

Department of Biology,
Emory College,
Stewart R. Roberts.

*To go to the President
with my reply*

Answered DEC 31, 1904
Henry P. Chandler,
Secretary to the President

December 31, 1904

Mr. Stewart R. Roberts,

Emory College,

University of Chicago, Oxford, Georgia.

Chicago, Ill.

My dear Sir:

Dear Dr. Harper:-

President Harper has referred to me your letter of the 20th inst. with regard to the advantages of the quarter system. This system necessitates each student carrying from four to six studies, in our institution six studies, five of these studies being three hours per week and the sixth one hour a week. I see no reason why the quarter system of the

University of Chicago could not be used with great success in these institutions. During my two years stay at the University

Yours very truly,

H. P. Chandler

Secretary to the President

(I received my M. S. degree from the University at the close of the last summer quarter.)

I will thank you very much if you will mention any paper or papers that discuss the wisdom of the quarter system.

Thanking you in advance, I beg to remain,

Yours very truly,

Stewart R. Roberts

Answered JAN 6 1905
Henry P. Chandler,
Secretary to the President

Oxford, Ga., Dec. 20, 1904.
December 31, 1904

Mr. Stewart R. Roberts,
Emory College,

Oxford, Georgia.

My dear Sir:

President Harper has referred to me your letter of the 20th inst. with regard to the advantages of the quarter session. I am asking the Library to prepare a bibliography of such literature as is extant bearing on the question, and in a few days, I shall hope to have the pleasure of writing you more definitely.

Yours very truly,

H. P. Chandler
Secretary to the President

Secretary to the President .

WORLD COLLEGE

W. R. HARPER, M. S. DEGREE

Department of Education

Henry P. Chandler

Secretary to the President

December 21, 1904

Oxford, Ga., Dec. 20, 1904.

Answered DEC 31 1904

Henry P. Chandler,

Secretary to the President

President W. R. Harper,

University of Chicago,

Chicago, Ill.

Dear Dr. Harper:-

The average Southern college is using the two term system. This system necessitates each student carrying from four to six studies, in our institution six studies, five of these studies coming three hours per week and the sixth one hour a week. I see no reason why the quarter system of the University of Chicago could not be used with great success in these institutions. During my two years stay at the University of Chicago I was impressed greatly with the wisdom of the system. (I received my M. S. degree from the University at the close of the last summer quarter.)

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Yours very truly,

Stewart R. Roberts

Mr. Chandler
Let me see
your notes
MRS (47)

Answered JAN 6 1905
Henry P. Chandler,
Secretary to the President

Department of Biology,
Clemson College,
Stewart R. Roberts.

Oxford, Conn. Dec. 20, 1904.

Answered Dec 21 1904
Henry P. Chandler,
Secretary to the President

President W. R. Harper,
University of Chicago,
Chicago, Ill.

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Stewart R. Roberts

Answered 11/26/1904
Henry P. Chandler,
Secretary to the President

January 7, 1905

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Mr. Stewart R. Roberts,
think there was clearly room for more than one college in the
Emory College,
country using the quarter system, and it would be gratifying
Oxford, Georgia.
as well as interesting if the system should be introduced

My dear Sir:
in the South through the influence of one of our graduates.

The Library submits the following biblio-
Thanking you for acquainting me with your plan, and
graphy of the quarter session which I hope will prove of some
assistance to you:

Educational Review, March 1900, Volume 19, page 309.

School Review, January 11, 1902, Volume X, page 8.

President Harper's Quarterly statement, the University
Record, January, 1900, Volume IV. page 279. I will ask the
University Press to send you a copy of this Record.

The advantages of the quarter session are clear. It
permits very much greater flexibility in the times and seasons
of attending college than the traditional semester system,
so that loss of time through sickness or the necessity of
staying out to earn money is much less serious. Furthermore,
it permits of the concentration of thought and energy on
three or four subjects instead of the customary scattering
over five or six, and if there is anything in the modern
tendency toward specialization, this is an advantage. Of course

there are things to be said on the other side, but I should think there was clearly room for more than one college in the country using the quarter system, and it would be gratifying

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JANUARY 1, 1902

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Thanking you for acquainting me with your plan, and wishing you success in it and in all your other enterprises, I remain,

Yours very truly

January 1, 1900

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69
Nashville, Tenn.
May 16, 1905
MAY 16 1905
May 16, 1905

Mr. L. J. Rust,

Nashville, Tennessee.

My dear Sir:

It was believed here that something could be gained by concentration by taking fewer courses and giving more time to each system from a belief that there were many students who would be aided by the possibility of entering college at other times than the opening of the usual college year in October or the beginning of the half yearly period in February. The calendar which is formed on this basis at many universities is rather rigid. If, for instance, a man is ill in September or October and loses six or eight weeks, there is no time at which he could start again until the opening of the next half year and require a half year is here covered in a quarter. That is a frequently courses are arranged as at Harvard so that it is difficult even then. He practically has to drop out for twelve months. If a man has to leave college to earn money, the loss of time under a rigid schedule is much more serious than it would be under a freer system. At this University, for instance, courses begin in October, January, April, and July. Loss of time on account of illness or financial difficulties is thus reduced to three months at the most, that is the loss which is inflicted by the system of instruction and not by the man's own circumstances. The system can arrogate to itself all the virtues or claim exemption from all defects.

May 16, 1905

Mr. L. J. Rust,
Nashville, Tennessee.

My dear Sir:

The University of Chicago adopted the quarter system from a belief that there were many students who would be aided by the possibility of entering college at other times than the opening of the usual college year in October or the beginning of the half yearly period in February. The calendar which is formed on this basis at many universities is rather rigid. If, for instance, a man is ill in September or October and loses six or eight weeks, there is no time at which he could start again until the opening of the next half year and frequently courses are arranged as at Harvard so that it is difficult even then. He practically has to drop out for twelve months. If a man has to leave college to earn money, the loss of time under a rigid schedule is much more serious than it would be under a freer system. At this University, for instance, courses begin in October, January, April, and July. Loss of time on account of illness or financial difficulties is thus reduced to three months at the most, that is the loss which is inflicted by the system of instruction and not by the man's own circumstances.

Answered

Henry P. Chandler
Secretary to the Board

Another consideration has influenced this University. It is customary in most institutions for a student to carry four or five courses, meeting three hours a week, perhaps four. It was believed here that something could be gained by concentration, by taking fewer courses and giving more time to each one of them. Especially in Languages where a man needs to get into the spirit of his subject, a good deal is lost by taking up a lesson and then laying it aside for two days. A student's knowledge slips back in the interval and he has so much work to repeat at the next hour. It follows from the greater amount of time given to each course that ground is covered more rapidly. A subject which at other colleges might require a half year is here covered in a quarter. That is a very natural and obvious reason why at the end of the quarter courses should be closed and a new start made at the beginning of the next quarter.

