in various arts, crafts and manufactures. It is intended to illustrate the particular kind of work for which the design is intended, by actual practice, that the students may understand perfectly the nature of the material and the necessary restrictions of the design. It is a course that should be followed only by those who possess the requisite artistic power, but for one with an adequate talent there is a certain and remunerative occupation.

6. The scientific courses will be adapted to those who wish to devote themselves to medicine, to nursing, or to advanced science teaching. The requirements in all these classes of activity are constantly increasing, and a woman may well prepare herself by special training in an institution of this nature in which the facilities for the study of science, especially of applied science, are intended to be a prominent feature.

7. A general course will also be offered in which a student may, under certain restrictions, construct her own programme from the various general and technical subjects that are taught, and thus secure a unique form of higher education.

8. In addition to the regular college courses, leading perhaps to a degree, certain provisions will be made for those whose means or whose time will enable them to spend only a year or two at the college, and who wish for a special course. Provided they have had the necessary preparation, they will be allowed to take any courses for which they are qualified.

The college also desires to reach those who cannot afford to leave their regular occupation to attend the regular classes, and for this purpose evening extension courses, some of which may be of more elementary character than those given regularly in the college, will be offered during the college year, and special instruction for teachers will be arranged for Saturdays and vacations, in order that the facilities furnished by the foundation may be used in every way that is possible. In general the coöperation of the college may always be counted on in every effort made in the city

215 boys and girls of this year's send word that they have a "determination to do their best," and wish to say this to their Northern friends. They are hard at work with books and also with plough and needle, hammer, flatiron and cook stove, learning by doing, and to look up, forward and out and lend a hand. Our students this year teach five hundred or more in our county schools.

Standards of every kind are slowly going up; the land movement means, as never before, good family life. A new epoch is beginning with the coming in of our young men, or best graduates, to buy farms, twenty-five-acre ones, practise the new agriculture and help build the community life. Calhoun stands for industrial education plus industrial opportunity or ownership of land plus American home and neighborhood. This is the aim of its social settlement method.

Dr. Frissell at the recent Hampton meeting in Boston said he regarded Calhoun as an "experiment station of great value."

It is doing what it can to develop the "plan of campaign." It urges county work and the enlistment of neighborhood battalions, in each black majority county; battalions of small independent farms and homes planted within sound of school and church bell, within reach of library, model farm and town meeting house. It calls for groups of settlement workers.

Checks will be gratefully acknowledged by Pitt Dillingham, 178 Commonwealth avenue.

For an Unfortunate Widow in Need

To the Editor of the Transcript:

I beg space in your interesting paper to make an appeal in behalf of a most pitiable and deserving woman, who through appalling circumstances has been for the past two years the victim of misfortune.

She is about thirty years of age, and was made a widow two years ago, her husband and a babe two years old. This would not make it so hard, but she is in ill-health, which condition often makes it difficult for her to earn her living. As evidence of her industry, up to a few days ago she had n't even a washtub or flatirons to do the washing she took in, to get food for herself and needy babe, which she clings to with a mother's love. Her pitiable condition she has constantly tried to conceal, fearing that her child will be taken from her. Following several terms of severe illness, she has contracted a cough, that has weakened her to such an extent that she must receive immediate attention or be taken by force to a charitable refuge. If there was ever a worthy case this is one, and in her behalf I appeal to those whom God has blessed with earthly comforts, to do what they can to bring the immediate relief so necessary to this deserving widowed woman, for whom I can vouch, and about whom I am ready to communicate by letter or in person with interested parties.

MISS MARY L. R. WOODBURY
80 Huntington avenue.

stitution where a large number of people must be cared for and for the proper supervision of which there is always a demand, yet the same training or even a part of it is of the greatest value to any woman who has to meet some of the same problems in her own home and family, even though on a smaller scale, and who might thus be able to anticipate their solution without the expensive training of personal experience. The various subjects offered in this department will be open to those of the other departments, and indeed, this free election throughout the college will be the general rule. It should be possible in the course of the four years for a student to have studied the science of nutrition, foods and dietaries, to have a practical knowledge of the purchase of foods, of practical cooking and the preservation of foods. She should understand household accounts, whether for a family or an institution. She should know something of architecture and house construction, of plumbing, ventilation, heating, lighting and sanitation, of the construction, the cost and the care of clothing, of the practical management of servants, and of the general administration of institutional housekeeping. She may extend her studies to municipal housekeeping, and to the sociological questions involved in the general relations of the classes of society. For those who look particularly to their own homes, there may be courses in child study, and in the instruction and care of children.

2. The course in secretarial work should not only prepare a woman to be a stenographer and typewriter, but give to her that general education which would enable her to carry out her employer's ideas with intelligence and accuracy, to care for his accounts, if he is a professional man, to care for his library, if he is a literary man. In an office she should have such a command of foreign languages as to be able to con-

of women.

The permanent location of the college has not yet been determined. It will probably be within the city of Boston, or at least if in an adjoining town not far from the city limits. It is hoped that at least a portion of the permanent buildings will be ready for use in the autumn of 1903. Meanwhile the offices of the college will be maintained in Huntington Chambers. But the trustees wish to begin the work next October, even though in a limited way. The courses to be offered will be restricted to household economics, secretarial and library work and general science, and with the exception of household economics only first-year students will be received. Provision will be made in household economics for the advanced work for those students who have had a college course. The School of Housekeeping in St. Botolph street will after this year be amalgamated with the college, and the two courses now offered by them, namely the homemakers' course and the professional course, will correspond in large measure to the first and fourth years respectively of the college course in household economics. The two houses occupied by the School of Housekeeping will be used the coming year for class rooms, but the larger part of the instruction in science and languages will be given in the Institute of Technology until the permanent building of the college is ready for use. Especial attention will be paid to securing suitable and satisfactory boarding accommodations for those coming from a distance, but it is likely that eventually the college will have its own dormitories.

— There are 918 ice-making factories in the United States, representing an investment of $51,384,824. In 1901, 176 new companies were formed, with a total capitalization of $17,634,000.

March 25th, 1904.

Mr. Alexander Smith,

My dear Mr. Smith:-

I have Mr. Judson's memorandum of your suggestion in reference to the separation and establishment of the Department of Household Administration, and its bearing on our talk in reference to the Department of Chemistry. I think that possibly you are not aware of the fact that the separation of the Department of Household Administration is, after all, merely a nominal matter, since there has never been any real connection between it and the Department of Sociology. Further, it was voted just a year ago by the committee to make this separation. The question was not presented to the Board for ratification because at that time the specific arrangements for grouping the courses could not be made satisfactorily. I have, however, taken it for granted for over a year that this action has been practically taken.

Hoping that this will put the matter in a new light, I remain

Yours very truly,

W. R. Harper

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House Acknowledgment

March 28, 1904.

My dear Miss Talbot:

I have your note of March twenty-fourth. You evidently do not quite understand the situation, since it is not understood "that no new expenditures are to be authorized by the Trustees no matter in what way they are provided for." As I suggested, when we are able to see the new students come in for this work we shall be able, of course, to increase the expenditures, and I am quite sure that after all a gift for this particular purpose would be received. I can understand that the presence of Miss Breckenridge will make it possible for you personally to do work in connection with the new department more satisfactorily to yourself. I have not thought that her connection with the proposed department was in any sense a vital one. I think myself that we should make an effort to hold Miss Breckenridge and I have been thinking on this subject since our interview. It would be quite a serious matter now to take a backward step in view of the fact of the announcement to the public and also in view of the fact that with the Trustees the case of Miss Breckenridge has never been a <u>sine qua non</u>. I am hoping that we may be

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THE FACULTIES OF
LITERATURE, AND SCIENCE
OFFICE OF
THE DEAN OF WOMEN

The University of Chicago
FOUNDED BY JOHN D. ROCKEFELLER

CHICAGO March 24. 1904.

