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LAW OFFICES,
JESSE A. & HENRY R. BALDWIN,
SUITE 708, REAPER BLOCK,
CHICAGO.

August 1, 1902.

Dr. T. W. Goodspeed,

Secretary, University of Chicago,

C i t y.

Dear Dr. Goodspeed:

In the matter which is now pending before the Board of Trustees, and which relates to the separation of the sexes during the two years of the junior college course, I beg you to express my approval of the measure. If I were present, I should vote for it, and I would be glad to be glad to be counted as among those who favor it. For myself, I believe the proposed step will be a positive advance in educational development, and that the results will justify the assertion that it is in no measure hostile to co-education, but an aid to its highest development.

Very truly yours,

Jesse A. Baldwin

Y.

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Very truly yours,

Y.

The University of Chicago

Chicago, Nov. 11, 1902.

My dear Dr. Harper,

I am sending you the rough drawing as you requested. I think that it makes fairly clear the main points which we discussed this afternoon. Of course the architect will know how to correct our crude ideas.

I have also read over the document on segregation. I regret to say that aI am still of the opinion that the least said about the social and pedagogical aspects the better.Professor Small has done the thing as well as it could be done, but nevertheless the result is unconvincing. This material presents a marked contrast to the brief definite paragraphs of the earlier part of the paper.The reason is not far to seek. The later pages deal with opinion rather than with demonstrable facts. These assertions, however gently and qualifiedly made, are open to attack, and may provoke replies which will seem to make telling points. My attitude may be summed up in this aphorism: " When in doubt, don't do it".

Yours sincerely,

George E. Vincent.

President Harper.

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President Harper.

C O P Y.

June 24, 1902.

Dear Mrs. Rockefeller:

I have been greatly cheered during the past year by your assurance made to me at the Decennial that I need have no fear for the position of the women in the University. The action which I apprehended has been taken by the Junior College faculty which has voted to provide separate instruction for men and women. That this action was taken chiefly in the interests of men is shown not only by the fact that the protests of every woman connected with the administration and instruction and of nearly every woman graduate received no official recognition, but by the open statements of members of the faculty at the meeting and by the votes of men not in favor of the higher education of women. Some of the results which we fear are foreshadowed by our only experience in separation thus far. During the past season the University preacher has addressed the womens assembly five times and the men's assembly eight times.

I send you thismessage feeling assured of your continued sympathy for a work which has heretofore stood for the highest interests of women as well as of men, and I remain,

Very sinferely yours,

Marion Talbot.

Green Hall,
University of Chicago.

COPY.

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CO-EDUCATION IN AMERICA

My theme is not of my own choosing. New England ears are quick to catch any rustling in the western tree tops over co-education. There was more than now when the leaves were all out in August and you called me on a long wire in the glorious New York mountains to join my esteemed neighbor, the President of the University of Chicago, and present an address in your course upon the subject. My regret is deep that President Harper cannot come at the appointed time, and that you are not to have the benefit of his discussion, for we all know that it would be illuminating, and I am sure that it would clear up some misconceptions and give double weight here in New England, where it is most needed, to a widely, though not universally, accepted doctrine in American education.

Few educational people are free from bias upon our subject. Such as have had most to do with institutions exclusively for men, or exclusively for women, are likely to favor their policy, while others who have been associated with co-educational institutions think their policy the really wise one.

But no matter what leanings one may have he can hardly deny that the policy of educating boys and girls, young men and maidens, and grown men and women together is overwhelming in America.

In the elementary schools it is, in the words of the justly distinguished Commissioner of Education, "practically universal and excites no comment." It is true that there are rare exceptions to this in two or three eastern cities, due to accidental conditions such as the location or structure of schoolhouses, or possibly they may be survivals of the feeble beginnings in the public school system when

what an adequate plant for a large university could be constructed for; that upon being told from ten to fifteen millions of dollars could certainly be invested in one to good advantage and that less than that would prove inadequate, she turned to her husband and said, "Well, Mr. Stanford, it looks as if we could arrange to put five millions into the enterprise now and five millions more in five years we would be doing very well and need not fear to start." This certainly looks very natural and very creditable to the head and the heart of a woman who is preeminent in her giving to higher education.

But to come back to our subject. Northwestern University, hard by Chicago, has been forced to some meditations by reason of the number of women attracted by the special advantages offered to women. No one has thought of departing from the unalterable co-educational policy of the university. There is too much Methodism and too much democratic patriotism in the constitution of Northwestern to make such a thought permissable. The only question, and that a small one, concerns the preservation of the equilibrium of the sexes rather than the elimination of one of them.

But the University of Chicago has, in the last year, if we may judge from its just published statement, been giving itself over to much intellectual entertainment upon this subject, and has finally, by a preponderance of opinion ~~not definitive~~ hardly conclusive, determined to separate recitations on the line of sex for perhaps two-thirds of its students in the first two years of the college course.

It is unfortunate that I cannot present the statement of the university in its own words, but its elaborateness precludes. This much

may doubtless be said without injustice from conversation. The university is co-educational, and has no thought of anything else. Its charter declares its object to be to furnish opportunities of higher education "to persons of both sexes on equal terms." It does not think that "equal terms" means the same classes, and that there are some reasons which make separate classes in the first two years desirable. Some of these reasons arise out of special circumstances at that university. It declares its unalterable purpose to provide exactly equal privileges for each sex. It distinctly says that one policy is not intended for women and another for men. The plan does not contemplate separate faculties, or a faculty with a preponderance of women for women students, or "instruction for women after the fashion of a so called annex," or separation of men and women in public exercises, or the application of separate rules for men and women, or any "deprivation so far as either men or women are concerned of any educational privilege now enjoyed, unless co-instruction be so considered."

Happily the university does not intend to set up "artificial barriers to prevent men and women from every reasonable kind of association," or the "separation of the younger women from the older ones in residence halls." This declaration releases the intense feelings of the friends of the university. From all the loose talk of recent months we began to fear that the authorities of that university had gone stark mad and intending to separate its fair students into divers groups on the basis of age and intellectual attractiveness, and then going to keep out all students of the male persuasion and the baser sort by fences of some kind without seeing that the height of the fences

would have to be graduated on the comeliness of the groups and without realizing the engineering impossibility of building fences high enough to meet the needs where caution was most imperative. Indeed, there was some reason to fear that the men and women who are managing that university had forgotten all they knew in their younger days and were going the lengths of trying to keep a young man and young woman of intellectual pursuits altogether apart even after they had found something decidedly interesting in each other, without knowing that the fence which could make any pretense of doing that must have its underpinning in wet earth and its pickets in the blue arch of heaven, and that the faculty which set it up would have to call on the Chicago police and the posse comitatus of Cook County, and the Militia of Illinois, and the United States Regulars, the veterans of two wars, at Fort Sheridan to maintain it, with the chances ten to one that in the end the whole combine would go down in humiliation before a force that is over and above and independent of universities. But save the mark, the very thought of it was all unjust.

But with so much gone out of this matter it will be difficult for most of us to see what is left to justify separate instruction and recitations for two years and no more. There is nothing very objectionable in the arrangement under all the explanations and assurances, but why make the explanations and assurances necessary? Why for slight reason take a course which must very naturally provoke endless and irritating question as to whether the sexes have equal privileges? Why have to defend the apparently illogical position that co-education is the natural method for conducting educational work up to the time of

going to college, then it is not so for two years, and then it is again for the ~~rest of the time~~ last two years? And if the association of the young men and women is to be interrupted only so far as recitations are concerned, why do away with it in the only place where each gets the benefit of the serious work, measures the intellectual capacity, and sees the moral attitude of the other?

The wiser course is upon lines parallel with the highways of nature. She helps us on our way if we do not cross her tracks. The

Reply to a Memorial

Relating to the Plan for Separate Instruction

for men and women in the Junior Colleges.

---------oOo----------

I.

Has the Plan been adequately considered?

Yes.

1. "The plan has only been before the Junior College Faculty at two meetings, and no consideration has been accorded to alternative constructive plans".

It has been thoroughly debated at three meetings of the Junior College Faculty. The whole ground was traversed so exhaustively that the Faculty became impatient of further debate and unanimously ordered a vote.

Besides this a debate in private conversation has been going on ever since last Autumn. Every member of the Faculty has been fully informed as to the every phase of the discussion.

Such alternative constructive plans as were offered in the Senate were considered by that body, and negatived by a large majority as undesirable and impracticable. No tangible alternative plans were offered in the Junior College Faculty.

2. "It has been before the Congregation once, and was overwhelmingly disapproved".

