

5342 Cornell Av.,

Chicago, October 22, 1898.

(74)

Mr. R. Harper, President,
The University of Chicago.

My dear President Harper:-

Dr. Dewey called October 26, and
we briefly discussed the subject of
my thesis and the lines of reading
for the degree from his department.

In the course of the conversation,
I learned that he can do nothing
in regard to my securing the
lower degree which must be
conferred before he can make

a recommendation as to conferring
a degree from his department, because
of my thesis and other work.

As I am perplexed over the situation,
I am obliged to ask if you will kindly
outline definitely, the plan you had
in mind at the time of our interview
in June. I refer to the interview
in which you offered me the position
of Associate-Professor of Pedagogy in
the University, beginning with the
year July 1900-July 1901, and I met
the offer with the statement that
I have no degree.

Very truly yours,
Ella F. Young,

THE FACULTIES OF
ARTS, LITERATURE, AND SCIENCE

—
OFFICE OF THE DEAN

The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER

Young

CHICAGO November 16, 1899.

My dear Mr. Dewey,-

Miss young's case has passed through Mr.
Tolman's hands, and will be presented to the senior College
Faculty on Saturday next. I understand to get her bachelor's
degree, she will need to do one year of work.

Very truly yours,

H. P. Judson

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

The University of Chicago
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CHICAGO
November 16, 1892

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Tolman's hands, and will be presented to the Senior College
Faculty on Saturday next. I understand to get her bachelor's
degree, she will need to do one year of work.
Very truly yours,

W. F. Johnson

534 2 Corner ~~of~~ ^{Ar.} ~~of~~ ^{Ar.}
Chicago, Dec. 2, 1919.

Hon. R. Harper, President,
The University of Chicago.

(49)

My dear President Harper: -

I do not comprehend the bearing
of the enclosed. What are the terms
that "have hitherto prevailed"? Two
vouchers have been sent me, one at
the close of Oct. and one at the close
of Nov., each for eighty-three and one
third dollars (\$83 $\frac{1}{3}$). I am giving
one course, once a week each, to

two classes: Autumn & Winter Quarters.

College.	Residence.
Room 434.	Course C.
Course C.	Course C.
→ Mondays	Tuesdays
4:30 - 6:30	4 - 6
16 Students	21 Students.

Handwritten note: *Handwritten note: moved which changed to Wed. next quarter.*

In time, I am giving the equivalent
of two Courses, one each quarter twice a week.

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2. It would have been pleasanter for me to give two courses, instead of repeating one, but both classes preferred to begin with the courses as planned consecutively.

The above stands for two, two-hour per week exercises through two quarters. I was entered before my return in Sept, for two courses, one for each quarter and consisting of two, two-hour exercises per week.

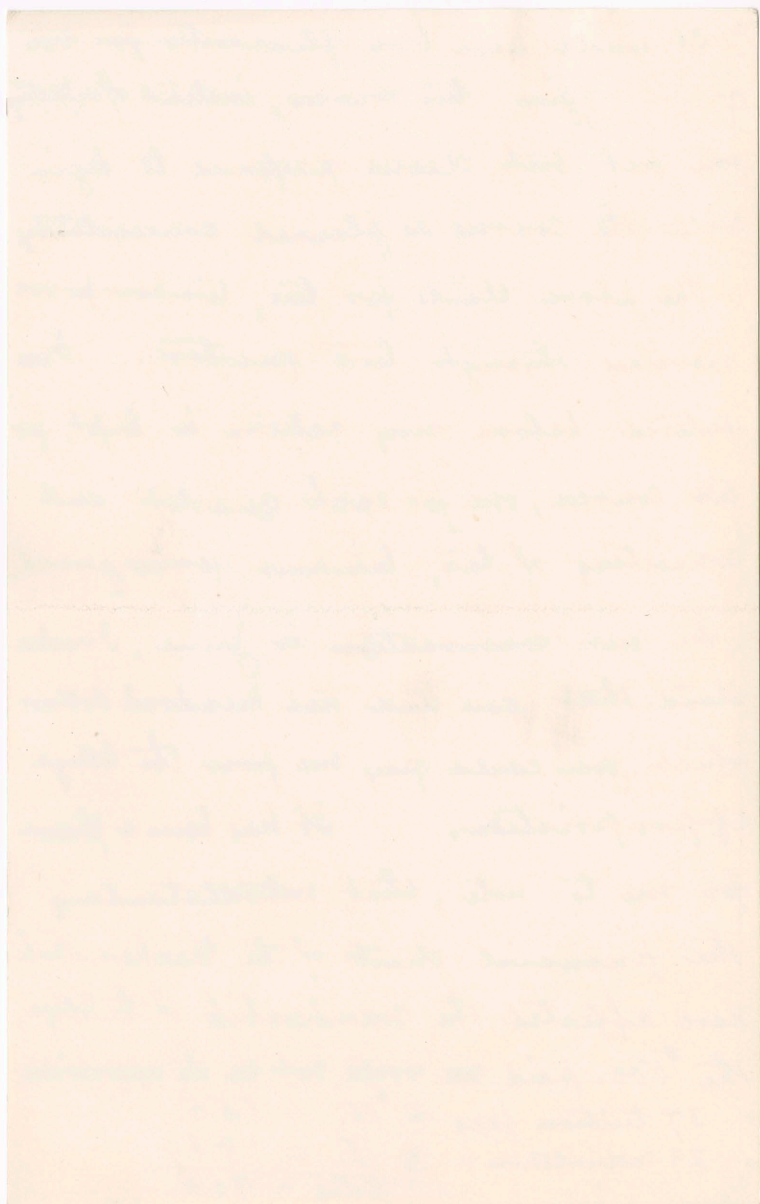
In our conversation in June, I understood that you had five hundred dollars which you could pay me from the College appropriation. It has been a pleasure