In other words our plan instead of carrying numerous tasks is to select a few and finish them; then take others, but not have very many on hand at once. As I have said, there is in this method the advantage of specialization which seems to be the trend of the present time. There are, of course, disadvantages. No system can arrogate to itself all the virtues or claim exemption from all defects.

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Henry P. Chandler,
Secretary to the President

Dear sir, -

Will you please tell me
as soon as possible why the
University of Chicago adopted the
system of dividing the school year
into quarters instead of half terms.
What do you consider the advan-
tages of such a system. We have
this up for discussion on May 19
in our literary society and would
consider it a great favor if you
answered these questions by that
time Thanking you in advance
I remain Your respectfully
L. F. Rust
Vanderbilt

Northville Town

May 11, 1902

MAY 11 1902

RECEIVED
HARRY P. CHANDLER
TREASURER OF THE TOWN

(P)

Dear Sir,

Will you please tell me

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What do you mean under the system
traces of such a system. We have
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time. Thanking you in advance
I remain Your respectfully

W. R. Rust

W. R. Rust

January 20, 1905

Answered
-2-
Mrs. Preston Rice,

437 East Fulton Street,

Grand Rapids, Michigan.

My dear Madam:

Your inquiry of the 13th inst. has been referred to me by the Registrar. I shall be glad to answer your various questions as well as I can.

The number of students enrolled for 1904-05 cannot yet be estimated, because our year does not close until June 30th as there are always a number of students entering and a number of withdrawals in the spring quarter. The attendance for 1903-04 was 4580, 2319 men and 2261 women. The number of students on the basis of an attendance of nine months, which is the best standard for comparison with other colleges, was 2928. The number of graduates for the same period was 1068; the number on the nine months' basis, 624. The Extension Faculty during the year numbered 28. So far as I know, this work is not so highly developed by any other University, and the same is true of correspondence work. In general the members of the Faculty of this department are regular instructors who, in addition to their resident teaching, have time for correspondence classes.

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of the Alpha School of Engineering is one of our hopes, and one
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These are, however, some persons giving courses by correspondence

Mrs. Preston Rice,
431 East Walton Street,
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their resident teaching, have time for correspondence classes.

RLB-Bureau 3180
JAN 30 1908

There are, however, some persons giving courses by correspondence who offer no instruction on the campus.

The School of Engineering is one of our hopes, and one of our great necessities, but as yet there is no definite prospect of securing it. I send you a leaflet which explains courses now offered along the line of Engineering.

The composition of the University Senate is best explained on page 9 of the University regulations a copy of which we mail you. This pamphlet is a confidential document, but I am very glad to put it into your hands for the purpose which you mention. It is difficult to speak of the influence of the University Senate. I cannot say much more than this, that it is an Advisory body of a size and character admirably adapted for the discussion of policies and that its deliberations are often very influential in shaping the course of the University or problems that come up.

The endowment fund of the University amounts to \$9,150,000. The total of gifts from Mr. Rockefeller is \$14,800,000.00 gifts from other persons amount to about \$5,800,000.00

In general the dormitories for women are not equal to the demand; that is, if we had more halls, students would be glad to occupy them. At the same time, there is no discrimination

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no objection to such the matter further
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The strong advantages of the University of Chicago consist,
to my mind, in its modern buildings, excellent equipment,
especially in the sciences, the eminence and ability of members
of the Faculty, ~~among~~ whom like Mr. Michelson, Mr. Coulter,
Mr. Laughlin, and others whom I might mention, are of national
reputation; also in the flexible quarter system, which permits
a student to enter and take up work at any one of four times
during the year, and does not compel him to lose twelve months
because he is obliged to drop out for a few weeks by illness
or lack of funds. Further, to my mind, the fact that the
University is in contact with the business life of Chicago
is a great point in its favor. It keeps us from losing ourselves
in academic dreams and holds us down to the practical realities
of existence to which a college education if it is to be
effective must apply.

Our most distinctive college song is the Alma Mater, a copy
of which we send you.

With regard to the policy of segregation, adopted a year

in time there will be probably a quadrupling for Junior men ;
no disposition to carry the matter further at the present.
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These answers to your inquiries are rather fragmentary and disjointed, but I hope they will give you a general idea of the situation. We appreciate your kindness in speaking a good word for us in a region where we are not always understood, and hope for a continuance of your sympathy and kindly judgment.

Yours very truly,

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Jan 13-1905
Mr. Chandler
The Registrar

Answered
May

JAN 19 1905

Chandler
return to the President

University of Chicago

(13)

Dear Sir:-

I am to make a short report
on the U. of C. before the University
Club here soon. Will you kindly
furnish me information upon the
following points.