The Congregation took the matter up at the end of a small meeting, (6:00 P.M.) after a large number had left. Those in the majority (the vote of disapproval was 24 to 7) refused to lay the matter over until there could be a full meeting for adequate discussion, and refused to discuss the matter on its merits. They insisted on using their majority to put a vote of disapproval on record. Under the rules, the Junior College Faculty thereupon met, reconsidered the question, and reaffirmed their former action by a decisive vote (25 to 18).

3. "It has never been before a meeting of the United Faculties."

The United Faculties have no jurisdiction in the case, any more than have the Faculties of Law, Medicine or Theology.

The plan of a mass faculty was decisively voted down a year ago. It is hardly reasonable to protest now because business is not done in the very way in which at that time it was decided that it should not be done.

4. "Many members of the Senate have never heard the plan discussed from the Junior College point of view".

Every member of the Senate has had ample opportunity to hear the Junior College point of view- both in the very abundant private discussion and in the report of the Junior College committee recommending the action. Moreover, in fact several members of faculties other than

that of the Junior Colleges did attend the meetings of that body in order to hear the debate- as any senator might have done had he so chosen.

5. "No committee of the Senate has ever considered the strictly educational aspects of the plan."

The Senate is so small a body and opinions on the matter were so clearly defined that debate in the full Senate easily covered the whole ground. In fact several meetings of the Senate have been devoted to debating this question alone; and there has been no subject before the University which has been more thoroughly canvassed on all sides than this question.

II.

Are the administrative features of the plan thoroughly worked out and understood?

Yes.

1. "Are the departments to be accorded responsibility in administering the measure? If so, there will be radical variance in the mode of administration due to divergent opinion in many departments."

Departments will carry out the policy of the University, as in other matters, irrespective of personal opinions.

2. "There must be undesirable coercion of departments."

It is customary to administer what has been decided as it has been decided, and not as the personal judgment of individuals may dictate. This is order in place of chaos. It is not coercion for the minority to yield to the majority.

3. "Does the measure apply to elective work in the Junior Colleges, or only to required work?"

The plan applies to all Junior College work, both elective and required, wherever the size of the class permits. This has been repeatedly stated and is well understood.

4. "What is there to preclude the transfer to the Junior Colleges of elective courses now offered in the Senior Colleges?"

This seems to imply that those who may be entrusted with administration will by some underhanded means extend the working by the plan farther than is implied in its adoption. An answer is hardly necessary.

5. "Are co-education sections to be provided in elective courses"?

This will be decided by experience. It is not necessary to attempt forecasting every detail in advance.

6. "Will Instructors be allowed any choice of the sections they are to teach?"

This will of course be decided, as all other such matters are, by the Head of the department in consultation with the President. There will be such conformity to the wishes of Instructors as is usual in other cases.

7. "Is it jidicious to enforce a measure with the disapproval of many instructors?"

This is merely asking whether the policy of the University shall be decided by majorities or minorities.

III.

Have the general educational consequences of the plan been sufficiently considered?

Yes.

1. "Aggravated by the proposed change which leaves untouched the real danger point", etc.

It is not a question of a"danger point" at all. The plan is favored by its advocates from no apprehension of dangers in the present system, but because it is believed that better results can be secured by the new one--better results in scholarship, and in dignity and refinement of life.

The steadying influence of association in the class rooms doubtless is of value; but those who have had the opportunity of observing the reciprocal influence of men and women studying in adjacent schools, or in different divisions of the same school, but not in the same classes, as are strongly of the opinion that this influence is in every way healthful at a certain stage of education as that which is exerted where the plan of full co-instruction is followed.

In this connection much stress is laid on the assertion that men and women by meeting in the class-room, learn a just estimate of one another, free from the glamour which comes from partial knowledge.

There is trouth in this proposition; but like many sweeping generalizations on educational subjects, it should be received with caution. It is true in many cases. In many other cases it is not true at all. In still other cases it would be impossible to tell whether it is true or not.

Further, even if assumed to be true in all cases, it by no means follows that it is desirable that men and women should in every instance

be associated in the class room. Quite enough of the desired disillusionment may be secured by association for a part of the time. Sooner or later all students who receive the University degrees will have ample opportunity for association in mixed classes. Meantime being for a while kept in separate classes they may receive the undoubted benefits which come from separate instruction. Thus at least a measure of the good results of both systems may be secured.

2. "The wisdom of seeking more rather than less of such competition as a stimulus"

The opposite inference should be drawn. It is not a question, however, of inability so much as of unwillingness. Men will compete with one another, but not with women. This is especially true at the age at which college is usually entered.

Further, it is a fact of common observation that at that age girls are usually further developed socially than boys, and for that reason are far from exerting such an influence on the latter as will draw them out. The reverse is likely to happen. It is well known that girls who enter the Junior Colleges commonly have their associates among men who are older, and are apt to think and speak slightingly of young men of their own age. There is little mental stimulus for either in such an attitude.

IV.

"Where is the System to End?"

The arguments in favor of the plan most distinctly do not apply "from kindergarten to graduate school." On the contrary it may easily be pointed out that the considerations which lead the majority to favor the plan apply with especial force in the Junior Colleges, very little in elementary schools, very little in real University work (which begins with the Senior Colleges). Moreover, the financial consideration would render separation in real University work impracticable. There are no sections in Senior College and Graduate Classes. To multiply sections at this point would be expensive to such an extent as would not be warranted by any considerations now apparent.

V.

Will not the adoption of the proposed plan reflect inevitably and unjustly on our students?

No more, for instance, than revision of our athletic rules, or adoption of revised definition of professionalism, or improvements in the

administration of the house system, or any other changes which experience suggests. It is wholly gratuitous to imply that culpable conduct on the part of students is the ground urged for the change. The conditions which it is desired to modify are a handicap upon the most wholesome development of student life. Change of those conditions is no more a reflection upon the conduct of students under those conditions than giving to them better dormitories, or better dining room and club facilities would be. It is not true that the observations upon which these conclusions are based were made recently for the first time. They have been the subject of private comment among many members of the faculty from the opening of the University. They did not think it would be timely, until very recently, to attempt creation of better conditions.

VI.

Have the effects of the measure on the higher education of women at the University of Chicago and elsewhere been sufficiently recognized?

The dangers recited in this paragraph may seem very real to certain members of the faculty. To others they seem wholly groundless. How either of the consequences suggested can follow from the plan is surely not apparent. The plan is an attempt to diminish the ratio of distractions which interfere with serious attention to college work. The course of reasoning is surely not apparent by which it can be concluded that the attainment of such result, or even an honest effort after it, can either be stigmatized as "coercive", or can "set back the cause of woman's education", or can put a premium on the presence of an undesirable class of women. These conceivable consequences can hardly be considered sufficiently within the range of probability to rank as practical objections.

The attitude of the women of the University toward the plan may be explained by their fears of possible results, and by the persistent contention on the part of certain members of the faculty that the whole plan is an attempt to drive women out of the University; perhaps by the apprehension that in case of the change women will presently be allowed to teach only women.

VII.

Has the influence of recent changes affecting the men in the University been thoroughly considered?

The establishment of new divisions in the University which will increase the number of men, and the erection of new buildings intended especially for the use of the men, do not favor the recommendation to delay, for no one of these buildings or new schools will be sufficiently

far advanced within a year to furnish data. Besides it has never been suggested that the plan was intended to do away with the danger of femininizing men. It is intended rather to reinforce the effects of the new gymnasium, the club house, the commons, and like agencies.

VIII.

Has public opinion been sufficiently regarded?

It is Utopian to expect the general public to succeed even in correctly presenting to itself the problem of an academic situation until it is first before them in the concrete. The agitation thus far conducted has thrown so much dust in the air, and has stirred up so much irrelevant feeling, that trial of the question in the court of public opinion can result in nothing but more confusion, until the public can be confronted with the plain facts in working form. When the real character of the plan is on exhibition in its operation, it can be judged intelligently by the public, whereas further speculative argument would simply result in greater confusion and increased incapacity to maintain a judicial attitude. Everybody familiar with the educational history of Chicago, knows that the public was led to fight Colonel Parker relentlessly when he was making some of his most important experiments. The analogy throws direct light upon the question of permitting the general public to dictate the policy of the University. That policy should be determined by those to whom the institution has been entrusted.

Furthermore, the epithet "irrevocable" is entirely inappropriate. On the contrary, the plan is not irrevocable. The majority believe that with full trial the disposition to reverse it will diminish. Should experience prove the plan a mistake, return to co-instruction in the Junior Colleges will be entirely practicable.

IX.

Have the financial consequences of the plan been adequately considered in their bearing on the University's educational procedure?