(34)

Dear President Harper.

As I understand the situation in regard to the new department, it is that no new expenditures are to be authorized by the Trustees, no matter in what way they are provided for.

It is of course impossible to ask Miss Breckinridge to give instruction without compensation, or even to remain in an executive position with only the small income allotted. The result will be that the conditions which made it possible to outline work which I am willing to present to the educational world as worthy of academic recognition and under which Mrs. Wilmarth gave the fellowship are so

THE FACULTIES OF
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CHICAGO

changed that I raise the question whether the whole project should not be withdrawn, in spite of the very serious obligations I have incurred with Miss Day, the candidate for the fellowship.

With the loss of Miss Breckinridge's trained and valuable services among the women, much of the work which I am now directing would have to be performed, if at all, in rather a perfunctory manner, if I attempted the new work even in its unsatisfactory and one-sided form.

It may be that you have thought of some way of securing a modification of the Trustees' action so that this great step forward may be taken in a way which will afford me great personal satisfaction.

I wish it were not necessary to trouble you just now and I am,

Faithfully yours,

Marion Talbot.

House Adm

January 4, 1905

My dear Miss Talbot:

I do not remember whether I wrote you about the Summer Quarter or not. It seems to us that your department should be rather strongly represented at that time. As I understand it, both yourself and Mrs.Norton will be away. This leaves then only the particular phase of the work which Miss Breckinridge carries. Could not something be done to represent your side?

Very truly yours,

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Students of social movements look with apprehension on the tendencies of the time which draw men more and more in the direction of commercialism and women into industrialism, to the detriment of home and family life and the consequent injury of the larger social interests of which it is the foundation. Moreover, there is a growing conviction that as the universities take cognizance of the future activities of their men students and provide courses leading to medicine, law and commerce, it is fitting that similar provision should be made for the training of women in the direction of their probable activities. In the belief that the time has come when these needs should be met, I announce with satisfaction, the establishment in the University of a department of Household Administration, whose function will be to give students a general view of the place of the household in society, training in the rational and scientific administration of the home, and preparation to serve as teachers of domestic science as as social workers through various household activities. Theoretical courses dealing with the economic, legal, sociological, sanitary, dietetic, and aesthetic, interests of the household will be supplemented by practical work, all to be conducted on a strictly collegiate basis, presupposing the regular training for the admission to college.

From The University Record,
March, 1904.

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From the University Record
January, 1904.

Return to
Marion Talbot

Feb. 18. 1904.

President W.R.Harper,

Dear Sir;--

I beg leave to submit for your consideration the following views:--

1. The constantly growing demand throughout the middle west for the introduction of the household arts into the primary and secondary schools has led neighboring institutions, notably the University of Illinois and the University of Wisconsin, to offer new courses for the training of teachers, and local institutions, like the Chicago Normal School and the School of Household Arts, to lay plans for the extension of their curricula.

2. The demand for instruction of real collegiate or university grade in so-called domestic science is very pressing, especially from teachers in normal schools and agricultural colleges and is as yet not adequately provided in any university in the country.

3. In view of the fact that the most prosperous universities are taking cognizance of the future activities of their men students and are providing semi-professional courses in law, medicine and commerce there is a conviction on the part of many thoughtful persons that similar provision should be made for the training of women in the direction of their propable activities.

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larger social interests of which they are the ministry.

5. The University of Chicago is now offering in the Department of Sociology, in the School of Education, and in other departments, scattered courses bearing on the scientific control and administration of the household.

In view of these facts, I would urgently recommend that the University of Chicago confidently express its belief that the interests of the home are worthy of serious and prolonged study by providing for the establishment of a new department whose function shall be to give students as a means of liberal culture a general view of the place of the household in society, training in the rational and scientific administration of the home as a social unit, and preparation to serve as teachers of domestic science and the household arts or as social servants in institutions whose activity is largely expressed through household administration.

The immediate steps to be taken are the organization of those already engaged in such work into a departmental faculty, with a cooperating faculty made up of representatives of those departments which offer fundamental, supplemental, or closely allied courses, such as physiology, bacteriology, and sociology.

Trusting that these suggestions may prove practicable, and holding myself in readiness to aid in their executions,

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Home Econ.

July 29, 1905.

Miss Marion Talbot,

Holderness, N. H.

My dear Miss Talbot:-

In reply to your inquiry Dr. Goodspeed tells me that no special fund has been provided for books and apparatus for the Department of Household Administration. There remains $46.00 in Sociology which ought to be turned over to you, andyou ought to have a portion of the appropriation made for books. There is a balance of $50. in the Department of Sociology for equipment last year which has not been used and has been reappropriated; and this also could be used. If now we could make a beginning with this and you think that something more is necessary, it is altogether probable that we could pick up something. We will have to have some adjustment between the Budget of the University proper and that of the School of Education in reference to this, and when you come back I should be glad to take up the matter with you and try to get it into satisfactory shape.

Yours very truly,

W. R. Harper

Miss Dean

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What? Nothing!!
There is a Household Department in Lake Forest. Might be granted with Dr. Smith for the asking. Not much for apparatus for books.
Thousand dollars 50.: staff: practically equipment with exception of last year. Sociology has no use for this equipment or appropriation apparently.

Oct. 20. 1905.

Dear President Harper

I had some correspondence with Miss Goldthwaite last winter and she knows that I do not approve of her plan. She is a wonderful teacher of chemistry and should stay in that field.

May I trouble you to let me know what provision was made in the budget for this year for books and apparatus for the department of household administration? If you have time, please glance over the enclosed leaflet. I attended the conference. The movement is a strong one and the University of Chicago is looked to as the fit leader along certain lines, in spite of the advances the universities of Illinois and Wisconsin are making. I hope we can push ahead.

With the hope that the summer is bringing you renewed strength. Faithfully yours

Marion Talbot.

February 14th, 1906.

My dear Miss Talbot:-

I have your note as to Mrs. Norton's work. It is a question of ways and means and we shall do it if it is possible. You of course will understand that there many problems connected with the School of Education which are not just the easiest for their solution.

Very truly yours,

H. P. Judson

February 14th, 1906.

My dear Miss Talbot:-

I have your note as to Mrs. Morton's work. It is a question of ways and means and we shall do it if it is possible. You of course will understand that there many problems connected with the School of Education which are not just the easiest for their solution.

Very truly yours,

H. P. Judson

OF
AND SCIENCE
E OF
OF WOMEN

The University of Chicago
FOUNDED BY JOHN D. ROCKEFELLER

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CHICAGO Feb. 12, 1906.

Dear President Judson.

Mr. Butler has told me recently that the budget for the School of Education is under consideration. I trust that means will be found to enable Mrs. Norton to continue the admirable work she is doing and which is increasing so rapidly as to seem to justify our belief that a well-organized department would fill a real need.

Very truly
Marion Talbot.

Household Admin.

March 2nd, 1906.

My dear Miss Talbot:-

I have your note of the 1st. ~~inst.~~ We are, as a matter of policy, not planning any extensions of our work during the coming year. Nevertheless, I shall be glad to talk with you at any time about your hopes for the future of your department.

Very truly yours,

H. P. Judson

March 2nd, 1906.