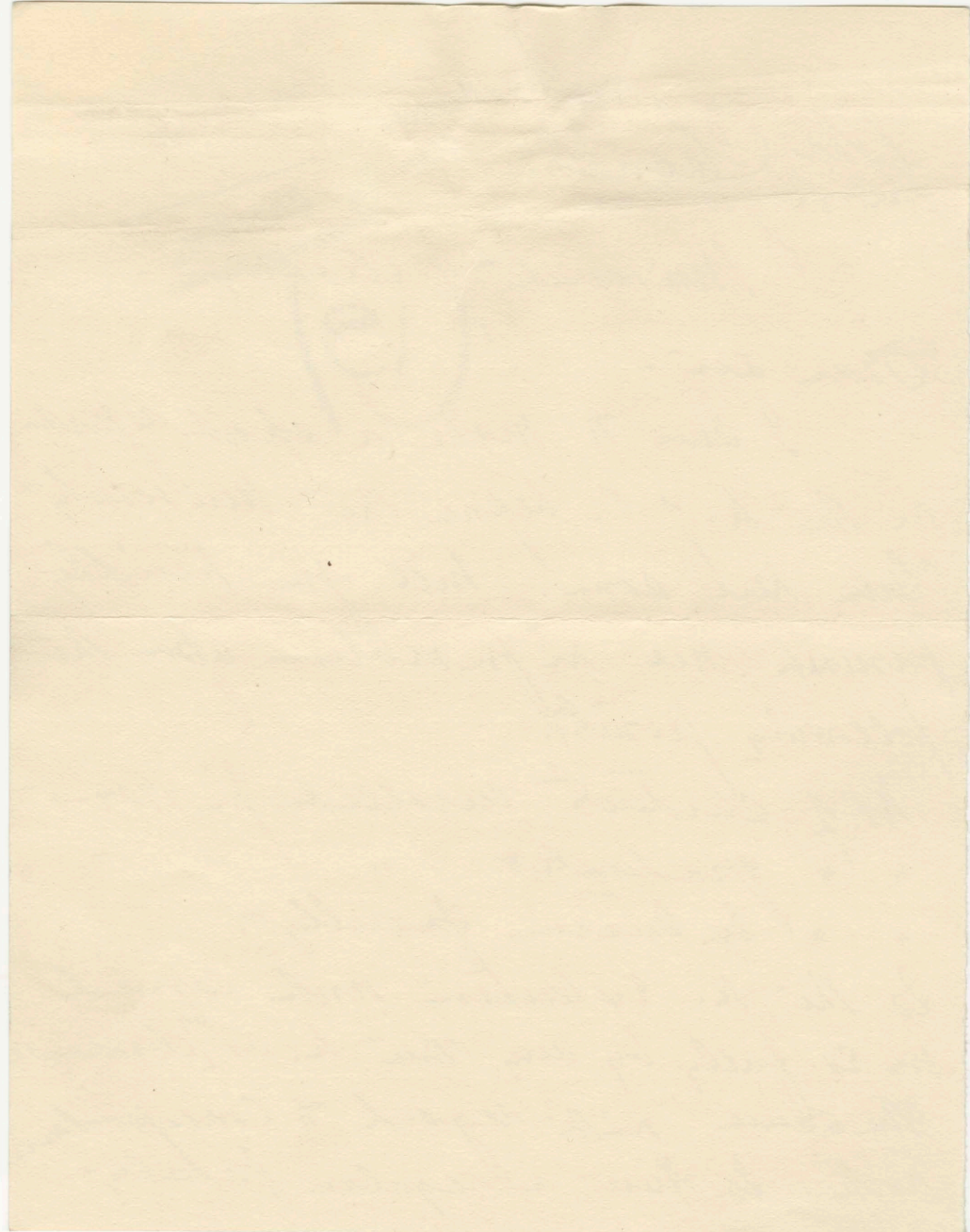
No of students enrolled for 1904-5

" " graduates " " "

" " Extension faculty.

Is the U. Extension work carried
on so fully by any other U. as ^{by} Chicago?

The same with regard to Correspondence
work. Is there a regular faculty



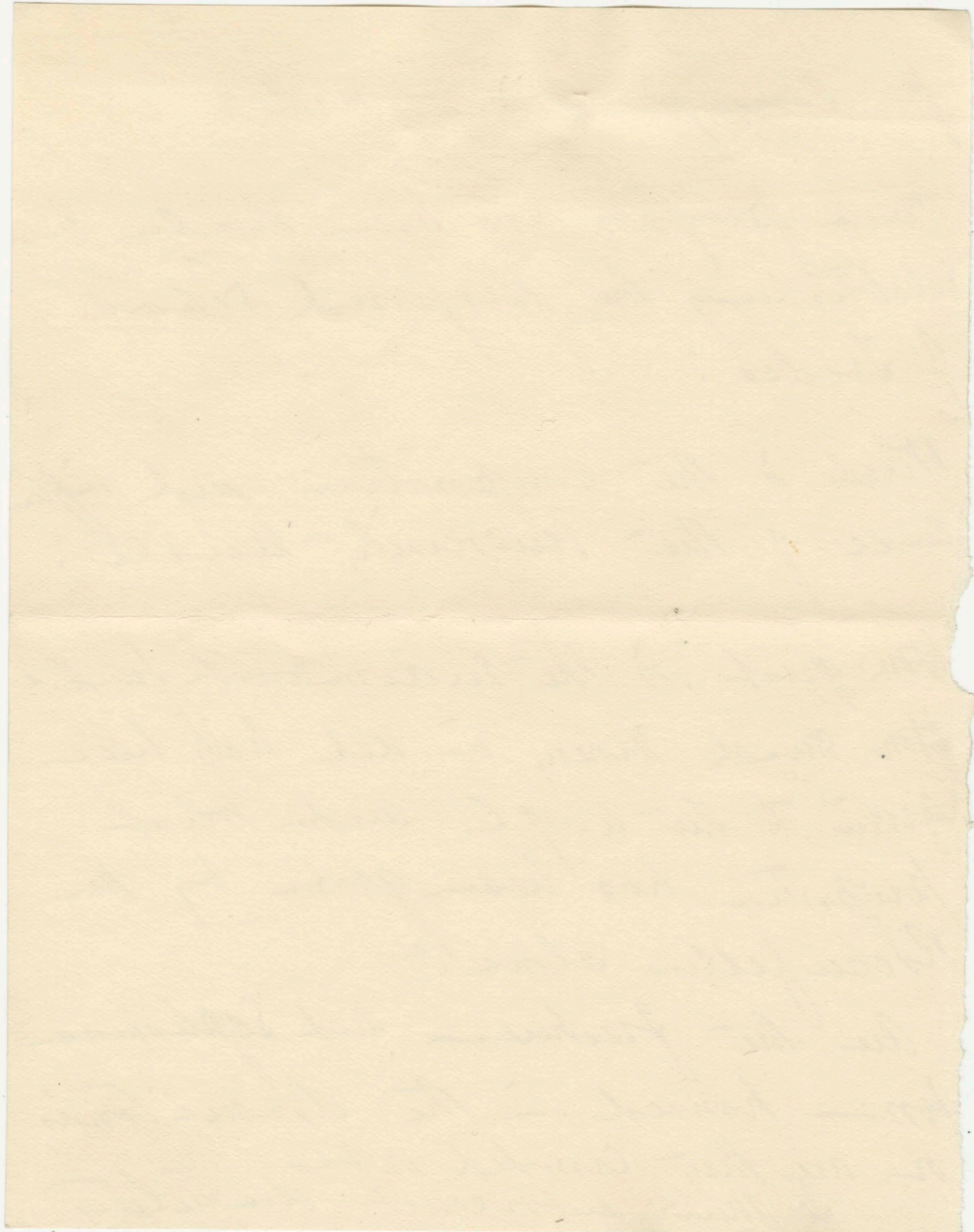
for Correspondence Unit?

What progress has been made in establishing the proposed schools of Trades?

What is the composition and influence of the University-Senate?

How great is the endowment fund?
How much money in all has been given to the U. of C. and what proportion has been given by the Rockefeller alone?