The financial consequences have been carefully studied; and it is evident that large sums of money are not necessarily involved. For example:

a) Greek, Latin, French, German and English, Mathematics and History, are subjects which require no laboratory equipment. The ordinary books used by Junior College students must in any case be duplicated many times.

It makes no difference in cost whether there are 12 copies of a book in one place, or 6 copies in each of two places.

b) It costs no more to arrange laboratory accommodations for 600 or more students in two places than in one.

c) It is necessary, in any case, to provide other space for laboratories, or crowd out the higher students. The present laboratories are about full. In a year or two there must be further provision for laboratory work. The most economical plan of extension would involve a building or buildings for elementary work. It can make little difference in cost whether there be one large building for such purposes, or two smaller ones. This is a very different problem from that involved in constructing highly specialized laboratories for advanced work.

d) In only one department is there possible increase of cost, that of physiography, the entire equipment of which for an elementary course does not exceed $8,000. to $10,000.

e) Additional dormitories would be erected only as needed, and these would, as heretofore, furnish an income on the investment. The separation question is therefore entirely distinct from the architectural question.

f) If, for any reason, the expense of separate sections for instruction proves to be serious, the plan provides that in such cases the separation shall not be made. But in few cases would it be necessary to provide more sections than now.

It should be kept in mind that the plan of buildings for a women's quadrangle is one thing, and the plan of providing separate instruction for men and women in the Junior Colleges is quite another thing. It is the second of these only which is now under discussion.

X.

Is it certain that the proposed plan meets more efficiently than any other the asserted difficulties of the present situation?

If the reasons for the proposed change were to any great extent architectural, it would be wise to postpone action until all reasonable schemes for the amelioration of the architectural situation had been considered. If, however, there are good and sufficient reasons for the change independent of the matter of buildings, and if the question has already been so fully discussed that further delay could only bring fruitless and harmful agitation, then delay is unwise.

The Junior College Faculty voted unanimously (May 17) for

the adoption of a report recommending a residence quadrangle for women on the east and for men on the west of the central grounds. There is no confusion of architectural and educational questions. It is clear that the buildings can be so constructed as to call for the slightest possible change in case later it shall be desired to revert to the co-instruction plan.

Finally:

To throw the matter back for further discussion by the faculties could answer no good purpose. It has been fully considered by each faculty body which has jurisdiction, and further discussion would be quite unlikely to give any new light or to change any opinions.

Further agitation by the public, who are not charged with the administration of the University, and who are not in a position either to understand all the facts at issue or to judge without bias the questions involved, can do no good. The matter can be decided quite as well now as a year hence, and its early determination will be a benefit to all concerned. It is true that the memorial asking for delay is signed by members of the faculty who are entitled to all respect. But the signers comprise only about a fifth of the entire faculty, and several of these are in favor of the plan. Under these circumstances it is respectfully urged that the plan repeatedly and deliberately recommended by the faculty and by the senate be put into effect.

In behalf of the majority who favor the plan.

H.P.Judson.

June 30th, 1902.

The University Recorder:

On the motion pending before the Senate, to approve the action of the Faculty of the Junior Colleges looking towards separate provision for men and women, I vote aye.

The change in question I regard, under all the circumstances, as a distinct advance in educational method. It must be taken in connection with the system of the University as a whole, and in that sense is a proposition new, original, and eminently suggestive. There are institutions in abundance in which separate education is practiced throughout. There are institutions on all sides in which co-education is practiced throughout. There is no institution in which the varying needs resulting from difference of age and circumstance are taken into account in such way as to secure for students in large part the best results of both systems, without loss of anything vital in either.

Coëducation should not be held as a fetish- as something so perfect and so mysterious in its efficacy that it is dangerous to look into it and impossible to modify it without destroying it. Between coëducation at all points and coëducation at no point there is room surely for much diversity of practice. Coïnstruction in gymnasium classes and in college sports is not usual. Reasonable decorum requires separate homes for men and for women students. In many cases elective classes are taken only by men- others only by women- thus losing the inestimable benefit of coïnstruction if that benefit is to be held as omnipresent and equally vital at all points. Social life is a good thing, but every individual needs the opportunity for solitude. The life of men and women together is a good thing. But the best development of both demands that

each should have the opportunity for some life by themselves. Young men should have some regular, concerted and definite activities in which women are not concerned. The same is true, mutatis mutandis, of women. This is very far from saying that all student life should be of this character. It does recognize an actual need of human nature, and it seeks to provide for it.

Education, is may be assumed, is a preparation for life beyong school or college. But there is a large part of such life in which men act together, quite aside from their ordinary social relations. This is true to a great extent of business, of politics, of clubs. Perhaps there ought to be no point at which a man ought to be able to escape from womankind, and live and commune with his own sort for a while. Perhaps that is the tendency of present social progress, so that in time this freedom of what may be called sex solitude will be lost. Perhaps- but meanwhile one may be permitted to believe that in these present conditions there is material benefit to the energy and the interest in life of those concerned- that in fact these separate activities by relief and contrast rather strengthen than weaken the general social instincts. They are not in themselves non-social forms of social organization. And is not all this quite as true of women as of men?

But uncompromising coëducation provides little opportunity and little training for these forms of separate sex activity. Athletics do something- but the athletes are few. Fraternities do something- but the majority of students are not in fraternities. Adapted coëducation recognizes the special needs of the case and affords a reasonable opportunity for separate life and action for all beside the mere ephemeral accidents through which students stumble in the ordinary college course.

In the old-fashioned men's colleges there is a sense of unity, a feeling of social solidarity, which is notably lacking in coëducational

institutions, and which in itself is a powerful educational agency. The flavor of it and the force of it might not be lost to any system of college education. This is not necessarily an argument against coëducation. It may perhaps be worth while to lose this particular benefit of separate education in order to attain the undoubted benefits of education together. But is it necessary to lose it? May it not in great part be attained, without losing the good results of coëducation, if adapted coëducation is adopted in judicious form? It is my belief that this is exactly what can be done, and in large measure, provided that the new system be adopted in the right time, in the right place, and to the right degree.

The Junior College as it exists in the University of Chicago, affords a peculiarly favorable opportunity for this new departure in method. The students come from many states, from many communities, from many homes. They are to a large degree strange to one another. They come in a great number of cases from small places, and are at once brought into a large city- the second largest in America, and one of the largest in the world. This, then, is the tine, as they enter their new life and are introduced to the college, for giving them that careful attention, for enabling them at the outset to form a definite notion of mass solidarity, and for keeping them interested in such college activities and aloof from such adventitious distractions as may tend to dissipate their energies and to make them effeminate. Let the men have for a while a man's life- let the woman for a while have a woman's life. The influences which at this particular time they need most can best be given them apart.

Whether the same things are possible to the same extent in all coëducational colleges need hardly be asked. Institutions in small towns and an institution in a large city are under very different conditions, and cannot be compared safely as on the same basis. We are concerned at present with no doctrinaire themés, but with the application of general principles to actual conditions as we find them. In such cases theories often need

material modification. The theory of coëducation is no exception. It should be applied in the first place so as not to deprive men of the essentially masculine training, or women of the essentially feminine training which they need. It should be applied in the second place so as to be adapted to local circumstances and needs. In a great city there are many things which can best be attained in education by having men and women for a time apart.

The same considerations do not apply to the Senior Colleges or to the Graduate or professional schools. With the Senior Colleges real university work begins. Students are older and more thoughtful. The period of preparation is ended with the Junior College. From the first it has been the policy of the University of Chicago to make sharp this distinction between the lower and higher college work, between preparation for the University and the University to which the preparatory work leads. In this preparatory work, especially in so far as students are away from their homes, and while the transition period in life is passing,- students can to advantage receive the special benefit of training in separate groups. Later they become more individual with more advanced development and may well at that time broaden the social conditions in which their intellectual work is done.

Between the separate work thus arranged for the Junior Colleges and the coïnstruction of the Senior Colleges it is quite as well that the transition should be gradual. It is not essential to the plan that all Junior College work should be separate- only that that should be its general character. As the students approach he higher college they will gradually pass into Senior College methods- there will thus be no abrupt transition.

The proposed plan will sacrifice no material benefit of coëducation, and will secure some of the essential advantages of separate education. It will provide in the quadrangle for women a means of insuring a dognified and wholesome life, and of establishing traditions impossible under

other conditions. In the quadrangle for men there will be room for a distinctly masculine development. In the central quadrangles all doing higher work will meet on the common ground of advanced scholarship. If the plan succeeds, as its advocates sincerely believe that it will, it will be a contribution to education by solving some of its most perplexing problems. No other institution is at present so favorably situated for attempting the solution of these questions as is the University of Chicago. The solution should certainly be attempted, and I have entire faith in the issue.