My dear Miss Talbot:-

I have your note of the 1st. inst. We are, as a matter of policy, not planning any extensions of our work during the coming year. Nevertheless, I shall be glad to talk with you at any time about your hopes for the future of your department.

Very truly yours,

H. P. Judson

The University of Chicago
FOUNDED BY JOHN D. ROCKEFELLER

4

CHICAGO, March 1, 1906.

Dear President Judson,

Although our great Motor is with us only in memory, I still feel the inspiration of his personality and would be glad to have my department take a step forward. When you have time to talk with me will you send for me and let me submit my plan?

Very truly yours,

Marion Talbot.

March 29th, 1906.

My dear Miss Talbot:-

Your suggestion as to the fellowship in your department is approved on condition that you meet your pledge by raising the funds from other people. We do not want you tonpay it yourself.

Very truly yours,

W. R. Harper

March 29th, 1906.

My dear Miss Talbot:-

Your suggestion as to the fellowship in your department is approved on condition that you meet your pledge by raising the funds from other people. We do not want you to pay it yourself.

Very truly yours,

W. R. Harper

Oct.3rd, 1907.

My dear Miss Talbot:-

I have your note of the 3rd inst. in regard to Mrs. Norton. I have arranged with Mr. Butler to provide such assistance as Mrs. Norton needs. The suggestion of yourself and Miss Breckenridge is very kind but I am glad to say that it is not necessary to avail ourselves of it.

Very truly yours,

H. P. Judson

Oct.3rd, 1907.

My dear Miss Talbot:-

I have your note of the 3rd inst. in regard to Mrs. Morton. I have arranged with Mr. Butler to provide such assistance as Mrs. Morton needs. The suggestion of yourself and Miss Breckenridge is very kind but I am glad to say that it is not necessary to avail ourselves of it.

Very truly yours,

H. P. Judson

THE FACULTIES OF
ARTS, LITERATURE, AND SCIENCE
OFFICE OF
THE DEAN OF WOMEN

The University of Chicago
FOUNDED BY JOHN D. ROCKEFELLER

25

CHICAGO Oct. 3. 1907.

Dear President Judson.

Mrs Sprague has had to give up her work. Mrs. Norton's friends and associates are greatly concerned about her condition and it seems necessary to provide her with an assistant competent to relieve her of some of the college work which is very heavy this fall. If the University has no funds available Mrs Breckinridge wishes one hundred dollars drawn from her salary and I will furnish the balance up to four hundred dollars.

Very truly.

Marion Talbot.

Household Admn

House Admn
Talbot

The University of Chicago

Office of the Dean of Women

October 29. 192-

Dear Dean Tufts.

You referred the other day to "a delicate situation" regarding home economics. If you think the same may be true of household administration, I hope you will say so frankly. Lack of frankness is at the root of some of our confusion, I think. You also referred to my approaching retirement. There are still five years remaining, but I am entirely ready to make any adjustment of my personal plans in the interest of the work I called to your attention and of the ~~xx~~ efficiency of the University

as I always have been, because they are very dear to me.

With sincere appreciation of your courtesy and help.

Very truly yours.

Marion Talbot.

The University of Chicago

Office of the Dean of Women

Jan. 2, 1924.

Dear Dean Tufts:

I find myself unable to get a good perspective on the situation regarding household administration and home economics. It still seems to me that it would be well to ask counsel of some of the persons whom I named who are familiar with the new developments in government, industry, and applied science as they affect the home and family life and with their counsel work out lines along which advanced work and research should be conducted. The policy of the University, as far as the older household techniques are considered, would be a different question to be answered possibly by another group.

Yours truly,

Marion Talbot.

The University of Chicago

Office of the Dean of Women

Jan. 2, 1921.

Dear Dean Talbot:

I find myself unable to get a good perspective on the situation regarding household administration and home economics. It still seems to me that it would be well to ask counsel of some of the persons whom I named who are familiar with the new developments in government industry and applied sciences as they affect the home and family life and with their counsel work out lines along which advanced work and research should be conducted. The policy of the University, so far as the older household sciences are concerned, would be a different question to be answered possibly by another group.

Yours truly,

Marion Talbot

Feby 1902

First draft of a plan for a

DEPARTMENT OF HOUSEHOLD TECHNOLOGY

in the

UNIVERSITY OF CHICAGO.

OFFICERS OF INSTRUCTION.

Marion Talbot, A.M., Professor of Household Technology.

Alice Peloubet Norton, A.M., ----- of "" ""

Hannah Belle Clark, Ph.D., ... of Social Economics.

Henrietta Isman Goodrich, S.M., ... of Household Administration and Director of the Practice House.

Sophonisba Preston Breckinridge, Ph.D., Legal and Economic Relations.

Bertha Payne, Instructor in Kindergarten Training.

Caroline Crawford, Associate in Physical Training.

INTRODUCTORY.

The aim of this department is to treat the household with reference both to "what exists as a revelation of what ought to be, and to the method of realizing what ought to be." The correlation of different special subjects to the interests of the Home is a great social need of the present day.

The object in the instruction will be threefold:-- to give men and women as a means of liberal culture a general view of the place of the household in society; to train men and women for the rational and scientific administration of the home as a social unit; and to give professional training for teachers, health engineers, social servants, and officers of household administration of institutions. No elementary courses will be given in the arts of cooking and sewing; but ample opportunity will be afforded to gain this form of knowledge to those whose training has been defective in this respect.

An important feature of the Department will be the maintenance of a Practice House, where supplementary practical work and experimentation can be carried on and where the effort may be made to realize the theoretical instruction of the class-room. The house will be open to resident students.

~~I. JUNIOR COLLEGE COURSES.~~

~~(Open to all students without prerequisites.)~~

THE HOUSEHOLD. A brief survey of general conditions of sanitary housing, food, clothing, and the administration of the house with a view to the proper apportionment of the income and the maintenance of suitable standards.

Professor Talbot.

PERSONAL HYGIENE.-- Functions of the body; rest, recreation, exercise, clothing, sleep, bathing, emergencies, home nursing.

Assistant Professor Clark.

~~II. SENIOR COLLEGE COURSES.~~

THE HOUSEHOLD AS A SOCIAL UNIT.--- Elementary sociological principles, including some study of social reforms emanating from the family and the home.

[Assistant Professor Clark.]

ECONOMICS OF CONSUMPTION. The activities from the economic view of the Consumer as saver, invester, and spender; the economic aspect of fashion and the indulgence in luxuries; the wastefulness of underconsumption; consumption as a means of increased satisfaction.

[Miss Breckinridge]

HOUSEHOLD ECONOMICS.-- Purpose of the Home; ideals and standards of living; wants and activities of the family; division of the income with reference to these functions.

[Assistant Professor Clark.]

HOUSE SANITATION.-- Situation; surroundings, ventilation; heating; drainage; plumbing; lighting; and furnishing. Special attention will be given to modern conceptions of cleanliness and to the investigation of general sanitary conditions from a practical and scientific standpoint.

Professor Talbot.

FOOD AND DIETARIES.-- Food principles; the nutritive and money value of food-stuffs; the principles of cookery; methods of preservation; combinations of food. Professor Talbot.

TEXTILES AND CLOTHING.-- Fibres and processes of manufacture; hygiene; economics, and aesthetics of clothing. Miss Goodrich.

HOUSEHOLD ART AND ARCHITECTURE.-- Fundamental principles of art in construction; decoration, and ~~plumbing~~ furnishing. Principles underlying the intelligent cooperation of the householder with the architect.

Miss Goodrich.