Are the Freshmen and Sophomores
housed in the dormitories
or are they crowded out -
Is their subsequent demoralizing



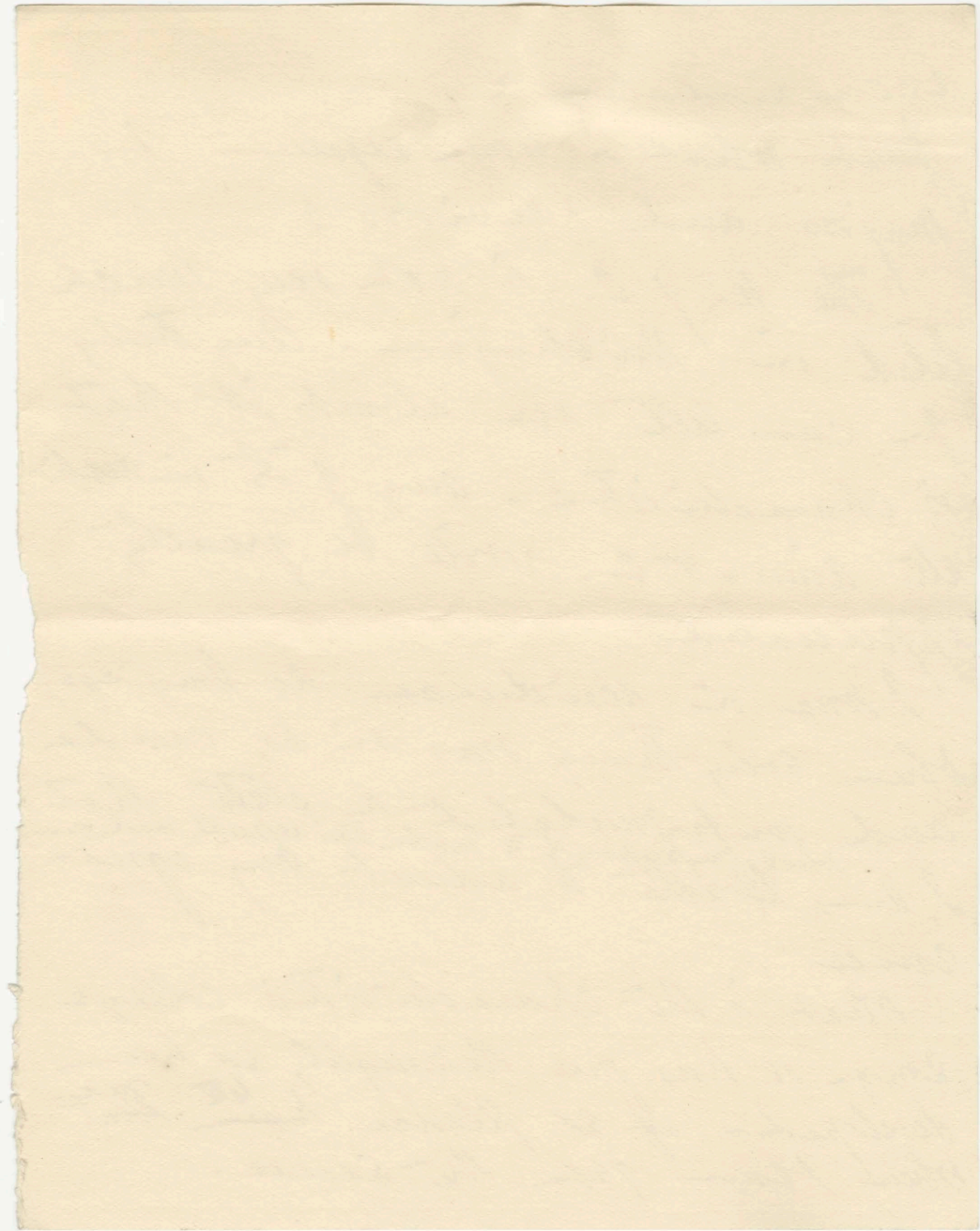
accommodation?

Just what is your system of
majors and minors?

The U. of C. is not very much
liked in Michigan. Anything
you can tell me about it that
is characteristic - any of its im-
mediate aims - &c. - will be greatly
appreciated.

I was in residence so long ago,
when every thing was so crude
and unformulated a state that
I am ^{now} ^{unprepared} to make ^{this report} and am
wondering to admit my igno-
rance.

What is the characteristic college
Eng. or has one thoroughly so been
developed - If so please ^{let me} know
when I can get the same.



4
What is the logical outcome of the
segregation movement, is it a
secret?

It has certainly alienated some
of the graduates; this I do not care
to dwell upon. This side of the Uni-
versity life to a body of men
already critical toward the insti-
tution.

Thanking you in advance for
this information,

I remain,

Very sincerely

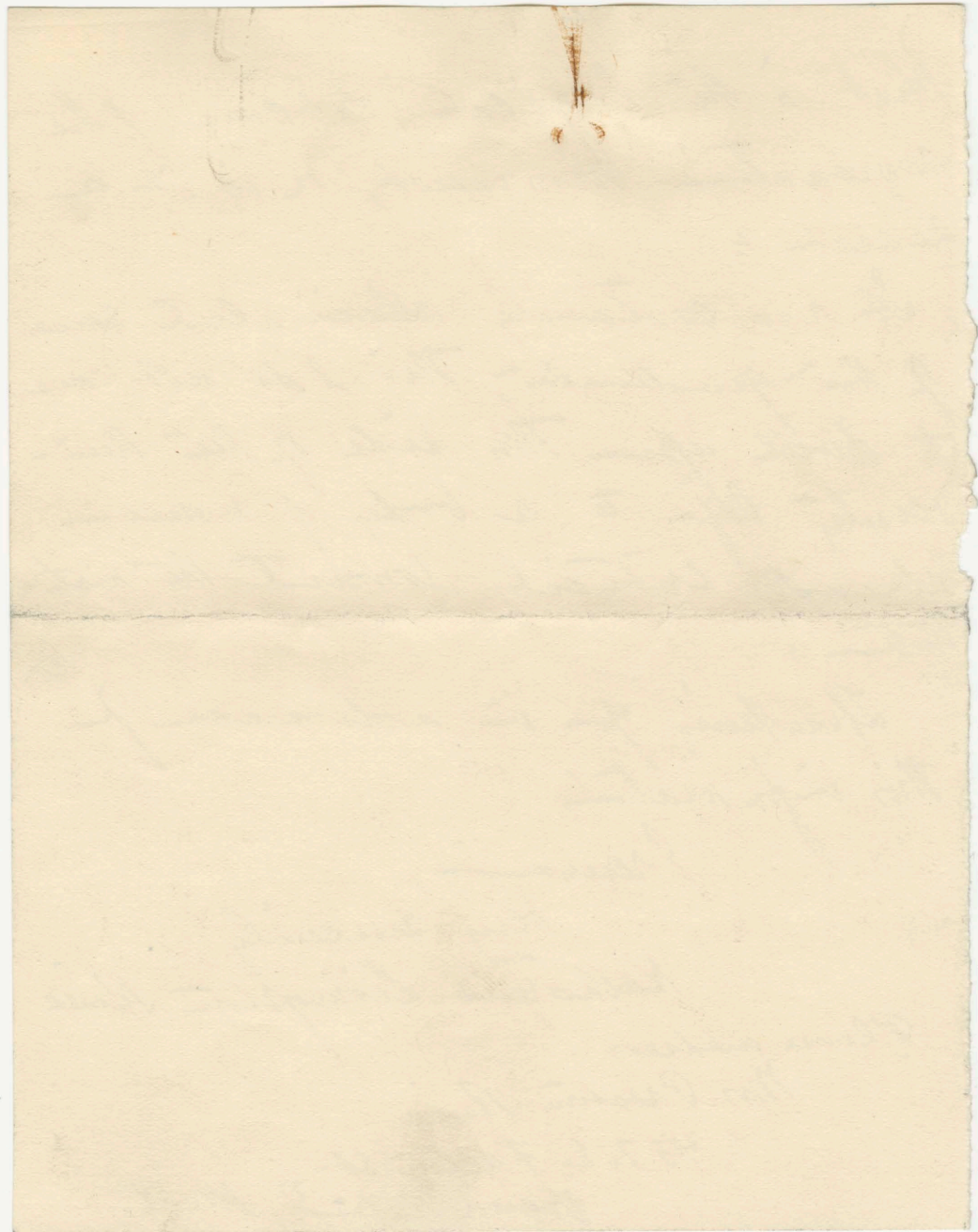
Katharine Livingston Rice

Please address

Mrs Preston Rice

437 E. Fallin St

Grand Rapids, Mich.