(Signed) Harry Pratt Judson.

Segregation

(1)

April 10th, 1906.

Mr. John M. Downen,

Principal of the High School,

Pueblo, Colorado.

My dear Sir:-

The plan of segregation at Chicago was largely a measure of expediency. Cobb Hall, our main recitation hall was badly crowded. It seemed necessary to provide additional accommodations and therefore a temporary hall for women was built and a hall already in existence was utilized for men. There are obvious advantages where classes are very large in keeping men and women separate, but although the large classes of the first two years are divided, notdifference was made in the quality of instruction. The same teachers alternately instruct men and women. That is, a teacher who had a class of women one quarter would be given men the next and vise versa. Furthermore segregation has never been carriedbeyond the prescribed courses of the Junior Colleges, coeducation still existing in about three

April 10th, 1906.

Mr. John M. Bowman,

Principal of the High School,

Pueblo, Colorado.

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The capacity of the dormitories is two hundred and twenty-two. The conditions of application are stated in the diagram to which I have referred. If I can make the situation clearer by another letter or in any other way help the lady to whom you refer in planning for her daughter's further education I shall be very glad to do so.

Yours very truly,

Secretary to the President.

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Yours very truly,

Secretary to the President.

IRA W. HOWERTH, Ph.D.
Instructor in Sociology.

ELIZABETH WALLACE, S.B.
Instructor in the Romance Languages and Literatures

CHARLES JOSEPH CHAMBERLAIN, A.M., Ph.D.
Instructor in Morphology and Cytology.

OSCAR LOVELL TRIGGS, Ph.D.
Instructor in English.

EDWARD SCRIBNER AMES, Ph.D.
Instructor in Philosophy.

ADDISON W. MOORE, Ph.D.
Assistant Professor of Philosophy.

ALBERT CHAUNCEY EYCLESHYMER, Ph.D.
Assistant Professor of Anatomy.

BRADLEY MOORE DAVIS, Ph.D.
Instructor in Botany.

HENRY RAND HATFIELD, Ph.D.
Assistant Professor of Political Economy; Dean of the College of Commerce and Administration.

JAMES WESTFALL THOMPSON, Ph.D.
Instructor in European History.

FOREST RAY MOULTON, A.B., Ph.D.
Instructor in Astronomy.

MARTIN SCHÜTZE, Ph.D.
Associate in German.

FLORENCE MAY LYON, Ph.D.
Associate in Morphology.

AMY ELIZA TANNER, Ph.D.
Associate in Philosophy.

NOTT WILLIAM FLINT, A.B.
Associate in English.

HENRY CHANDLER COWLES, Ph.D.
Instructor in Ecology.

HARRY GIDEON WELLS, A.M., M.D.
Associate in Pathology.

HENRY GORDON GALE, Ph.D.
Instructor in Physics.

SUSAN HELEN BALLOU, Ph.B.
Associate in Latin.

LISI CECILIA CIPRIANI, Ph.D.
Associate in the Romance Languages and Literatures.

WALTER WALLACE ATWOOD, S.B.
Associate in Physiography.

JAMES WEBER LINN, A.B.
Associate in English.

WILLIAM BUCHANAN WHERRY, A.B., M.D.
Associate in Bacteriology.

James H. Boyd
Assistant Professor of Mathematics

Chicago

July 26 - 1902

Segregation

Memorial to President W. R. Harper and the Board of Trustees of the University of Chicago

Gentlemen: The undersigned officers of instruction of the rank of associate and above, in the University of Chicago, respectfully request your consideration of the reasons herewith briefly indicated for submitting the proposition of segregation of the sexes in the Junior Colleges to at least one year's further deliberation by the various divisions of the faculty. This need not involve postponement of any plans for providing new residence halls for women, nor delay the erection of certain buildings to relieve the present congestion in Cobb Hall, which congestion, in the minds of many members of the faculty, has apparently been a weighty consideration in support of the proposed measure.

I. Has the plan been adequately considered?

Although the proposed measure is much the most important in its educational bearing of any hitherto considered by the faculty of the University, it has only been before the Junior College Faculty at two meetings, and no consideration has been accorded to alternative constructive plans. It has been before the Congregation once, and was overwhelmingly disapproved. It has never been before any meeting of the newly formed United Faculties, although their work will be profoundly affected for good or evil by it; and many members of the faculty have never had an opportunity to express their opinion upon the subject in an official way. Since there is no provision for a joint meeting of Junior College Faculty and Senate, many members of the Senate have never heard the plan discussed from the Junior College point of view. While the building aspect of the matter has been before a Senate committee, no committee of that body has ever considered the strictly educational aspects of the plan. These facts suggest the need of more mature consideration of the subject.

II. Are the administrative features of the plan thoroughly worked out and understood?

On the administrative side of the question there has been as yet but little elaboration of the scheme. Opinion is radically diverse and vague as to the exact plan contemplated. Are the departments to be accorded responsibility in administering the measure? If so, there will be radical variance in the mode of administration due to divergent opinion in many departments. If not, there must be undesirable coercion of departments reluctant to conform to the various consequences of the measure. Many other administrative features have not been discussed or determined. Does the measure apply to elective work in the Junior Colleges, or only to required work? What is there to preclude the transfer to the Junior Colleges of elective courses now offered in the Senior Colleges, and thus the virtual separation of the sexes throughout the under-graduate course? Are co-educational sections to be provided in elective courses in addition to those for men and women separately? Will they be favored? Will instructors be allowed any choice of the sections they are to teach? All these questions are pregnant with serious practical difficulties. Is it judicious to enforce a measure the exact bearing and final purport of which is unknown to a large part of the faculty, and which meets as now understood, with the strong moral disapproval of many instructors who will be called upon to execute it? If the plan is really wise, it can only gain strength by a mature consideration which shall define the salient features of the program and the reasons for it.

III. Have the general educational consequences of the plan been sufficiently considered?

Despite all assertions of intention (and this expression is far from uniform among those favoring the plan, many of whom frankly advocate it as a first step in the overthrow of co-education) it is evidently problematic how far the measure will effect co-education as a permanent university policy. This question has never been submitted to the consideration of all those concerned. There seems reason to believe that such dangers as co-education supposedly involves will be aggravated by the proposed change which leaves untouched the real danger point, i. e., social relations, and destroys that which is one of the most unequivocal advantages of the system, i. e., the steadying influence of intellectual association in the class room. Moreover, so far as true, the asserted inability of men to compete successfully with women in junior college work would seem to indicate the wisdom of seeking more rather than less of such competition as a stimulus to the men.

IV. Where is the system to end?

Positive assurances are given that nowhere else save in the Junior Colleges is separation of the sexes desired, yet every argument thus far advanced, which is based on educational considerations, is equally applicable in justification of such separation from kindergarten to graduate school.

V. Will not the adoption of the proposed plan reflect inevitably and unjustly on our students?

The execution of this measure, if adopted on the basis of the reasons advanced, will inevitably be interpreted at home and abroad as a reflection on our student body. These reflections which have been openly expressed in the faculty meetings of the Junior Colleges, concern the conduct of both sexes, and are such as were never made, nor suspected, till the present proposition came up. Believing sincerely that we have an unusually fine body of undergraduate students, both men and women, we deprecate this unjust but unavoidable inference.

VI. Have the effects of the measure on the higher education of women at the University of Chicago and elsewhere been sufficiently recognized?

The measure is strongly advocated as one of the greatest boons offered by modern education to women. Yet every woman under university appointment is heartily opposed to the plan, and many of them are graduates of women's colleges, and therefore not predisposed to favor the extant regime. That the measure will be coercive so far as concerns University women, that it will set back the cause of woman's education wherever the University's influence is felt, that it will be a constant menace to the self-respect of women students, and will repel from the University some most admirable women, while attracting, with a probable increase of the total number of women, a less earnest class more interested in social diversions, and not assuring a corresponding increase in strong men, are consequences to be feared.

VII. Has the influence of recent changes affecting the men in the University been thoroughly considered?

The establishment of the School of Medicine, of the College of Commerce and Administration, and the School of Law, the prospect of the development of technological work, the building of the men's club house, of Hitchcock Hall, of the Commons, and the Bartlett Gymnasium, all promise a radical change in the University atmosphere, which will put a stop to all danger of the effeminizing of the institution, and suggest strongly that the consequences of these changes on university student life should be allowed to develop before adopting measures subversive of the already established conditions.