THE FAMILY IN LAW.-- The personal relations at law of husband and wife, parent and child, guardian and ward; property rights of women and minors.

[Miss Breckinridge]

SANITARY LEGISLATION.-- The rights of the householder under the common law; municipal, state, and federal legislation affecting the food supply, communicable diseases, and general sanitation. [Miss Breckinridge]

MUNICIPAL HOUSEKEEPING.-- The relation of the individual housekeeper to public health; municipal responsibilities of the householder; hygiene of public activities affecting the household. [Assistant Professor Clark.]

PRINCIPLES OF THE HOME.-- Aesthetic, social, intellectual, and moral qualities, differentiating the home from the household.

[Assistant Professor Clark.]

HYGIENE OF CHILDHOOD.-- Growth and development; work; rest; recuperation; diet; clothing; preventable defects; school diseases. Miss Crawford.

PSYCHOLOGY OF CHILDHOOD.--Memory, attention, and concentration; selection of elements of interest; growth of imagery and attainment of skill; use of constructive plays and games. Miss Payne.

Return to Marion Talbot
University of Chicago.

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CONTENTS.

SANITARY SCIENCE AND ITS PLACE IN THE UNIVERSITY.

BY PROFESSOR MARION TALBOT.

It is a fact worthy of notice that the work which is offered by The University of Chicago under the term of sanitary science is included in the department of sociology. This arrangement implies a recognition of the principle that a very close relationship exists between sanitary conditions and social progress. Sanitation and sociology must go hand in hand in their effort to improve the race. The instruction offered in The University proceeds on the assumption that "life is not merely to exist, but to be well." As the individual is the essential element of society, so his social value depends largely upon his health, while in turn his health is partly determined by the conditions which society imposes. Further it is believed that although the disheartening status of mankind today is undoubtedly the result of the sanitary and social conditions of past ages, yet their effects are not necessarily permanent. The influences under which men of the present generation place themselves are assumed to be more or less within their control and may be made to work for both present and future good. It is then the duty of sanitation to show what steps must be taken by society collectively and individually to secure the best conditions of living, not only for today but for coming centuries.

The error is not infrequently made that the sole object of sanitation is the prolongation of life. Many sanitarians seem to be satisfied with diminishing the death rate. Such results should undoubtedly be the immediate fruits of sanitary reform, but the sanitarian should consciously and persistently regard his special field of work in relation to the higher activities of mankind. He should require that in his own mind, at least, every principle studied, every reform advocated, every plea made, should be considered in the light of its rôle as a part of the foundation for the highest and best expression of all life, whether it be physical, intellectual, moral, or spiritual, for the sound body is of little use save as it can help in the manifestation of sound mental and spiritual activities.

It follows from these principles that the subject of sanitation is not presented in The University solely

from the practical or material side, as it might be in a technical school, but an effort is made to treat it as well from an intellectual and ethical standpoint, as befits a subject given a place in a university curriculum. The facts which are discussed, although drawn largely from a purely physical sphere, are constantly correlated to the broadest interests of mankind.

An introductory course in Practical Hygiene is given in the Spring Quarter and is open to students in the Junior Colleges and may be taken by students in arts and philosophy as one of their required courses in science. There are no prerequisites. The general elements of the subject are presented and no attempt is made at specialization. Few formal lectures are given. A text-book is used as a guide, but much stress is put upon collateral reading. This is especially necessary in a subject whose progress from day to day, as chronicled by scientific journals, is most noteworthy. Great stress is also laid upon the semi-weekly written quiz which is designed to give in a few words a helpful review or résumé of the subject, as it is developed. The occasional exercise in the laboratory serves to emphasize and make clear practical points which, if presented in theory only, lose much of their force and significance. But the method of instruction which is considered of greatest importance and upon which the real life of the course depends is the open discussion, for only in this way can suggestions of more than technical value be brought out and the true relation of the study to other interests be shown.

Following this elementary course, but not necessarily dependent upon it, comes a course in House Sanitation which includes a study of the sanitation of the dwelling as the unit of public health. Among the topics treated are situation, surroundings, ventilation, heating, drainage, plumbing, lighting and furnishing. Special attention is given to the consideration of modern problems in sanitation. Exercises in the laboratory and the study of actual conditions reënforce the more theoretical work done in the class room.

In the Winter and Spring Quarters courses are offered in the Study of Foods and Household Economics. Special study is given to the physiological and chemical principles of water and foods, including food analysis, food adulterations and dietaries, with a discussion of the scientific principles of the application of heat to food materials, the chemistry of cleaning, domestic service and other problems included in household administration.

In view of the fact that such work as this has been given but a small place in university curricula, it has not been deemed advisable to lay down any stringent prerequisites, yet it must be plain that the ground covered makes a large knowledge of other sciences almost essential. In fact, the chief work is done in coördinating the results obtained in many branches of science to the problems of practical living.

A seminar in Sanitary Science is offered in the graduate school. The work is designed only for students capable of carrying on independent investigations. It deals with new and unsettled problems whose solution will help place the subject of public health on a more secure scientific basis. The topics assigned are chemical, physiological, bacteriological, economic, or sociological, according to the preferences and training of the individual student.

The present laboratory is one of very few in this country which provide opportunity for practical instruction and investigation in sanitary matters. Its resources will be further enlarged when it is removed to its new quarters in the Hull Physiological Laboratory.

It is a curious fact that it is not the women of the country, but the men, who are most actively engaged in applying the results of scientific investigation to domestic administration. The assertion is frequently made, and seldom challenged, that men are better housekeepers than women. It certainly seems true that not only do men have a better knowledge of right sanitary conditions than women have, but the proper feeding of soldiers, athletes, prisoners, the sick and the insane is receiving more scientific study from men than the food of children and families is receiving from women, in spite of the fact that this has long been considered woman's special sphere.

It is right that The University of Chicago, which is leading in so many new activities, should offer an opportunity to both men and women to receive instruction and carry on investigations which lie at the foundation of social progress. The recent munificent gifts of Miss Culver will afford advantages in many respects unparalleled in the world, and the work which The University has already undertaken will be steadily developed in the future.

The University's Students in Other Institutions.

The following is a list of persons connected with The University during the past year who have taken positions in other institutions. The name of the instructor is given, the post-office address where known, and the department of study with which the student was connected while in The University. This list by

no means represents all students who have during the past year gone from The University to take positions, but only those whose institutions were definitely known and whose post-office address could be given with reasonable certainty. Where no state is mentioned, the institution is in Illinois.