IOWA STATE COLLEGE
AGRICULTURE AND MECHANIC ARTS

DEPARTMENT OF
HISTORY AND PSYCHOLOGY
AMES, IOWA

123
ORANGE HOWARD CESSNA, PROFESSOR
LOUIS BERNARD SCHMIDT, ASSOCIATE PROFESSOR
OTTO THEODORE HOKAASEN, ASSISTANT PROFESSOR
THOMAS FRANKLIN VANCE, ASSISTANT PROFESSOR

December 16, 1914

*Quarterly
system*
President Harry Pratt Judson,
University of Chicago,
Chicago, Illinois.

Dear President Judson:-

President Pearson has recently appointed me Chairman of a Committee to investigate the merits of the four quarter system, as compared with the present semester plan and special summer session. In view of the fact that there are certain disadvantages connected with our present semester plan and the fact also that this institution will present a twelve weeks summer school during the coming summer of 1915, it has occurred to a number of us that the four quarter system would be preferable. Will you please send me therefore a statement of your opinion as to the advantage of the four quarter system over the two-semester, special-summer-session plan. I would be glad to have you reply fully on this point.

Is the four quarter system in vogue in any other leading institutions in this country?

When I was in attendance at the University of Chicago, I was greatly impressed with the four quarter plan and I feel that it would be wise for us to adopt the same system, although I realize that the plan would encounter serious objections owing to the necessity of recasting and rearranging all our courses of instruction.

Any attention you may feel inclined to give to this matter will be greatly appreciated.

Very truly yours,

L. B. Schmidt

Handwritten signature

DEAR SIR,

I have the pleasure to acknowledge the receipt of your letter of the 12th inst.

in relation to the matter of the proposed extension of the term of office of the members of the Board of Directors of the Chicago, Illinois, and North Western Railway Company, and in reply to inform you that the same has been referred to the Board of Directors for their consideration.

I am, Sir, very respectfully,
Yours very truly,

Wm. H. Smith, President
Chicago, Illinois
President of the Chicago, Illinois, and North Western Railway Company

Very respectfully,
Yours very truly,

Wm. H. Smith, President
Chicago, Illinois
President of the Chicago, Illinois, and North Western Railway Company

December 13, 1904

THE UNIVERSITY OF CHICAGO
LIBRARY

THE UNIVERSITY OF CHICAGO
LIBRARY

127

Chicago, December 21, 1914

Dear Professor Schmidt:-

Your favor of the 16th inst. is received. I am not aware whether the four-quarter system is in vogue elsewhere than in the University of Chicago, although I have the impression that Columbia has adopted something analogous to it. Of course summer schools as usually organized are not in the same line. The four-quarter system has been entirely satisfactory to us for upwards of twenty years now. It makes the entire situation, both as to faculty and students, far more flexible and effective. The recasting and rearrangement of the courses of instruction is a minor matter which is easily carried out. The University of Chicago regards the system as beyond question.

Very truly yours,

H.P.J. - L.

Professor L. B. Schmidt,
Iowa State College,
Ames, Iowa.

Yours truly,
Iowa State College,
Professor L. B. Schmidt.

H.B.L. - L.

Dear Mr. Schmidt:

The system we propose is being
carried out. The University of Chicago regards
of the college of instruction is a much better system is
flexible and effective. The teaching and learning
situation, both as to faculty and students, has more
as for quality of work than now. It makes the entire
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Dear Professor Schmidt:-

Chicago, December 31, 1914

IOWA STATE COLLEGE
DEPARTMENT OF
AGRICULTURE AND MECHANICAL
HISTORY AND PSYCHOLOGY
AMES, IOWA

149

University of Michigan

DEPARTMENT OF EDUCATION

A. S. WHITNEY
C. O. DAVIS
C. S. BERRY
F. S. BREED
G. L. JACKSON
J. B. EDMONSON,
INSPECTOR OF SCHOOLS

APPOINTMENT COMMITTEE

C. O. DAVIS, VICE CHAIRMAN
MARGARET CAMERON, SECRETARY
BERTHA BECK, CLERK

Ann Arbor, Mich., Jan. 15, 1915.

*Quarterly
System*

President Harry P. Judson,
University of Chicago,
Chicago, Illinois.

My dear Sir:-

We have a committee appointed to consider the advantages and disadvantages of the quarterly system as the same might be applied to this University. President Hutchins desires me to secure an opinion from you on the subject and I write to see if you will kindly favor us.

We find our summer session has created new problems and necessitates some new legislation. Your experience with the quarterly system leads many of us to believe that is the proper solution and are therefore investigating the subject from that point of view. Anything that you may say will be very greatly appreciated.

With very kindest regards, I am

Very respectfully,

A. S. Whitney

ASW-B

VS-1-B

Handwritten signature: J. S. [unclear]

Very respectfully,

With very kindest regards, I am
with me very respectfully appreciated.
that point of view. Anticipating that you may see
and are therefore investigating the subject from
many of us to believe that is the proper solution
don't experience with the district system tends
problems and necessitates some new legislation.

We find our summer session has started now
I write to see if you will kindly favor us
to secure an opinion from you on the subject and
this university. President Hutchins desires me
district system as the same might be applied to
study the advantages and disadvantages of the

We have a committee appointed to con-
sider the subject:-

Chicago, Illinois.
University of Chicago,
President Harry E. Johnson,

Very truly yours, Jan. 12, 1912.