VIII. Has public opinion been sufficiently regarded?

The natural and legitimate interests of the public in the University render it at once judicious and appropriate to show some regard to public opinion; as yet there has been no opportunity for a general expression of the public mind in this matter. It seems at least desirable before adopting so irrevocable a policy, to know whether the great mass of thinking people in this section of the country, especially the parents of our own students, would regard such a measure as a genuine educational reform, or a retrogressive abandonment of hard earned ideals.

IX. Have the financial consequences of the plan been adequately considered in their bearing on the University's educational procedure?

Evidently separate instruction for the two sexes must involve separate laboratories, libraries, and all the mechanical features of instruction. This means enormous increase of expenditure which could otherwise be used in much needed development of departments already established: or, if immense sums are not forthcoming, a serious deterioration in the grade of junior college work. There must, for example, under the proposed plan be *three* laboratories of physics, *three* laboratories of chemistry, etc. Is it yet certain that greater efficiency in the work of the institution can be gained by the new and untried plan of the duplicating, or rather triplicating of large portions of the University's equipment and instruction rather than by development along the lines already established?

X. Is it certain that the proposed plan meets more efficiently than any other the asserted difficulties of the present situation?

The necessity for delay in the present matter springs entirely from the unfortunate binding up of an educational problem, i. e. the determination of methods of instruction, with an architectural program, i. e. the construction of separate quadrangles for men and women. If it were simply a question of expansion under our present co-educational system, there need be no delay, and it would be easy to work out a plan of buildings to meet the pressing needs. But no proper opportunity has ever been afforded for the discussion of alternative constructive schemes which might meet the asserted difficulties of the present situation. Such discussion could not fail to locate the real source of these difficulties, as far as they may prove real, and would, as we believe, permit the elaboration of plans which should secure all the advantages and avoid the dangers and disturbances of the proposed measure. Moreover, such mature consideration of the problems at issue would certainly conduce to the securing of a harmony of opinion and belief among the members of the faculty which is at present unfortunately and markedly lacking.

We present our serious and sincere faith that the President and Trustees of the University will never regret, in a measure of such far reaching importance as this, the granting to the faculty of a year's time in which to arrive at a more thorough and satisfactory understanding of the nature and merits of that which is to be done. (*Signed*)

THOMAS CHROWDER CHAMBERLIN, Ph.D., LL.D.
Professor and Head of the Department of Geology.

JOHN MERLE COULTER, A.M., Ph.D.
Professor and Head of the Department of Botany.

WILLIAM GARDNER HALE, A.B., LL.D.
Professor and Head of the Department of Latin.

CHARLES CHANDLER, A.M.
Professor of Latin.

JAMES LAURENCE LAUGHLIN, Ph.D.
Professor and Head of the Department of Political Economy.

FRANK BIGELOW TARBELL, Ph.D.
Professor of Classical Archæology.

OSKAR BOLZA, Ph.D.
Professor of Mathematics.

JOSEPH PAXSON IDDINGS, Ph.B.
Professor of Petrology.

WILLIAM DARNALL MacCLINTOCK, A.M.
Professor of English, Dean of University College.

JOHN DEWEY, Ph.D.
Professor and Head of the Department of Philosophy, Director of the School of Education.

HENRY H. DONALDSON, Ph.D.
Professor and Head of the Department of Neurology.

GEORGE BURMAN FOSTER, A.M.
Professor of Systematic Theology.

ROLLIN D. SALISBURY, A.M.
Professor of Geographic Geology, Dean of the Ogden (Graduate) School of Science.

STARR WILLARD CUTTING, Ph.D.
Professor of German Literature.

JAMES H. TUFTS, Ph.D.
Professor of Philosophy, Dean of the Senior Colleges.

GEORGE L. HENDRICKSON, A.B.
Professor of Latin.

ELLA FLAGG YOUNG, Ph.D.
Professor of Education.

KARL PIETSCH, Ph.D.
Associate Professor of the Romance Languages and Literatures.

MARION TALBOT, A.M.
Associate Professor of Sanitary Science, Dean of Women.

FREDERICK STARR, Ph.D.
Associate Professor of Anthropology, and Curator of the Anthropological Section of Walker Museum.

CHARLES BENEDICT DAVENPORT, Ph.D.
Associate Professor of Zoology and Embryology.

CHARLES ZUEBLIN, Ph.B., D.B.
Professor of Sociology.

EDWIN OAKES JORDAN, Ph.D.
Associate Professor of Bacteriology.

JAMES R. ANGELL, A.M.
Associate Professor of Experimental Psychology.

MYRA REYNOLDS, Ph.D.
Assistant Professor of English.

GEORGE H. MEAD, A.B.
Associate Professor of Philosophy.

JULIUS STIEGLITZ, Ph.D.
Associate Professor of Chemistry.

THOMAS ATKINSON JENKINS, Ph.D.
Assistant Professor of Romance Languages and Literatures.

WILLIAM HILL, A.M.
Assistant Professor of Political Economy.

LEONARD EUGENE DICKSON, Ph.D.
Assistant Professor of Mathematics.

GEORGE HERBERT LOCKE, A.M.
Assistant Professor of Education.

STUART WELLER, Ph.D.
Assistant Professor of Palæontologic Geology.

THEODORE LEE NEFF, Ph.D.
Instructor in the Romance Languages and Literatures.

FREDERIC IVES CARPENTER, Ph.D.
Assistant Professor of English.

SEGREGATION OF SEXES AT THE UNIVERSITY OF CHICAGO.

The question of separate instruction for men and women during the first two years' work at the University of Chicago came up before the Trustees some time ago. At that time a gift was offered to them for the purpose of building separate quadrangles for the men and women of the Junior Colleges. It was noticed by them that in the terms of the offer "quadrangles" was meant to include not only separate dormitories, but separate classrooms and laboratories as well. As this made the matter a question of educational policy, the Board of Trustees referred for advice to the Senate. This is the highest ruling body of the Faculty, composed of the Heads of Departments only, and ordinarily all educational questions are brought to it before being submitted to the Board of Trustees. The Senate, after discussion, voted to ask for the opinion of the Junior College Faculty, before giving its own decision.

At its meeting held on June 14 the Junior College Faculty, over which President Harper presided, considered two reports from its committee: the majority recommending "that in the development of Junior College instruction, provision be made as far as possible for separate sections for men and women"; and the minority recommending "that the system of coinstruction be continued as heretofore." The committee's majority report was disapproved by a vote of 19 to 14. After the adjournment of the meeting, President Harper spoke to two members of the Faculty and their votes were then changed from negative to affirmative, making the vote 17 to 16 still against separation. President Harper himself then voted, and threw out the opposing votes of six other persons. This was done on the ground that they were disqualified because they were on one year appointments only, a rule of the University, so far as can be ascertained, never before enforced. The President then, several hours after adjournment, announced the final vote as 17 to 11 in favor of separation of sexes.

Two days later the Congregation, a body which is composed of delegates from the Faculties and Alumni, and which has certain advisory powers, voted 24 to 7, disapproving the action of the Junior College Faculty as reported to them, i. e., 17 to 11 for separation. The Junior College Faculty was obliged then to reconsider. Its vote this time was informally announced 25 to 18 in favor of segregation. Among the members of the Faculty themselves, it is not positively known whose votes were this time allowed and whose not. The Senate next met and after hours of discussion, decided to take its vote by mail in order to include its members who were away on vacation. This vote was to be counted on July 25, and the result announced to the Board of Trustees at its next meeting.

ARGUMENTS FOR SEGREGATION OF SEXES AT THE UNIVERSITY OF CHICAGO.

These, as advanced in Faculty meetings, have been noted and listed as follows:

1. Boys will not endure rivalry with girls, who always beat them, consequently many do not work at all.
2. Impossible to use sufficient severity with girls in class to produce best results.
3. Impossible to treat boys and girls in same way, regardless of mere question of severity, therefore great advantage to both in separation.
4. Tendency toward more crowding and physical contact in halls of Cobb. Asserted same result in any building for both sexes, coarsening social effect of present coeducational regime.
5. Monopolizing of corridors, stairs and grounds by girls.
6. Asserted preference of many boys and girls for separation.
7. Development of more intimate comradeship among men and women, respectively. Better type of social life.
8. Development thus of better college spirit.
9. Combination under proposed plan of all advantages of both men's and women's colleges.
10. Prevention of otherwise inevitable feminization of undergraduate body.
11. Increase of number of men under this stimulus.
12. Decrease in number of women under influence of this restraining action.
13. Increase in number of women for same reason, e.g., women who would otherwise go to women's colleges.
14. Practically a blow at coeducation. Influence slowly but surely in favor of return to old system of separate instruction.
15. Step in advance toward firm establishment of enlightened form of education. All the blessings and none of the vices.
16. No further development in junior college until proposed step is taken.
17. Large gifts available if measure is adopted.
18. Opportunity to do "conspicuous" thing in education.
19. Appeal to approval (financial and otherwise) of many persons hostile to unvarnished coeducation, especially persons of wealth, who want their girls treated from "society" point of view, and their boys from the fashionable Yale-Harvard standpoint, as they conceive this.