J. A. Anderson, Lake Forest University, Lake Forest.
Helen H. Armstrong, School of Domestic Science, Chicago.
Lewis O. Atherton, Washington Univ., St. Louis, Mo. Zoölogy.
Richard P. Baker, University School, Kenosha, Wis. Math.
E. M. Bardwell, High School, Ottumwa, Iowa. Zoölogy.
Emeline B. Bartlett, Iowa College, Grinnell, Iowa. Greek.
Katherine Bates, Assistant in Rhetoric, Univ. of Chicago. Eng.
Alice Beardsley, Public School, Chicago.
Adolf Bernhard, Assistant in Chemistry, Univ. of Chicago. Chem.
George R. Berry, Colgate Univ., Hamilton, New York. Sem.
Harriet G. Blaine, Frances Shimer Academy, Mt. Carroll. Gk.
Mary Bowen, Wellesley College, Mass. English.
Arthur Lyman Brainerd, High School, Passaic, N. J. Latin.
Jeremiah W. Bray, Principal High School, Freeport. English.
H. S. Brode, Academy of Beloit College, Beloit, Wis. Zoölogy.
Clara J. Brown, Ferry Hall Academy, Lake Forest.
George L. Brown, High School, Rock Island. Mathematics.
Arthur Bumstead, Instructor in Classics and Biblical Literature, Atlanta University, Atlanta, Ga. Semitic.
Smith Burnham, Albion College, Albion, Mich. History.
P. S. Calvin, Manchester College, No. Manchester, Ind.
C. F. Capps, High School, Bolton, Miss.
Cleveland K. Chase, Oberlin College, Oberlin, Ohio. Latin.
C. M. Child, Assistant in General Biology, Univ. of Chicago. Zoöl.
Cornelia M. Clapp, Mt. Holyoke College, So. Hadley, Mass. Zoöl.
Hannah B. Clark, Lecturer at School of Domestic Science, Chicago. Sociology.
Agnes M. Claypole, Wellesley College, Mass. Biology.
Herbert E. Cobb, Lewis Institute, Chicago. Mathematics.
Chauncey P. Colgrove, State Normal School, Cedar Falls, Iowa. Pedagogy.
Clarence E. Comstock, Princeton-Yale School, Chicago. Math.
Agnes S. Cook, Illinois State Normal (?).
Elizabeth Cooke, Lewis Institute, Chicago.
Elizabeth T. Coolidge, Hyde Park High School, Chicago.
Regina K. Crandall, Smith College, Northampton, Mass. Hist.
Lulu C. Daniels, Lewis Institute, Chicago. Political Science.
Eric Doolittle, Flower Observatory, Univ. of Pa., Philadelphia, Pa. Astronomy.
David A. Drew, Ass't to T. J. J. See on Astronomical Expedition to Arizona and Mexico. Astronomy.
Arthur W. Dunn, Univ. Ext. Dept. of the Univ. of Cincinnati, O. Anthropology.
W. L. Evans, University of Ohio, Columbus, O.
A. A. Ewing, Wabash College, Crawfordsville, Ind. Semitics.
Otto P. Fairfield, Alfred University, Alfred Centre, N. Y. Latin.
Grace Freeman, High School, Decatur.
Mary Galvin, High School, Ishpeming, Mich.
Ida Mason Gardner, Dean Frances Shimer Academy, Mt. Carroll.
Walter E. Garry, West Aurora High School. Biology.
Geo. P. Garrison, Assoc. Professor of History, Univ. of Texas. History.
Elmer D. Grant, Lewis Institute, Chicago. Mathematics.
Wm. S. Gaud, Shattuck School, Faribault, Minn. English.
Irving Hardesty, Laboratory Assistant, Univ. of Chicago. Zoöl.
Arthur Heidel, Iowa College, Grinnell, Iowa.
Bernard C. Hesse, Badische Anilin- und Sodafabrik, Ludwigshafen, Germany. Chem.
Frances Inez Hopkins, High School, Peoria.
Mary Hubbard, High School, Decatur.
William B. Huff, Milwaukee High School, Milwaukee, Wis.
Robert Lee Hughes, Coulter's Preparatory School, Chicago. Political Science.
Susie H. Hull, Lake Forest Academy, Lake Forest.
Elkanah Hulley, Keystone Academy, Factoryville, Pa. Sem.
Cora B. Jackson, High School, Indianapolis, Ind.
B. B. James, State Normal School, St. Cloud, Minn.
Elizabeth Jeffreys, Ascham Hall, Chicago. Chemistry.
J. I. Jegi, State Normal School, Milwaukee, Wis. Psychology.
Jessie L. Jones, Lewis Institute, Chicago. German.
Albert David Keller, Heidelberg College, Tiffin, O. English.
Edith Kellogg, High School, Sparta, Wis.
Charles Kinney, Drake University, Iowa. Chemistry.
Antha Knowlton, Frances Shimer Academy, Mt. Carroll. Eng.
Philemon B. Kohlsaat, Lewis Institute, Chicago. English.
William H. Kruse, Hastings College, Nebraska. Greek.
Henry B. Kümmel, Lewis Institute, Chicago. Geology.
John Lamay, High School, Indianapolis, Ind. Physics.
Daniel A. Lehman, Univ. of the Pacific, California. Math.
Edwin H. Lewis, Lewis Institute, Chicago. English.
Mary E. Lewis, Univ. of So. Dakota. English.
Samuel A. Lynch, High School, West Superior, Wis.
T. O. Mabry, Univ. of Mississippi. Geology.
Caroline S. Maddocks, Lady Prin. Washburn Col., Topeka, Kan.
Charles W. Mann, Lewis Institute, Chicago.
S. S. Maxwell, Professor of Biology, Monmouth College. Zoöl.
Joseph M. McCallie, High School, Mt. Carroll. Psychology.
Samuel S. McClintock, Armour Institute, Chicago. Polit. Econ.
Albert E. McKinley, Pastor's College, Philadelphia, Pa.
Carrie S. Moore, Wayland Academy, Beaver Dam, Wis.
Ruth E. Moore, High School, Farmer City.
Jane F. Noble, Lewis Institute, Chicago. Semitic.
John E. Northrup, Principal of Schools, Elmhurst. Polit. Econ.
Edmund S. Noyes, Albion College, Albion, Mich. Polit. Science.
G. W. Paschal, Professor of Latin and Greek, Wake Forest College, No. Carolina. Greek.
Chas. E. Peet, Englewood High School, Chicago. Geology.
E. C. Pierce, Principal of High School, Elgin. Latin.
A. H. Purdue, University of Arkansas. Geology.
F. W. Rainey, Harvard School, Chicago. Biology.
Irene E. Robinson, State Normal, Cheney, Wash.
Edward C. Rosseter, High School, 751 Turner av., Chicago. Political Economy.
William Rullkoetter, Drury College, Mo. History.
Edward Rynearson, High School, Pittsburgh, Pa. Zoölogy.
John J. Schlicher, Normal School, Terre Haute, Ind. Latin.
E. P. Shock, High School, San Antonio, Texas.
Carrie E. Silliman, High School, Marseilles. History.
Kenneth G. Smith, High School, Dixon.
Margaret Smith, High Schools, Chicago. Zoölogy.
Mary D. Spalding, Harvard School, Chicago. English.
Jessie I. Spafford, Rockford College, Rockford.
Harriet Stone, Forest Park University, St. Louis, Mo. Chem.
Stephen Stark, Academy, Mount Hermon, Mass. New Test.
H. W. Stuart, Instructor in Polit. Econ., Washington University, St. Louis, Mo. Political Economy.
Helen A. Taylor, Lewis Institute, Chicago.
Mary S. Thomas, Public Schools, Belvidere. Zoölogy.
W. I. Thomas, Assistant Professor of Folk Psychology, Univ. of Chicago. Soc.
Jane C. Tunnell, Frances Shimer Academy, Mt. Carroll. Eng.

Alice Van Vliet, Public Schools, Chicago. Greek.
George E. Vincent, Ass't Professor of Sociology, Univ. of Chicago. Sociology.
M. B. Waltz, Instr. Pol. Sci., High Schools, Quincy. Pol. Econ.
Jane K. Weatherlow, State Normal, St. Cloud, Minn. English.
Jeanette Cora Welch, High School, Duluth, Minn. Physiol.
Worrallo Whitney, High Schools, Chicago. Zoölogy.
Frances G. Williston, LaPorte High School, Ind. Chemistry.
William T. Wilson, Frances Shimer Academy, Mt. Carroll.
Marie Wollpert, Mil. Female College, Milwaukee, Wis. German.
A. H. Yoder, President Vincennes Univ., Vincennes, Mo. Ped.