DIRECTOR OF SCHOOLS

J. B. EDWARDS
C. L. JACKSON
A. E. BAKER
C. E. BROWN
C. O. DAVIS
A. E. MILLER

DEPARTMENT OF EDUCATION

University of Chicago

BERNARD BECK, CLERK
HUBERT DUNBAR, SECRETARY
C. O. DAVIS, VICE CHAIRMAN
APPOINTMENT COMMITTEE

not in
my
perhaps

Handwritten mark

Chicago, January 18, 1915

Dear Mr. Whitney:-

Your favor of the 15th inst. is at hand. We have been acting under the quarter system from the very beginning of the University in 1892, and regard it as, as far as we are concerned, beyond discussion a success. There are not many students who are continuous residents through four quarters, though in special cases that is done. It is a great advantage, however, to students to be able to select the quarter for vacation that may be most convenient for them individually. The majority of students are in residence through the autumn, winter and spring, but not a few are able to be off in the winter or the spring, for instance, and resident in the summer instead. Again the summer quarter, being not a summer school but a regular quarter of University work enables many people to obtain the benefit of resident work in the University who otherwise could

Chicago, January 18, 1915

Dear Mr. Whitney:-

Your favor of the 13th inst. is at hand. We have been acting under the quarter system from the very beginning of the University in 1892, and regard it as, as far as we are concerned, beyond discussion a success. There are not many students who are continuous residents through four quarters, though in special cases that is done. It is a great advantage, however, to students to be able to select the quarter for vacation that may be most convenient for them individually. The majority of students are in residence through the autumn, winter and spring, but not a few are able to be off in the winter or the spring, for instance, and resident in the summer instead. Again the summer quarter, being not a summer school but a regular quarter of University work enables many people to obtain the benefit of resident work in the University who otherwise could

perhaps
may be
not ha

not have it at all. If a student is ill that illness may easily cause him to stay out, through the autumn perhaps. In that case he resumes his residence in the winter, and in the long run suffers no loss of time. A case was brought to my knowledge yesterday of a student in an eastern college who ought to be out about three months on the ground of health, but should that be done would lose an entire year of college work.

From the point of view of the faculty the plan is especially advisable. Members of the faculty are able to adjust their vacation according to personal convenience, as in the case of students, and one may for instance spend the winter in the south, and do the work of the summer quarter instead.

On the side of disadvantages there is practically nothing excepting of course the additional cost involved in the summer quarter. Still we feel that the great plant of the University ought not to be idle through a quarter of the year, and that it should be in operation for the benefit of education practically all the time. We adjust matters so that we have in effect all of September for repairs and renovations.

Very truly yours,

H.P.J. - L.

Mr. A. S. Whitney,
University of Michigan,
Ann Arbor, Michigan.

THE YACOB' HICHTEN
UNIVERSITY OF HICHTEN
H. V. S. HICHTEN

H. V. S. - T.

DEAR FRIENDS

REMEMBERING

so that we have in effect all of September for writing and
of education University all the time. We shall increase
the year, and that is what we in operation for the purpose
of the University shall not be to be able to make a number of
in the summer months. Still we feel that the State must
nothing excepting of course the additional cost involved

on the side of disadvantages there is financially
disaster instead.

the winter in the winter, and so the work of the summer
we in the case of students, and one may for instance attend
to what they would according to personal convenience
advantageously.

Among the things of which of the winter the State is
most concerned is the State of college work.
monies on the State of winter, but should that be done
in an entirely college way shall be to be out of the
State and should be to my knowledge the State of a student
winter, and in the long run will be no loss of time. I
believe. In that case we realize the sentence in the
will easily come up to what one's through the winter
for what it is all. If a student is in the State

92

NORTHWESTERN UNIVERSITY
EVANSTON-CHICAGO

November 20, 1918.

OFFICE OF THE PRESIDENT
UNIVERSITY HALL
EVANSTON, ILLINOIS

*Received
Department*

President H. P. Judson, LL.D.,
University of Chicago,
Chicago, Ill.

Dear Sir:

At the recent meeting of the National Association of State Universities in Chicago, President Holgate of Northwestern was asked to have prepared a report on two wartime matters connected with colleges. I am therefore requesting your opinion on these matters. The first question is this: what is the opinion of your faculty as to the relative merits of the two term session and the three term session as it exists now under the S. A. T. C. plan?

The second question relates to the subject of the amount of credit which has been given in your institution for army service. We are told that in Canada one year's credit was given and we wish to see how this compares with the United States.

Any information on these matters would be greatly appreciated.

Very truly yours,

Rudolf Allen

Secretary to the President.

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the

NORTHWESTERN UNIVERSITY
Evanston, Illinois

October 22, 1915

Division of the President
University of Chicago
Chicago, Ill.

President E. P. Johnson, M.D.,
University of Chicago,
Chicago, Ill.

Dear Sir:

At the recent meeting of the National
Association of State Universities in Chicago,
President Bolger of Northwestern was asked to
make a report on the work of the
committee on the subject of the
university of the future. The first question
is that of the origin of your fund as
in the relative merits of the two plans and
the other two questions as to what is now under the
study of the committee.

The amount of credit which has been given in your
institution for any service. It was said that in
Graham and your credit was given and we wish to see
how this compares with the other plan.

My information as to these matters would be
greatly appreciated.

Very truly yours,

Handwritten signature

Secretary to the President

Chicago, November 22, 1918

Dear Sir:

Your letter of November 20, addressed to President Judson, is put in my hands for reply.

As the University of Chicago has for over twenty-five years operated on the quarter system, it is perhaps superfluous to say that we regard this arrangement as the most desirable.

Your second question I find slightly ambiguous. Assuming that you wish to know what academic credit we have given for actual service with the armies of the United States, I write to say that such action as we have taken can hardly be stated in this form. We have granted our Bachelor's degree to students of high standing who were within not to exceed one-half year of graduation. This I think represents the maximum concession, and has been applied in relatively few cases. Probably as students

Chicago, November 22, 1918

Dear Sir:

Your letter of November 20, addressed to

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come back to us from the Army training camps, we shall have occasion to consider the assignment of credit on a slightly different basis. Some of the work in artillery camps, for example, is of a kind that we might properly recognize in connection with our work in mathematics, physics, and chemistry.

Yours very truly,

J.R.A. - L.

Mr. Rudolf A. Clemen
% President's Office
Northwestern University
Evanston-Chicago, Illinois

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Yours very truly,

J. R. A. - L.

Mr. Rudolf A. Clemens
& President's Office
Northwestern University
Evanston-Chicago, Illinois

7
Chicago, April 21, 1915

Dear Dr. Goodspeed:-

The University as originally organized contained some rather unique features. Some of those have been discarded and some have remained. The most important feature which has proven entirely successful that is in force to-day as it was at the outset is the four-quarter system, whereby students may enter at the beginning of any one of the quarters and receive a degree at the close of any one of the quarters. This also makes possible the summer work on a regular University basis, quite differently from the summer school as ordinarily conducted.

Another feature which has essentially remained is that of concentration of work. While it does not take quite the original form, at the same time the normal work of the student in our Colleges comprises three subjects of study which are given from four to five hours a week each. As a mere matter of nomenclature a course which is offered four or five hours a week for a quarter is called a major.