To the Alumnæ of the University:

Our attention is called to a circular headed "Segregation of Sexes at the University of Chicago," and signed by the Recording Secretary of the Chicago Branch of the Association of Collegiate Alumnæ and by the Secretary of the Chicago Alumnæ Association of the University of Chicago. The circular contains what purports to be a statement of facts with regard to action of University authorities, a statement of arguments alleged to have been advanced in faculty meetings favoring segregation, and a summary of arguments against segregation.

To the customary newspaper misinformation with which the public is supplied as to University affairs, and to anonymous communications on this particular subject, it is not worth while to pay any attention. But as the above mentioned circular is in a way official in character, and as it contains a great number of misstatements on matters of fact, we owe it to our alumnæ to furnish a correction. As the main question is now pending before the Board of Trustees it would obviously be improper at this time for us to go into any argument on that subject. Our comments on the circular, therefore, relate solely to questions of fact.

In the statements of the circular the following inaccuracies should be pointed out:

1. "At that time a gift was offered them for the purpose of building separate quadrangles for the men and women of the Junior Colleges."

No gift was ever offered for such special purpose, and no such gift was ever suggested by any prospective donor. The question raised in the first discussion of the Senate was whether, *in case* money could be had for a women's quadrangle, it would be advisable to provide class-rooms and laboratories as well as dormitories. However, it was thought advisable to settle the educational question independently of all financial considerations, and accordingly when the subject was taken up the second time the whole question of money was put aside. The President thereafter repeatedly announced that the money question must not be confused with the issue under discussion, and that whatever policy of future development might be thought best, means would be found for carrying it out.

2. "It was noticed by them that in the terms of the offer 'quadrangles' was meant to include not only separate dormitories, but separate class-rooms and laboratories as well."

No such offer was made — therefore the offer had no "terms."

3. "As this made the matter a question of edutional policy, the Board of Trustees referred for advice to the Senate."

The matter was not referred by the Board of Trustees to the Senate. The President laid the matter before the Senate as a question of general policy, as he is accustomed to do with all important questions.

4. "The Senate, after discussion, voted to ask for the opinion of the Junior College Faculty before giving its own decision."

The Senate took no such action. The matter was brought before the Junior College Faculty by the President without reference to the action of the Senate, because it related to Junior College work.

5. "The committee's majority report was disapproved by a vote of 19 to 14. After the adjournment of the meeting, President Harper spoke to two, and their votes were then changed from negative to affirmative, making the vote 17 to 16 still against separation. President Harper himself then voted, and threw out the opposing votes of six other persons. This was done on the ground that they were disqualified because they were on one-year appointments only, a rule of the University, so far as can be ascertained, never before enforced."

Scarcely one of the above statements is correct. The facts are as follows:

Before the ballot was taken the President called attention in the Faculty meeting to the statute of the University with regard to voting: "Instructors appointed for one year attend the meetings of the faculty with which their work is connected,

and take part in the deliberations, but do not vote" (*Register* of 1901–2, p. 10). This statute was enacted by the Board of Trustees at the beginning of the University, has been printed in every *Annual Register*, and has been in force and has been applied from the first on fundamental questions. Of course, on ordinary questions there is no roll-call.

The tellers reported 19 negative votes and 14 affirmative, neglecting to take the President's ballot. The list was then scrutinized by the Recorder, with the aid of the Dean of the Faculties and the Secretary of the Board of Trustees, in order that no error might be made. It was found that six negative votes were cast by persons disqualified under the statute to which attention had been called in advance. Others present who were in like manner disqualified, but who, had they voted, would have voted in the affirmative, did not vote. Before the vote was recorded two who had voted in the negative under misapprehension of the purport of the resolution asked to change their votes. One of those asked the President for information as to the meaning of the resolution — with the other the President had no words on the subject at all.

The motion, therefore, was carried without the President's vote, and even counting in the negative the two votes which were changed at request of the persons concerned.

The President did not announce the final vote. It was reported to the Senate by the Recorder in regular course.

6. After the action of the Congregation, a meeting of the Junior College Faculty was called to reconsider the question.

"Its vote this time was informally announced 25 to 18 in favor of segregation. Among the members of the Faculty themselves it is not known positively whose votes were this time allowed and whose not."

The tellers, Messrs. Judson and Salisbury, one representing each side, formally announced the vote as 25 in the affirmative and 17 in the negative, with six negative votes believed to be disqualified. On verification one of the questioned votes was found to be valid, and was counted accordingly. Each person whose vote was not counted was personally notified to that effect.

It is difficult to comprehend how so many misstatements could be compressed into so few lines as is the case with the preamble of the letter to the alumnæ.

Nineteen arguments for segregation, purporting to have been noted at Faculty meetings, then follow. No comment is necessary on them, except on the last four.

"16. No further development in Junior College until proposed step is taken." No such assertion has been made by any responsible authority.

"17. Large gifts available if measure is adopted." No such assertion has been made by any responsible authority. The truth appears in what has been said above.

"18. Opportunity to do 'conspicuous' thing in education." This is a perversion of what has been said.

"19. Appeal to approval (financial and otherwise) of many persons hostile to unvarnished coeducation, especially persons of wealth, who want their girls treated from 'society' point of view, and their boys from the fashionable Yale-Harvard standpoint, as they conceive this." This also is an utter perversion of anything which has been said.

The women whose names are signed to the statement on which the above comment is made, are incapable of intentionally misrepresenting facts. It is to be regretted that the sources of their information should have been so unreliable.

HARRY PRATT JUDSON,
Dean of the Faculties of Arts, Literature, and Science.

ALONZO K. PARKER,
University Recorder.

THE UNIVERSITY OF CHICAGO,
September 25, 1902.

The Question of the Co-educational Policy of the University was discussed at great length in the University Senate during the Autumn and Winter.

In February 1902 the Senate by a vote of 13 to 8 approved of a proposition looking toward the erection of a Women's Quadrangle with recitations and laboratories for the use of women in the Junior Colleges.

In the Faculty of the Junior Colleges also the matter was under consideration and in April 12, 1902, a committee on the Teaching of the Sexes in Separate Classes made the following report:

"The Committee with attempting to answer the educational question involved expresses its judgment that from an administrative point of view the separate instruction of the sexes is feasible provided such instruction be of exactly the same grade and quality for both men and women." This report was accepted and referred for further consideration to the Committee on Curriculum and Instruction.

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At a meeting of the Junior College Faculty held May 17, 1902 the Committee on Curriculum and Instruction presented a Plan for the Future Development of the Junior Colleges making the following recommendations:

1. The new buildings be erected for the use of the Junior Colleges
2. That the work of the Junior Colleges be separated from that of the Senior Colleges and the Graduate Schools.
3. That a residence quadrangle for women be established east of the central grounds and one for men to the west.
4. That both residence quadrangles be sub-divided into Houses each with its own commons and a resident Head.
5. That Houses or Clubs with common lunches be provided for students who live outside the University.
6. That smaller units for recitation halls be provided rather than one large building.

Action on this report was made a special order of business for the next regular meeting.

At a meeting of the Junior College Faculty held May 31st this report was discussed and adopted unanimously by a separate vote on each of the six propositions.

The majority and minority reports were then presented on a seventh proposition.

Proposition seven reads as follows:

Majority report: The Committee recommends that in the development of Junior College instruction, provision be made as far as possible for separate sections for men and for women.

Minority report: It is recommended that the system of co-instruction be continued as heretofore.

~~Copies of these reports upon proposition seven were sent to each member of the Faculty and the~~ The vote upon these propositions was postponed

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5. That Houses or Clubs with common luncheons be provided for students who live outside the University.
6. That smaller units for recitation halls be provided rather than one large building.

Action on this report was made a special order of business for the next regular meeting. At a meeting of the

At a meeting of the Junior College Faculty held May 31st this report was discussed and adopted unanimously by a separate vote on each of the six propositions.

The majority and minority reports were then presented on a seventh proposition.

Proposition seven reads as follows:

Majority report: The Committee recommends that in the development of Junior College instruction provision be made as far as possible for separate sections for men and for women.