School Record, Notes, and Plan. VI.

THE UNIVERSITY OF CHICAGO SCHOOL.

November 26, 1896.

The principal idea worked upon during this period is that of the industry of pottery, its materials, methods and products. The children are still engaged in making dishes for the hut which has been built of branches out of doors. They are modeling and baking a large variety of dishes, of natural size, for use in this hut. In connection with a visit to the Field Museum they have observed the primitive forms and kinds of dishes and have, without conscious direction, chosen these as models of reproduction. Groups I, II, and III, are shown pictures which illustrate, in a comparative way, the Indian, Egyptian, Greek, and modern methods of manufacture. Group III will have, in addition, stories of small d'Entrecolles, Palissy, Böttcher, and Wedgwood told. The younger groups will have geographical work in connection with this; pictures of localities in Egypt, Greece, and China, related to pottery. In connection with the visit to the Museum they are also making a map showing the relation of the schoolhouse to the Museum. The Shop work related to this idea is the making of tools for use in shaping the clay. In Number, the cubic contents of the vases and jars made will be compared to each other and some work done in the estimating the ratios of the contained liquids. This will also be connected with the measuring work done in the cooking.

Groups IV and V reproduce the treasure-house of Atreus on a larger scale, and engage in making vases, etc., which they have expressed a desire to store in it. They also are making a study of Greek designs for decorative purposes. On the architectural side, the Walls of Mycæne and the Gate of Lions are studied. In connection with this they will visit the Art Institute for the study of primitive sculpture and archaic figures. They also make a study of the construction and mode of operation of the potter's wheel, with reference to the mechanical principles involved, and if possible will make a model of the same.

The work in literature of this group will be a description of the Greek Host as found in the Iliad, illustrating the character of the great heroes and suggesting the places from which they came and the journeys which they took.

The sewing work consists in making presents for Christmas. The children are working on coarse material, and the sewing is largely in the nature of embroidery, for which they invent their own patterns. The older group will have number work also in connection with this in discussing the quantities of materials used and the price. They will also begin work on the school accounts, taking up the cost of the materials used in the kitchen and in the shop.

Groups IV and V have taken Chicago as the center of the work in geography and are working in two directions; one, the location of points within Chicago itself, starting from their own home and the schoolhouse as centers, and the other in placing Chicago with reference to important localities of the United States. The latter ideas are being developed in connection with the idea of traveling and transportation, the data being collected about the places in which the children's parents resided before coming to Chicago, and the journeys the children themselves have taken. They are making a list of the railroads which they know to center in Chicago, and of the different kinds of cars indicating the various sorts of products conveyed. The problem of the origin and destination of these materials has been presented in the relation to Chicago as a commercial center. The map made to scale by measuring the size of the block is used to indicate the value of a map in locating states and cities with reference to Chicago. The drawing of the map to scale introduces linear measurement, and practice in multiplication is given in connection with inches, feet, yards and rods: division in working to scale.

The science work is connected with the pottery making. The subject of the formation of soils is reviewed, with the object of discriminating the formation and constitution of clay from that of sand and loam. The application of heat to the clay in baking is demonstrated and the clay itself studied with reference to the change which arises in its solubility through the application of heat.

In cooking, each of the Groups will prepare a lunch by itself, some one day in the week. Lunch of Groups I and II consists of fruits which they select and bring to school; that of Group III, of roots and corn; that of IV and V, of roots, wheat, and barley. Additional number work is introduced here through the consideration of time measure, besides that of the scales.

OFFICIAL ACTIONS.

At the meeting of the Administrative Board of Libraries, Laboratories and Museums held November 28, 1896, a committee appointed to consider the development of the department libraries in connection with the general library presented its report. The Board, recognizing the importance of the subject and the character of the interests involved in the decision of this question, voted to lay the report upon the table until the next meeting to be held January 30, 1897, and to invite all instructors interested to communicate in writing their views upon the question to the Board, or to be present to discuss it upon that date. In order that the report of the committee may be in the hands of all, it is presented here:

REPORT OF THE COMMITTEE ON THE DEVELOPMENT OF THE DEPARTMENT LIBRARIES IN CONNECTION WITH THE GENERAL LIBRARY.

The committee proceeded on the assumption that it is desirable to build up ultimately a library, or system of libraries in which an exhaustive investigation of any kind can be completed at a minimum of inconvenience to the student, and respectfully points out that this end can never be realized through a system of department libraries. The student, say of history, will always have an incidental interest, at least, in some of the books in the libraries of the departments of economics, political science, sociology, philosophy, anthropology, comparative religion, church history, English, Latin, Greek, classical archæology, comparative philology, etc.; and students are now commonly referred for the reading of a single course to the libraries of five, six, or seven departments, as well as to the general library. It is therefore apparent that no comprehensive work, requiring reference to many books, could be undertaken under a system of department libraries, unless we assume that each department library will eventually contain all the books in all the others, and that all will be indefinitely enlarged, and provided with complete catalogues and corps of attendants.

Furthermore, the transactions of learned societies and other rare and costly publications are of equal value to many departments; and since these cannot be owned by all departments interested in them, they must be placed in a central library.

Two further considerations influenced the committee in reaching the conclusion that we must take steps looking to the development of a central library and setting limits to the enlargement of the department libraries, viz.: That books in the department libraries are subject to constant loss, and that the separation of the department libraries from the general library involves, if continued, the eventual duplication of their contents by the general library.

The committee therefore makes the following report:

1. That the annual appropriation for books in each department be divided into two portions, one to be used in the purchase of books for the department library, as at present, and the other by the head of the department in the purchase of books for the general library.

2. That any portion of an appropriation made to a department to be used in the purchase of books for the general library which is unexpended at the end of the year will be expended by the general library, through its committee, in the purchase of books, not necessarily in the line of the department forfeiting the appropriation.

3. That the heads of departments, in making the estimates on which the annual appropriations are based, be requested to suggest the proportion in which they wish the amount called for divided; and that these estimates be submitted to the Board of libraries, laboratories, and museums, for comparison and revision, and transmitted by this Board, with recommendations, to the Board of trustees.

4. That the number of books held at one time by a simple department library shall not exceed three thousand, and that in case of compound department libraries the limit be five thousand,—the question of what constitutes a compound library to be determined by the Board of libraries. When this limit is reached, an order for new books must be accompanied by an equal number of books from the department library. These will become the property of the general library. It is the judgment of the committee that some department libraries have already almost or quite reached the point where further modification should be in the substitution of new books for old rather than in further enlargement.

5. That the committee of the general library submit annually to the Board of libraries, laboratories, and museums, an estimate of money to be expended by the general library in the purchase of books, and that this be considered in connection with the estimates from the departments.

OFFICIAL NOTICES.

The regular meetings of Boards and Faculties, to be held Saturday, December 5, in the Faculty Room, Haskell Oriental Museum, are the following:

8:30 A.M.—The Administrative Board of Physical Culture.

10:00 A.M.—The Administrative Board of Student Organizations, Publications, and Exhibitions.

11:30 A.M.—The University Senate.

Students who desire employment outside of the regular university service may apply to Mr. Lennes who may be found at the registrar's office from 3:00 to 4:00 P.M. daily, and 9:30 to 10:30 A.M. on Saturdays.

The Final Examination of JOHN CHURCHILL HAMMOND for the degree of M.S. will be held Saturday, December 12, 1896, in Room 36, Ryerson Physical Laboratory. Thesis: "On the Conditions that a Polygon may be Simultaneously Inscribed in One and Circumscribed about another Conic." Committee: Head Professor E. H. Moore, Associate Professors H. Maschke and George E. Hale.