Chicago, April 21, 1915

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The original organization was based not on the quarter system but on the term system, each quarter being divided into two terms, and a student was supposed to take in each term only two subjects of study, one being a major and the other a minor. The major was a subject presented two hours a day throughout the term, and the minor one presented one hour a day throughout the term. A subject presented two hours daily throughout the entire quarter was called a double major, and a subject presented one hour a day throughout the quarter was called a double minor. This plan was changed within the first two years to the present system. The only remnant of the division of the quarter into terms is found in the summer quarter, in which the two terms are still convenient, and in which a minor subject of instruction is still found. Even with the present change it will be noticed that the student usually carries only three subjects, whereas in other institutions a student may carry five or six subjects, of course meeting often one, two or three hours a week, as the case may be.

The third part of the organization which has remained is that of the distinction between the Senior and the Junior Colleges. The Junior Colleges, originally called the "Academic Colleges", cover work which could be done and

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The third part of the organization which has remained is that of the distinction between the Senior and the Junior Colleges. The Junior Colleges, originally called the "Academic Colleges", cover work which could be done and

should be done in the secondary schools. The original division has been retained at the end of the second year. Recent study makes it probably advisable that this division point should fall earlier in the course, but the division remains, and the likelihood of being able to slough off this Junior College work, which was one of the original intentions of the University, seems stronger to-day than it ever has been since the University was opened.

Another distinctive feature of the University was the provision for original work of investigation on the part of the faculty. This has been maintained from the beginning, and is permanently embodied in the University life and work.

Another important feature which has remained unchanged from the outset is that relating to fourth-quarter work done by members of the faculty. The normal work of a member of the staff covers three quarters. If work is done for the fourth quarter it may be either on the vacation basis or on the cash basis, the latter being two-thirds of the regular cash salary. This provision has been found extremely useful in many ways, and especially advantageous to members of the faculty who desire to have some consecutive time for study away from the University.

H.P.J. - L.

Very truly yours,

Dr. T. W. Goodspeed.

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Very truly yours,

H. P. L. - L.

Dr. T. W. Goodspeed.

President Harry Pratt Judson, University of Chicago,
Dear Sir -

25/62

I was one of several hundred people who did not persevere, because of the lateness of the hour, and present their respects and congratulations at the opening of the Ida Noyes Hall, two weeks ago. My loss of opportunity on that occasion has mingled at least one regret with the pleasant recollections brought home from the quarter centennial celebration, tho I greatly enjoyed all that I saw of it, and I was in attendance three days.

I am grateful to have known some of the pioneers in the history of the University, notably William Rainey Harper and Dr. Goodspeed, whose book records so vividly the beginnings that had the promise and potency, with God's blessing, of the splendid growth of the quarter century just ended. I rejoice in all that has been done and attained, and share the hopes for the future.

Very truly yours,
Granville, Ohio, June 21, 1916.

George Fitch Meffiben.

2-C
Chicago, June 22, 1916

Dear Mr. McKibben:-

Thank you very much for your note of the 21st inst. The crowd was so tremendous at the Reception that not hundreds but I fear thousands found it impossible to pay their respects in person. I was glad, however, to have so many see the building and honor the University by their attendance.

With all best wishes, I am,

Very truly yours,

H.P.J. - L.

Mr. George Fitch McKibben,
Denison University,
Granville, Ohio.

Chicago, June 22, 1916

Dear Mr. McKibben:-

Thank you very much for your note of the 21st inst. The crowd was so tremendous at the Reception that not hundreds but I fear thousands found it impossible to pay their respects in person. I was glad, however, to have so many see the building and honor the University by their attendance.

With all best wishes, I am,

Very truly yours,

H.P.J. - L.

Mr. George Fitch McKibben,
Denison University,
Granville, Ohio.

37

**THE COLLEGE OF BUSINESS ADMINISTRATION
OF
BOSTON UNIVERSITY**

**525 BOYLSTON STREET
BOSTON MASSACHUSETTS**

November 5, 1917.

Quarterly System

Dr. Harry P. Judson, Pres.,
University of Chicago,
Chicago, Illinois.

My dear Dr. Judson:

We are contemplating installing here the four term plan which prevails in your institution. If consistent, would you be kind enough to send me any available information or statistics covering your experience with the plan?

Do you offer the same courses in the summer session that you offer in the other terms, and do you have courses beginning the first term that require the fourth term for completion, that is, full four term courses? Is an attempt made to include in the summer sessions the more popular subjects, or subjects that appeal to any particular groups of individuals, such as teachers, for instance?

What is your policy as regards your teaching staff? Do you expect your permanent staff to teach four terms per year, or just how do you arrange that matter?

Any information that you care to give will be very gratefully received.

Yours very sincerely,

Ralph B. Wilson

Chairman of the Faculty.

RBW--EH

The College of Business Administration
of
BOSTON UNIVERSITY

535 Boylston Street
Boston, Massachusetts

November 6, 1937.

Mr. Harry F. Johnson, President,
University of Chicago,
Chicago, Illinois.

My dear Mr. Johnson:

We are contemplating installing a new
four term plan which provides in your letter-
tion. It is suggested that you be kind enough to
send me any available information or statistics
covering your experience with the plan.

Do you offer the same courses in the summer
session that you offer in the other terms, and
do you have courses beginning the first term that
require the longer term for completion, that is,
full four term courses? Is an attempt made to
include in the summer sessions the more popular
subjects, or subjects that appeal to the larger
far groups of individuals, such as languages, for
instance?

What is your policy as regards your teaching
staff? Do you expect your permanent staff to
teach four terms per year, or just two to you
arrange that matter?

Any information that you care to give will
be very gratefully received.

Yours very sincerely,

Robert A. Johnson

Chairman of the Faculty

HRW:EM

Chicago, November 7, 1917

Dear Professor Wilson:

Your favor of the 5th inst. is received. Our summer quarter is substantially on the same basis as the other three quarters of the year. We offer the same kind of courses. We offer more general lectures in the summer than at other seasons because there is more demand for them. Under our plan a student may enter at the beginning of any one of the four quarters, and can receive his degree at the end of any one. There is no difficulty in arranging matters to that effect. We don't put any more popular subjects in the summer than at other times, excepting in the matter of general lectures to which I have referred, and which do not count toward a degree. Our teaching staff are expected to give three quarters out of four of service. We arrange the matter in advance so that some are on duty in the summer and

take their
summer more
than in any
further

Chicago, November 7, 1917

Dear Professor Wilson:

Your favor of the 5th inst. is received. Our summer quarter is substantially on the same basis as the other three quarters of the year. We offer the same kind of courses. We offer more general lectures in the summer than at other seasons because there is more demand for them. Under our plan a student may enter at the beginning of any one of the four quarters, and can receive his degree at the end of any one. There is no difficulty in arranging matters to that effect. We don't put any more popular subjects in the summer than at other times, excepting in the matter of general lectures to which I have referred, and which do not count toward a degree. Our teaching staff are expected to give three quarters out of four of service. We arrange the matter in advance so that some are on duty in the summer and

take their vacations other quarters. We do have in the summer more of the teaching staff of other institutions than in any other quarter. I shall be glad to give any further information.