Minority report: It is recommended that the system of co-instruction be continued as heretofore.

Copies of these reports upon proposition seven were sent to each member of the Faculty and the vote upon them was postponed

and it was ordered that copies of these reports be sent for two weeks, to each member of the Faculty.

At a meeting of the Faculty held June 14, 1902 the consideration of proposition seven of the report of the Committee on the Future Development of the Junior Colleges was made the special order of business and after discussion a vote upon the adoption of the majority report was taken by ballot with the following result: 17 aye and 11 nay

At the thirty-first meeting of the University Congregation held Monday, June 16, 1902 the Congregation , by a vote of 24 aye and 17 nay disapproved of the action of the Junior College Faculty in the adoption of proposition seven.

At a meeting of the Faculty of the Junior Colleges held June 23, 1902 the Recorder reported that the Congregation had disapproved of the action of the Junior College Faculty in the adoption of proposition seven of the report on the development of Junior College instruction. The action disapproved of was reconsidered and after discussion reaffirmed by a vote taken by ballot with the following result: 25 aye and 18 nay.

At a meeting of the University Senate held Wednesday, June 25, 1902 it was voted that the Senate approve of the action of the Junior College Faculty on proposition Seven and that the vote upon this motion be taken by individual statements made in writing by the members of the Senate. The result of this ballot was 18 aye, 12 nays.

At a meeting of the University Congregation held Thursday, August 28, 1902 the Recorder presented the action of the Junior College Faculty taken at its meeting June 23 in reaffirmation of proposition seven of the report on the development of Junior College instruction which was disapproved by the Congregation at its thirty-first meeting and also the vote of the Senate in ratification of this action of the Junior Colleges.

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It was moved that the Congregation approve of this action of the Junior College Faculty and this motion was carried by a vote of ~~21~~ 41 aye and 23 nay.

A. K. Parker

Recorder.

It was moved that the Congregation approve of this action of the Junior College Faculty and this motion was carried by a vote of 21 aye and 23 nay

Editorials in Unity of June 12. 1902

B

File with Jane Addams

Social Vivisection.

The idea of society as of vital organism with a common life and co-ordinate organs, an injury to any one of which is an injury to the whole, a violation to one part is a violation to every part, is one of the great generalizations of Herbert Spencer. It is a truth which only enters feebly into the thinking, and still more feebly into the acting of even intelligent men. Even those who assume to be public spirited, to be guardians of public interest, and promoters of public good are found on the slightest provocation retreating behind the defense of the barbarian, viz., the defense of his own interests; or, as he puts it, "The right of doing as he pleases with his own."

Not only in the industrial world are great combinations and vast aggregations of capital slow to recognize the rights of the public in these aggregations, but even in educational and religious institutions there still remains a large degree of that medieval assumption that such institutions exist for but not by society; that the management has supreme control, and that in the direction of such, the people, the public, have no right nor wisdom. All such assumptions rest on the greater assumption that the community is not vascular; that you can cut it and it will not bleed; you can stop the currents of its life and there will be no wound; or, if such violence be done, there will be no scar left.

The contrary is quite true. Society is not only full of blood vessels, but it is full of nerves, and to interfere with its growth, change or alter its normal development, is not dissection, the cutting up of dead matter, but vivisection, the violation of living tissue, which is always accompanied with pain and when visited upon normal tissue under normal conditions, is always cruel and detrimental.

Chicago has been visited during the last years by a series of painful social vivisections in its intellectual life. Hopeful saplings springing from seeds planted with care, watered with hopes and self-sacrifices, have been ruthlessly pulled up, transplanted or transformed in such a way as to leave permanent scars and many

Editorial in Newly of June 12. 1902

The Chicago Correspondence says: "We paid [illegible] for the Philippines." Was ever a job of enlightenment so expensive and productive of so little [illegible]?

Carnegie Bartas says that if he [illegible] Carnegie's millions he would use it in securing a good day's wages for a good day's work. A daily paper makes the [illegible] suggestion that if Carnegie had done that he would not have had millions to distribute.

"The Daily Maroon" is the title of a new daily that is to be issued by the students of the University of Chicago. [illegible] to [illegible] bers, and the Autumn Association is said to be back of it. We wonder if this editorial board is a matter of [illegible] or co-ordinate education.

Memorial Forestry is a new and beautiful innovation in statemaking. Bucklin has been started in front of the State Department building at Washington. Memorial trees are to be set out in the memory of the great and good [illegible], and various contributions to these living monuments have already been made.

A Trenton, N. J., company, whose business it is to manufacture wire rope, has recently, of its own accord, raised the wages of its employes (four thousand in number) ten per cent; not because they had to, but because of the increased cost of living to which our employes have been subjected. Let others go and do likewise and [illegible] will be fewer strikes.

Prof. Felix Adler, ever a professor in the best sense of the word, has been appointed Professor of Social and Political Ethics in Columbia University. We wonder more universities do not have more use for the products of today. There is not much to be hoped from so unilluminated teaching of ethics, uninspired interpretations of life's inspiration. The [illegible] professor [illegible]

disappointments. Even the humblest educational institution is something vastly more and other than walls of brick and mortar, books and machinery and endowments and professors. A school is a living thing with ancestry, traditions, hopes, and character quite its own. And sometimes the indirect ministry of this individual is worth even more than its direct ministrations.

Among some of these vivisections in the educational life of Chicago may be mentioned, first, the transformation which, so far as its individuality is concerned, obliterated the Manual Training School on Twelfth street, founded by the Commercial Club, planted near the heart of the city, endowed to a degree by the generosity of the dead, with a proud alumni and several hundred young men who were winning for themselves an honorable place in the world. But it was absorbed. The property was transferred to a board of trustees that will ever be "identical with the board of trustees of the University of Chicago." This year closes the life of this institution that was planted in a needy spot to do a definite work through indefinite time. There will be a Manual Training School hereafter on the Midway, five miles distant, under the management of the Chicago University. It will doubtless do good work, but there is one center of vitality lost to the educational life of Chicago.

Then came the disappointing death by transmigration of the School of Education, founded upon the gift of a million dollars or more from Mrs. Emmons Blaine, with the prophetic Colonel Parker at its head. Grounds were secured, plans were being matured, the North Side was feeling the inspiration of the new movement, when it was absorbed and transferred to the Midway, where again good work will be done. But some of the best things about that institution could not be carted away. Chicago lost another radiating center of culture.

This process of vivisection next showed itself in the elimination of the domestic sciences from the Armour Institute, to the disappointment of many progressive men and women. Then came the expulsion of girls altogether from that institution, with more disappointments of the same kind; and latterly, as we understand, the practical surrender of the individuality of the Armour Institute with all its hopeful traditions, and it becomes an educational annex to the University of Chicago, three or four miles away.

In all these annexations and affiliations there are undoubtedly certain economic advantages. But education is not primarily a thing of dollars and cents, and wherever individual energy, spiritual potency, the loves and the ambitions of the human heart, the radiating power of manhood, are sacrificed to an aggregation of money and a concentration of business, there is a spiritual loss. It is not true that one board of trustees can exert the vital energy and contribute the creative wisdom which four boards, wisely chosen and socially environed with traditions and hopes and generosities of their own could do.

Lastly in this list of social vivisections is the threatened radical change in the management of the University of Chicago, alluded to in our editorial of last week.

It has been a hot week on the campus. The public, just awaking to the far-reaching significance of the proposed "reform," discussions of which and preparations to realize which have been going on inside the organization for several years, has shared in the anxiety and the discussion. The local press tardily has lent itself to the agitation, and although in its headlines and editorial comment it has largely reflected the assumption of the complacent members of the community, that the change is already assured and that whatever is desired by the president and the chief founder, John D. Rockefeller, will go through, and that "outsiders" have no right to meddle, already there is a reaction taking place, at least so far as to recognize the fact that there are no "outsiders" to such a vast question as this. Even a ten-years' history such as the University of Chicago has written is public property; it has passed into the wealth of the world; it is a chapter of the intellectual history of humanity. And back of this lies the quarter of a century or more of history of the earlier university, whose alumni and alumnæ, their purposes and spiritual investments the new university has inherited.

It is difficult at this writing to know where the question stands. The junior college faculty in executive session last Saturday voted nineteen to fourteen against the proposed change, the segregation of the young men and women during the first two years of their college life. Five members of the faculty thus voting were counted out by the president on a time test, which made the vote a tie, fourteen to fourteen, and the president cast the deciding vote in favor of the innovation. The university congregation voted 24 to 7 against segregation and the "senate," a body representing the entire faculty, adjourned without voting.