The Final Examination of C. A. LEMON for the degree of B.D. will be held in Room 15, Haskell Oriental Museum, December 17, 1896, at 8:30 A.M. Committee: Head Professors Anderson, Northrup and Hulbert, and Assistant Professor Moncrief.

Alice Van Vliet, Public Schools, Chicago. Greek.
George E. Vincent, Ass't Professor of Sociology, Univ. of Chicago. Sociology.
M. B. Waltz, Instr. Pol. Sci., High Schools, Quincy. Pol. Econ.
Jane K. Weatherlow, State Normal, St. Cloud, Minn. English.
Jeanette Cora Welch, High School, Duluth, Minn. Physiol.
Worrallo Whitney, High Schools, Chicago. Zoölogy.
Frances G. Williston, LaPorte High School, Ind. Chemistry.
William T. Wilson, Frances Shimer Academy, Mt. Carroll.
Marie Wollpert, Mil. Female College, Milwaukee, Wis. German.
A. H. Yoder, President Vincennes Univ., Vincennes, Mo. Ped.

School Record, Notes, and Plan. VI.

THE UNIVERSITY OF CHICAGO SCHOOL.

November 26, 1896.

The principal idea worked upon during this period is that of the industry of pottery, its materials, methods and products. The children are still engaged in making dishes for the hut which has been built of branches out of doors. They are modeling and baking a large variety of dishes, of natural size, for use in this hut. In connection with a visit to the Field Museum they have observed the primitive forms and kinds of dishes and have, without conscious direction, chosen these as models of reproduction. Groups I, II, and III, are shown pictures which illustrate, in a comparative way, the Indian, Egyptian, Greek, and modern methods of manufacture. Group III will have, in addition, stories of small d'Entrecolles, Palissy, Böttcher, and Wedgwood told. The younger groups will have geographical work in connection with this; pictures of localities in Egypt, Greece, and China, related to pottery. In connection with the visit to the Museum they are also making a map showing the relation of the schoolhouse to the Museum. The Shop work related to this idea is the making of tools for use in shaping the clay. In Number, the cubic contents of the vases and jars made will be compared to each other and some work done in the estimating the ratios of the contained liquids. This will also be connected with the measuring work done in the cooking.

Groups IV and V reproduce the treasure-house of Atreus on a larger scale, and engage in making vases, etc., which they have expressed a desire to store in it. They also are making a study of Greek designs for decorative purposes. On the architectural side, the Walls of Mycæne and the Gate of Lions are studied. In connection with this they will visit the Art Institute for the study of primitive sculpture and archaic figures. They also make a study of the construction and mode of operation of the potter's wheel, with reference to the mechanical principles involved, and if possible will make a model of the same.

The work in literature of this group will be a description of the Greek Host as found in the Iliad, illustrating the character of the great heroes and suggesting the places from which they came and the journeys which they took.

The sewing work consists in making presents for Christmas. The children are working on coarse material, and the sewing is largely in the nature of embroidery, for which they invent their own patterns. The older group will have number work also in connection with this in discussing the quantities of materials used and the price. They will also begin work on the school accounts, taking up the cost of the materials used in the kitchen and in the shop.

Groups IV and V have taken Chicago as the center of the work in geography and are working in two directions; one, the location of points within Chicago itself, starting from their own home and the schoolhouse as centers, and the other in placing Chicago with reference to important localities of the United States. The latter ideas are being developed in connection with the idea of traveling and transportation, the data being collected about the places in which the children's parents resided before coming to Chicago, and the journeys the children themselves have taken. They are making a list of the railroads which they know to center in Chicago, and of the different kinds of cars indicating the various sorts of products conveyed. The problem of the origin and destination of these materials has been presented in the relation to Chicago as a commercial center. The map made to scale by measuring the size of the block is used to indicate the value of a map in locating states and cities with reference to Chicago. The drawing of the map to scale introduces linear measurement, and practice in multiplication is given in connection with inches, feet, yards and rods: division in working to scale.

The science work is connected with the pottery making. The subject of the formation of soils is reviewed, with the object of discriminating the formation and constitution of clay from that of sand and loam. The application of heat to the clay in baking is demonstrated and the clay itself studied with reference to the change which arises in its solubility through the application of heat.

In cooking, each of the Groups will prepare a lunch by itself, some one day in the week. Lunch of Groups I and II consists of fruits which they select and bring to school; that of Group III, of roots and corn; that of IV and V, of roots, wheat, and barley. Additional number work is introduced here through the consideration of time measure, besides that of the scales.

Blaine, Harriet G. 1DM (Cicero), 1DM (Cæsar), 1DM (Latin Prose), 1DM (Beginning Latin).
Knowlton, Antha. 1DM (English), 1DM (English Literature), 1DM (French).
Tunnell, Jane C. 1DM (Grecian History), 1DM (Algebra), 1DM (Arithmetic), 1DM (Grammar).
Hall, Jessie M. 1DM (Advanced German), 1DM (Beginning German).
Turney, Florence. 1DM (U. S. History), 1DM (Geography), 1DM (Grammar).
Totten, Luella. DM (Harmony), DM (Instrumental Music).
Hazzen, Mrs. I. D. 3M (Vocal Music).
Jacobs, Mrs. B. C. 3M (Vocal Music).
Sherwood, Mary C. 1DM (Musical History), DM (Art), 1DM (Instrumental Music).
Avery, Alexandra. 1DM (Stenography).

Departments:

COURSES.	NO. OF STUDENTS
History	12
Biology	4
Geometry	4
Algebra	12
Latin	16
English	21
French	5
German	12
Business:	
Bookkeeping	2
Stenography	2
Preparatory:	
U. S. History	10
Grammar	14
Geography	8
Arithmetic	19
Art	5
Music:	
Musical History	4
Harmony	8
Vocal Music	14
Instrumental Music	21

The Association of Colleges and Preparatory Schools of the Middle States and Maryland.

The meeting of the association of Colleges and Preparatory Schools of the Middle States and Maryland held at the University of Pennsylvania, November 27, 28, brought together a notable body of representatives of higher education. In attendance and interest the meeting was remarkable. This was due, without doubt, to the wise policy of the executive committee in devoting the entire session to a single, live, definite question, that of college entrance requirements. Friday forenoon the association discussed especially the requirements in history and in science, the leaders being for the respective subjects Professor Morse Stephens of Cornell University and Professor Ira Remsen, of the Johns Hopkins University. Friday afternoon and Saturday forenoon were occupied by a Round Table discussion of the general subject.

Among the more notable addresses were those of President Eliot, of Harvard, who took the position that every subject thoroughly taught in a high school should be accepted for entrance to college, showing a clear understanding of the conditions under which secondary schools work, and Dr. Talcott Williams, of the Philadelphia *Press*, who presented an extensive array of statistics which showed that in spite of advancing requirements the proportion of the students entering secondary schools that completed the course and entered college is constantly increasing, while it is also true that the proportion of the students entering college that remain to graduate is increasing. The system of admission maintained by The University of Chicago was explained in some detail by Dean Thurber. One college president, at least, was so favorably impressed that he asked for fuller information with the purpose of introducing the system into his own college. The sentiment of the meeting voiced itself in the following resolution offered by President Schurman of Cornell, the incoming president of the association, and unanimously adopted:

"*Resolved*, that it is the sense of this meeting that the present standard of requirements for admission to colleges should not be lowered."