for me to note, that, notwithstanding the financial straits of the teachers which have affected the membership of the College, the \$500. paid me would not tax the appropriation:

37 tuition fees @ \$15. = 555.

29 matriculation " @ 5. = 145.

Total = 700.



3/ In October, teachers who desired to take my Course in pedagogy, urged that I, of necessity, must understand some conditions that militated against their working in the College. After consultation with the three deans, two of the objections were met by the reduction of the work in pedagogy to one exercise per week, the extension through two quarters, and the establishment of two places of meeting, six and one-half miles apart. These concessions advanced the class membership from 15 to 37. Within the past week, four teachers have complained that they were not informed of the concessions.

The remaining objections are embodied in one form or another, in the excellent recommendations, presented recently to the President by Deans Howarth & Howland.

I am confident, President Harper, that you

4th will pardon my taking enough of your time to express my pleasure over finding that a considerable amount of coldness toward the College, is due to things material (high fees, car fares, long rides, long hours) rather than to hostility of spirit toward the University.

A little more personal interest in the teachers' plans for study in the College; a little more of that generous appreciation which you have so kindly extended to me, if extended to the teachers when they apply for admission, would help, with some financial concessions, to build up a membership of at least a thousand in a short time.

With regard to the remaining half of the work, which was suggested (I refer to that in connection with the University Elementary School). I would report that Mr. Dwyer and I

I am carefully considering "What can be done to make the work of the Elementary School really available in the pedagogical department." He had planned, that I should begin the latter part of this week on a study of the working out of the theory and method of the school, as a preliminary to an expert report, thorough and searching, to Mr. Dewey.

Thanks to your courtesy, the work on the estimation of my equivalents for the lower degree was attended to promptly, and no longer attracts my attention. I have presented myself before Mr. Howland and Mr. Cutting for examination as to my reading knowledge of French & German. The necessary certificate, signed by them, is now in Van Tolman's possession.

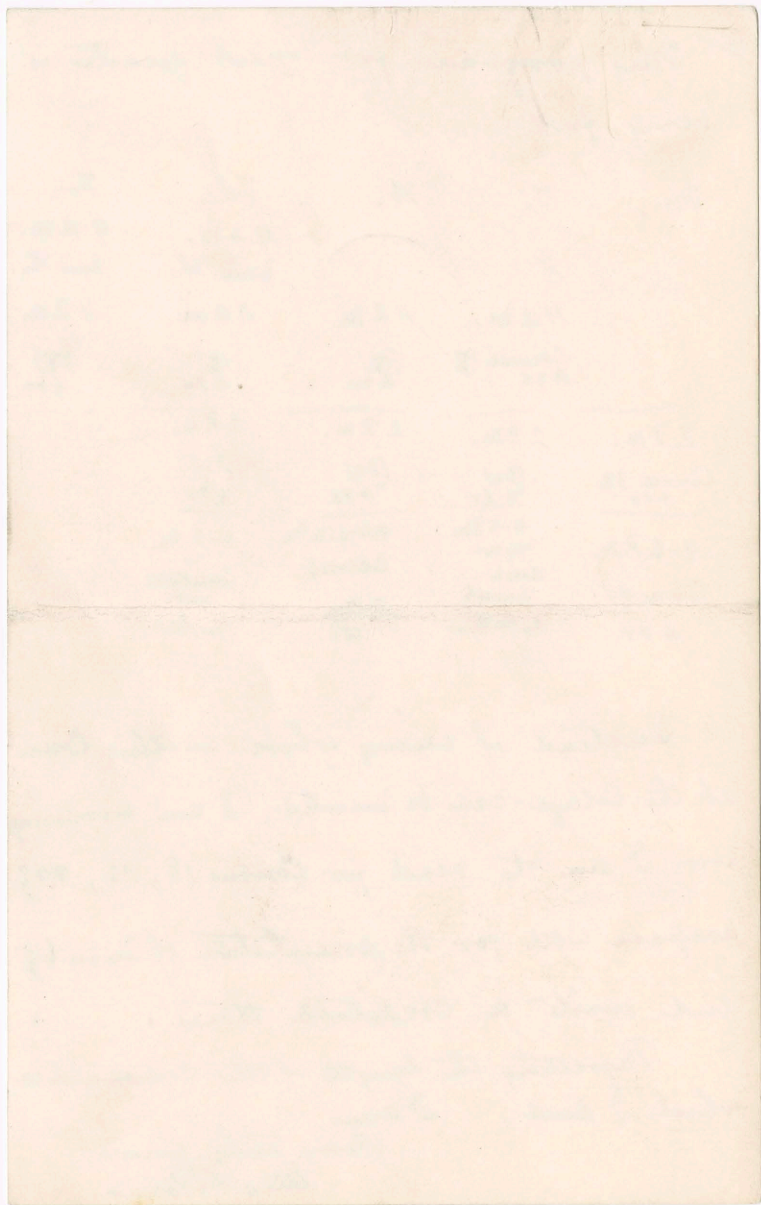
6 My program for next quarter is very full:

M.	T.	W.	Th.	Fr.
			9 A.M.	9 A.M.
			Univ. H.	Univ. H.
	11 A.M.	11 A.M.	11 A.M.	11 A.M.
	Course 18	(18)	(18)	(18)
	A 34	A 34	A 34	A 34
2 P.M.	2 P.M.	2 P.M.	2 P.M.	
Course 32.	(32)	(32)	(32)	
A 30	A 30	A 30	A 30	
4-6 P.M.	4-6 P.M.	4:30-6:30 P.M.	4-5 P.M.	
	My own	Course 6	Consultations	
Course 44.	at my	College	with	
A. 34	my Residence	434.	Mrs. Sawyer	

Instead of seeing where another Course at the College can be inserted, I am wondering how I am to read for Courses 18, 32, 44; prepare well for the presentation of Course 6; and write a creditable thesis.

Regretting the length of this communication which I send, I am

Very truly yours,
Elizabeth Young,



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Name or Subject Relations of University to Public
 Schools

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Regarding

Date _____

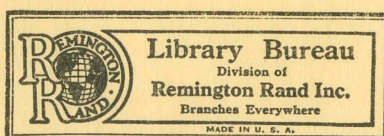
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Name or Subject

File No.

Hart, Albert B.

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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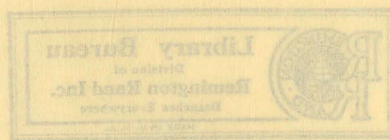
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Hart, Albert B.



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subject at top of the sheet and by the latest
date of paper. Describe matter for identifi-
cation purposes. The paper, themselves
should be filed under name or subject after
"SEE"

ALBERT BUSHNELL HART,
HARVARD UNIVERSITY,
CAMBRIDGE, MASS.

(20)

Hart

15 Appian Way, March 23, 1893.

Dear President Harper: -

May I ask your opinion upon a matter of practical education involving the relations of the universities to the common schools? All observers of American education are struck by the lack of proper preparation on the part of teachers, even in the cities and states possessing ~~good~~ normal schools. There now seems a tendency to look a little more closely into the qualifications of teachers before appointment; but what is to be done for the teachers now in service and who can not think of taking even one year out of their work to perfect their training?

The universities on the other hand are now trying in many parts of the country to reach out to the communities about them and to bring them into the sphere of university interests by a system usually known as University Extension.

Without discussing the question how long University Extension as now in action is likely to continue, I should like to ask you how far you think it possible to connect the universities with the public in another way? Here in Cambridge, almost by accident, there has been established a system of normal instruction for teachers, offered by Harvard University. It sprang out of an attempt to improve the curriculum of the Cambridge Grammar Schools by introducing experimental physics, geometry, and a rational method of teaching geography. The teachers need special training on all three subjects and it has been provided for them by the University. Three of the professors hold, what are practical normal classes ¹⁴ once a week in these three subjects; the classes are held in college lecture rooms and use college apparatus. Of course this is a very simple system, but it seems

applicable in other studies and to other teachers.

The Barnard Club of Rhode Island has invited a paper upon this subject, and in preparing it I shall feel much indebted for your opinion upon the difficulties and possibilities of such a system. An important question is that of money. Harvard has, this year, provided the courses without expense either to the teachers or to the City of Cambridge. That does not seem a permanent method nor one that could be widely applied, but a system of nominal or moderate fees for the teachers or of grants from the school boards might meet that difficulty. I do not ask your opinion in order to quote it, but simply that I may not neglect any practical difficulties which you might observe.

Very truly yours,

Albert Bushnell Hunt