Very truly yours,

H.P.J. - L.

Professor Ralph B. Wilson, Boston University
525 Boylston St.
Boston, Massachusetts

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summer more of the teaching staff of other institutions
than in any other quarter. I shall be glad to give any
further information.

Very truly yours,

H. P. J. - L.

Professor Ralph B. Wilson, Boston University
525 Boylston St.
Boston, Massachusetts

Ames
258
PRESIDENT'S ROOM
WESTERN RESERVE UNIVERSITY
CLEVELAND

Quarterly
18 January 1918

My dear Harry Pratt Judson:

Can you give me an estimate
of the cost of the four-term system
of twelve weeks each in comparison
with the cost of the two semester
system of ^{eight} ~~sixteen~~ weeks each? Don't
give too much of your time to this
question. Refer me to any so-called
literature.

Bear our best salutations
to Sophronia, and with best greetings
fo yourself, believe me

Ever yours,

Charles F. Thwing

President Harry Pratt Judson, LL. D.

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WESTERN RESERVE UNIVERSITY
CLEVELAND

18 January 1918

My dear Harry Pratt Judson:

Can you give me an estimate

of the cost of the four-term system

of twelve weeks each in comparison

with the cost of the two semester

system of sixteen weeks each? Don't

forget the work of your time in this

question. Refer me to any so-called

literature.

Best ever,
Lester

to Sophomores, and with best greetings

to yourself, believe me

Ever yours,
Lester

President Harry Pratt Judson, M. D.

18 JAN 22 1918

Chicago, January 26, 1918

My dear President Thwing:

Your favor of the 18th inst. is received. I am sending enclosed report by the Auditor which will perhaps cast some light on the subject. We have had the four-quarter system from the first, and have never had the semester system at all. It is therefore a little difficult for us to make any adequate estimate. The addition of the fourth quarter involves a further cost of administration. This cost is mainly in instruction and supplies. Of course there is practically no additional cost for heating, and not very much for lighting. It has always seemed to us advisable that the plant should be in operation the year around, and not lie vacant for three months. We are able in September to provide for all the repairs

My dear President Twining:

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Chicago, January 26, 1918

been
subject

needed. I don't think we have any literature on the subject.

With cordial regards to the good wife from the household, I am,

Very truly yours,

H.P.J. - L.

President Charles F. Thwing
Western Reserve University
Cleveland, Ohio

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subject.

With cordial regards to the good wife from the

household, I am,

Very truly yours,

H. P. L. - L.

President Charles F. Thwing
Western Reserve University
Cleveland, Ohio

Chicago, January 31, 1919

My dear Sir:

In the absence of President Judson your favor of January 27 is put in my hands for reply.

This institution, as no doubt you know, has for over twenty-five years administered the four-quarter system, and without any material difficulties which in the judgment of its faculty are not much more than offset by substantial advantages. However, the internal administration of the system presents sufficient problems to require careful study in executing a transfer from the old semester system. It would be to your very great advantage, if you can so arrange, to send some one or more of your men for a conference with some of our officials, in order that you might study in detail the situation at first hand. To attempt to aid you satisfactorily by correspondence is likely to be difficult,

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In the absence of President Judson your

My dear Sir:

Chicago, January 21, 1919

Copy to

University

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in part at least because of the inability we experience of appreciating precisely the problems which your local situation creates. You have on your faculty, however, men who have previously served in this faculty, like Professor Emmons and Professor Underhill, who could no doubt render you material assistance.

Yours very truly,

J.R.A. - L.

Professor Colbert Searles
University of Minnesota
Minneapolis, Minnesota

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Professor Emmons and Professor Underhill, who could no
doubt render you material assistance.

Yours very truly,

J. R. A. - L.

Professor Gilbert Searles
University of Minnesota
Minneapolis, Minnesota

Quarterly System

August 1, 1908.

My dear Mr. Wells:-

The University of Chicago generally suffers in comparison with other institutions on account of our interpretation of figures and the different basis on which our interpretations are made. Of course, 5070 students were not in residence at one time during the year 1906-7. Considering three quarters as a unit and counting three quarters for each student who was in residence four quarters, two thirds for those in residence two quarters and one third for each in residence one quarter, we reach a three quarters basis which enables us to compare our attendance roughly with the attendance of other institutions running throughout the year on a three quarters basis. Reducing our attendance of 5070 to a three quarter basis, we find 3204. In 1906-7 our attendance of 5070 reduced to the three quarter basis amounts to 3225; but Harvard, Columbia and other institutions with which we desire to make comparisons do not reduce their membership to the same solid facts in regard to attendance; so that we must suffer in comparison, unless other institutions use the same system. The number of students matriculating in the year 1906-7 would mean thus the number of new students entering the University; I take it that your use of the term "matriculating" is the usual Chicago term "registering" for courses. In explanation of the ratio, I have only to say that probably

August 1, 1908.

John D. Wells

My dear Mr. Wells:-

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August 21, 1908

-2-

the reporting officer from the University of Chicago did not count all the research assistants and mechanics, also those persons who offer occasional courses at the University. You know how the service of regular physicians increases the size of the Rush Medical faculty. Doubtless, an analysis of the large Harvard and Columbia faculty would show many cases of lecturers and others who are not counted in the Chicago faculty unless on an appointment of importance. The ratio would be fairer if we divided the total on the three quarter basis by the number of our faculty. This would give us something like eleven, I believe; but this involves an inaccurate use of statistics also, because not all of the two hundred and ninety one instructors are in residence for three quarters of the year. The figures then in the Second Bulletin of the Carnegie Foundation for the Advancement of Teaching must be considered very rough.

Sincerely yours,

Secretary to the President.

H.
Mr. Howard Allen Wells,
~~University of Chicago.~~

849 Park Ave.,
Baltimore, Md.

August 21, 1908

-2-

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Sincerely yours,

Secretary to the President.

Mr. Howard Crosby Wells,
University of Chicago.

847
C. A. Wells
Chicago, Ill.

849 Park Ave.,
Baltimore Md.
Aug 3, 1908.

(1)
Mr. D. A. Robertson
University of Chicago -

Dear Sir:-

In the President's quarterly statement for the Winter 1908 I observe the number of attendance of students at the University to be 2,201 and yet in your Bulletin of Information April 1907 the total attendance for the year 1905-6 was 5,079. I observe also in "Science", July 24 number that the attendance is placed at 5,079 and the ratio given between this number and the number of instructors to be over twice as large as that for any other prominent institution of learning in this country.

Would you kindly inform me if 5,079 is not the total number of students matriculated in the year 1905-6 and that in "Science" 2,201 should have been given making the ratio about 6.0 to compare with Columbia 7.0 and Harvard 7.3.

Very truly,
H. Wells

05-6
5079
3/4 3204 $\frac{2}{3}$
06-7
5070
3/4 3225 $\frac{2}{3}$