This expression of opinion by such a representative body is of great importance. At the same time it sounds a little strange in this longitude, where there is no question as to lowering admission requirements, but rather a strong sentiment in favor of placing them on some uniform business-like basis.

Religious.

The University Chaplain, Associate Professor C. R. Henderson, can be found during his office hours, from 1:00 to 1:30 P.M. in C 2, Cobb Lecture Hall, Tuesday, Thursday, and Friday.

Vesper Service, Sunday, December 6, will be conducted by the Rev. W. W. Fenn, D.D., who will speak in Kent Theater at 4:00 P.M.

Churches in the vicinity of The University hold services as follows:

Hyde Park Baptist Church (Corner Woodlawn avenue and 56th street) — Rev. J. L. JACKSON, D.D., Pastor. Preaching services at 11:00 A.M. and 7:30 P.M. Bible School at 9:30 A.M. Young People's Society of Christian Endeavor, Monday Evening, at 7:45. Week-day Prayer Meeting, Wednesday evening at 7:45.

Hyde Park M. E. Church (corner Washington avenue and 54th street)—DR. A. W. PATTON, Pastor, will conduct services Sunday, at 10:45 A.M. and 7:30 P.M.; General Class Meeting at 12:00 M.; Sunday School at 9:30 A.M.; Epworth League at 6:30 P.M.; General Prayer Meeting, Wednesday, at 7:45 P.M.

University Congregational Church (corner 56th street and Madison avenue)—REV. NATHANIEL I. RUBINKAM, PH.D., Pastor. Preaching Services at 11:00 A.M. and 7:45 P.M. Sabbath School and Bible Classes at 9:45 A.M. Junior Young People's Society of Christian Endeavor at 3:00 P.M.; Young People's Society of Christian Endeavor at 6:45 P.M.; Wednesday Devotional Hour, at 8:00 P.M.; Chautauqua Literary and Scientific Circle (non-denominational), second and fourth Mondays of each month, at 8:00 P.M.

Hyde Park Presbyterian Church (corner Washington avenue and 53d street)—REV. HUBERT C. HERRING, Pastor. Public Church Services at 10:30 A.M., and 7:45 P.M.; Sunday School at 12:00 M.; Young People's Society of Christian Endeavor at 6:45 P.M.; Mid-week Prayer Meeting, Wednesday, at 7:45 P.M.

Woodlawn Park Baptist Church (corner of Lexington avenue and 62d street)—W. R. WOOD, Pastor. Bible School at 9:30 A.M.; Worship and Sermon at 11 A.M.; Gospel Service with Sermon at 7:30 P.M.; Young People's Devotional Meeting at 8:15 P.M; General Devotional Meeting, Wednesday evening, at 7:45. All seats are free.

Hyde Park Church of Christ (Rosalie Hall, cor. 57th street and Rosalie Court).—Services: Sunday at 11:00 A.M. and 7:45 P.M.; Sunday School at 9:45 A.M. Young People's Society of Christian Endeavor at 6:45 P.M. Preaching by REV. H. L. WILLETT, PH.D.

St. Paul's Protestant Episcopal Church (Lake avenue, north of 50th street)—REV. CHARLES H. BIXBY, Rector. Holy Communion, 8.00 A.M. every Sunday, and 11:00 A.M. first Sunday of each month. Morning Prayer with Sermon, 11:00 A.M. Men's Bible Class at the close of the eleven o'clock service. Sunday School, 9:30 A.M. and 3:00 P.M.

Unitarian Church.—Rev. W. W. FENN, Minister. Services held in Masonic Hall, 276, 57th street Sunday at 4:00 P.M.

CURRENT EVENTS.

A course of lectures on "The Philosophy of Jewish History" will be given under the auspices of the Chicago section of the National Council of Jewish Women by Mr. Joseph Jacobs of Oxford. The lectures will be given at Sinai Temple on the evenings of December 6, 8 and 10. Tickets for the course, $1.00. Mr. Jacobs is well known to students of Archæology and Anthropology as a brilliant investigator in these fields.

The Rev. E. O. Taylor, an alumnus of The University, class of '68, and of the Divinity School, class of '71, and temperance lecturer since 1888, will give a lecture on "Alcohol and the Later Science" in the Haskell Assembly Room, Thursday, December 10, at 5:00 P.M.

A recital was given in Kent Theater, Wednesday afternoon, November 18, by Mr. Wilhelm Middelschulte, pianist, Mr. Bruno Kuehn, violinist, Mr. Carl Brueckner, violoncellist and Miss Emma Brachvogel, contralto.

A recital was given in Kent Theater, Wednesday afternoon, December 2, by Mr. W. C. E. Seeboeck, pianist, and Mr. August Junker, violinist.

THE CALENDAR.

DECEMBER 4-12, 1896.

FRIDAY, DECEMBER 4.

Mathematical Club, R 36, 4:00 P.M. (see p. 462).
Public Lecture on "The Novel of Today and Tomorrow," by Mr. Sherwin Cody, Chapel, Cobb Lecture Hall, 8:00 P.M. (see p. 462).

SATURDAY, DECEMBER 5.

Administrative Board of Physical Culture and Athletics, 8:30 A.M.
Administrative Board of Student Organizations, Publications, and Exhibitions, 10:00 A.M.
The University Senate, 11:30 A.M.
Conference on Nature Study, Cobb Lecture Hall, 10:00 A.M., (see p. 462).

SUNDAY, DECEMBER 6.

Vesper Service, 4:00 P.M. (see p. 463).
Union Meeting of Y. M. C. A. and Y. W. C. A., 7:00 P.M.

MONDAY, DECEMBER 7.

Chapel-Assembly: Junior Colleges.—Chapel, Cobb Lecture Hall, 10:30 A.M.
Quarterly Conference of Instructors in the Correspondence Study Department of The University Extension Division, Faculty Room, Haskell Oriental Museum, 4:00 P.M.
New Testament Club, 5630 Kimbark av., 8:00 P.M. (see p. 462).

TUESDAY, DECEMBER 8.

Chapel-Assembly: Senior Colleges.—Chapel, Cobb Lecture Hall, 10:30 A.M.
Public Lecture on "Brer Rabbit and Buddhism," by Mr. Joseph Jacobs, Chapel, Cobb Lecture Hall, 4:00 P.M. (see p. 462).
Sociology Club, Faculty Room, Haskell Oriental Museum, 8:00 P.M. (see p. 462).

THURSDAY, DECEMBER 10.

Chapel-Assembly: Divinity School.—Chapel, Cobb Lecture Hall, 10:30 A.M.
Economic Club (see p. 462).
Public Lecture on "Alcohol and the Later Science," by Rev. E. O. Taylor (U. of C. '68), Haskell Assembly Room, 5:00 P.M. (see p. 464).

FRIDAY, DECEMBER 11.

Chapel-Assembly: Graduate School.—Chapel, Cobb Lecture Hall, 10:30 A.M.
Chemical Journal Meeting, K 20, 5:00 P.M. (see p. 462).
Final Examination of John Churchill Hammond, R 36 (see p. 461).
Philological Society, B 8, Cobb, 8:00 P.M. (see p. 462).

SATURDAY, DECEMBER 12.

Administrative Board of the University Press, 8:30 A.M.
Faculty of the Senior Colleges, 10:00 A.M.
The University Council, 11:30 A.M.
Graduate Club, Meeting and Reception; Haskell, 8:00 P.M. (see p. 462).

Material for the UNIVERSITY RECORD must be sent to the Recorder by THURSDAY, 8:30 A.M., in order to be published in the issue of the same week.