However the action of these voting bodies and the utterances of the president may be interpreted, it is evident that the main question is still unclosed and that there is a large discussion, a far-reaching agitation still awaiting the ultimate settlement of co-education at the University of Chicago.

At this stage of the debate, we understand that the alleged million and a half which some unknown party had offered to build the new girls' quadrangle, is mythical. We have the president's assurance that no such sum has been promised. Again we have the assurance of the president that co-education will be guarded, and that young women electing it will be permitted the privileges of co-education as now interpreted; also the assurance that what might be called the accessories of co-education, which in certain stages of this discussion seem to have been mistaken for the essentials, viz., the social functions, the dances, the freedom of the campus, etc., etc., are not to be interfered with.

Underneath this confusion of details it is well to hold hard on to the fundamental question. Is the sex line to be drawn in the educational privileges of the Chicago University? It is overcrowded; new buildings are necessary; better and more dormitories for girls and boys are required; more class rooms and laboratories must be had, and we are told there is sufficient money forthcoming to provide for all these. The division of classes and multiplication of class rooms and professors are inevitable. The open question is whether the sex consideration is to enter into such division, and this is the question that has agitated the leading educators of America during the last half of the nineteenth century. It is a question which involves the future educational methods of Europe and America; it touches the educational institutions of Europe as well as of America, and educators are to be heard from.

Fitting, then, was the request for delay on the part of the protestants indicated in the letter given below. In future discussions it will be well to avoid the confusions of technicalities and the distractions of side issues. We repeat, the main question before the Chicago University today is whether it will introduce the sex line into its class room and chapel privileges. The following letter was placed in the hands of the president of the University of Chicago early Saturday morning. We do not know whether it was in time to enter into the deliberations of the junior faculty; but certainly it was in time for the "senate" on Monday, alluded to above:

CHICAGO, June 14, 1902.

W. R. Harper, Esq., President Chicago University, Chicago:

Dear Sir: I beg leave to call to your attention the following protest:

CHICAGO, June 12, 1902.

To the President and Trustees of the University of Chicago:

We, the undersigned, parents, friends and neighbors of the University of Chicago, would respectfully protest against the proposed segregation of the young men and women of the Junior College in separate quadrangles, class-rooms and chapels, as being a re-actionary movement in education, abandoning the essential elements in co-education at the age when co-education is most significant and important. We believe such a change would be in the nature of social vivisection, interrupting the natural development of the university, necessitating the rearranging of the plans of many parents, encroaching upon the rights of past graduates and benefactors of the University of Chicago and working serious disadvantage to its spiritual growth.

This protest has already been signed by over four hundred and fifty individuals, widely distributed. This list of names, representing as it does, representative men and women in many walks of life, gathered without any organized effort whatever by a few individuals in less than twelve hours, is, we believe, representative of a public sentiment both within and without college circles that deserves at your hands at least so much consideration as to avoid precipitate action. However much this matter may have been under discussion within official circles, it is very obvious to your petitioners that the public at large, many of the donors to the institution, as well as its alumni and alumnae, have not been aware of the agitation and are just now beginning to realize the far-reaching significance of the proposed change. "Co-ordinate education," whatever it may mean, is not the co-education for which progressive educators have struggled and suffered, and which has been the pride and hope of many of the friends of the University of Chicago, as well as the motive which has inspired, as we believe, many of the patrons and contributors.

In view of this fact, may we ask you to delay taking so important a step until further expression of the public mind may be reached, during which time this petition will be completed and submitted to your deliberate consideration.

Hoping for such delay as will give this matter the full discussion it deserves at the hands of educators at large and the public so much interested, I am

Very respectfully yours,

[SIGNED.] BESSIE BRADWELL HELMER.

(C)

Proof of Editorial that will appear in Unity from 26.'02

CO-EDUCATION AT THE CHICAGO UNIVERSITY NOT SETTLED YET.

Notwithstanding the fact that the sensational headlines of the Chicago papers have assumed that the Harper plan of segregation was inevitable, and that even the *Women's Journal*, of Boston, has announced in its heading, "Co-education half abolished at the Chicago University," and notwithstanding the fact that since our last issue the question has been again before the junior college faculty, and that after a long debate of two hours and a half, in which the President himself took active part, and that the vote in favor of the segregation plan was twenty-five to twenty-two, the question is yet very far from being a closed one. From the junior college it must go to the senate of the university, where it may carry, but not until after a determined vote and a clearing of the ground in many ways; then it may be thrown back into the "Congregation" of the university, the largest and most democratic advisory body, where it was defeated last week, twenty-four to seven. After that it must come before the board of trustees and they take action. Then the million and a half dollars must be found, and the ground must be bought, as we understand it. On President Harper's own estimate it will take two years of time to build the quadrangle, and then, if the President's declaration can be relied upon, it will be an elective matter and there will be some girls of sufficient serious purpose and heroic mold to take their stand and ask for co-education; which does not mean the privilege of dancing with young men members of the university, but the privileges of co-instruction at the hands of professors who do not teach feminine science and female mathematics, but rather Science and Mathematics.

But if all these should seem to fail the cause of Co-education the Chicago University, if it takes this backward step, has still the twentieth century to reckon with.

Said one of the professors: "This is clearly a movement of aristocracy as opposed to democracy; it is wealth trying to establish its distinction." This is at bottom a question of democracy, and democracy is to win out.

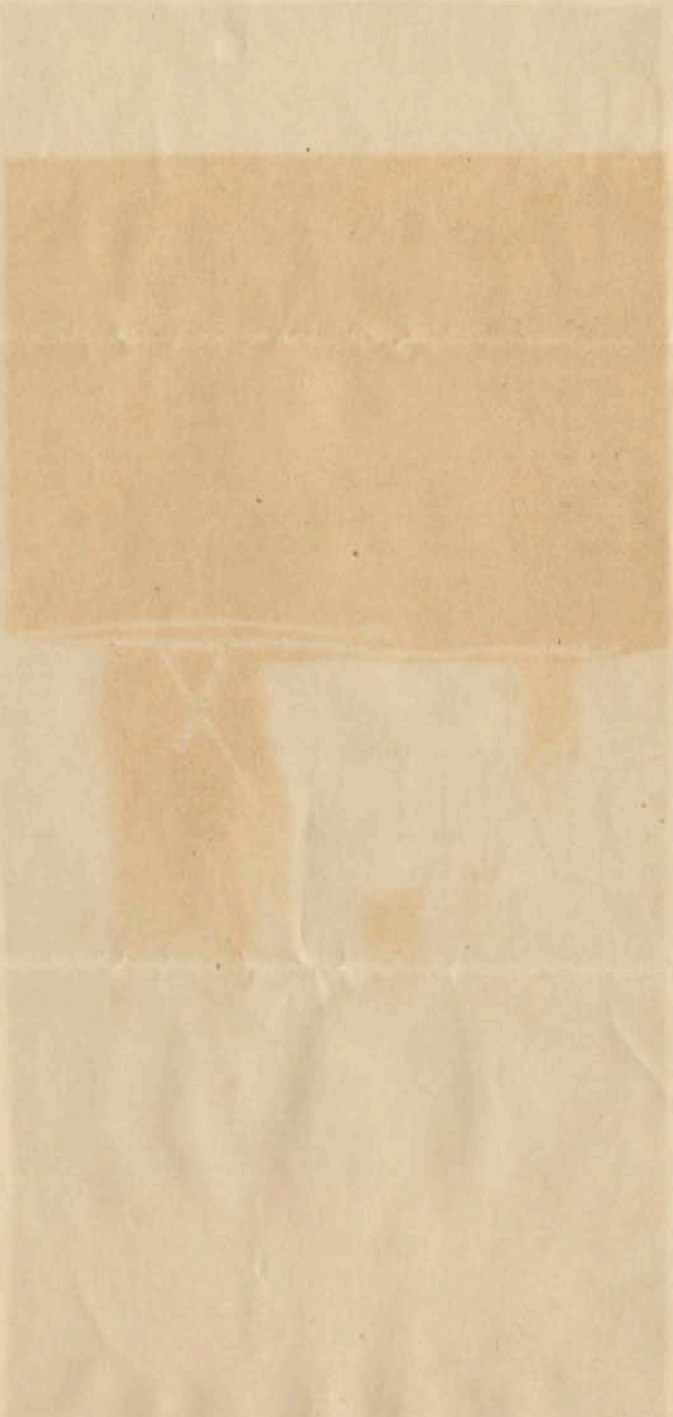
Indeed, there is not much comfort in the votes already taken to those who consciously or unconsciously would deal a fell, though not a fatal blow, to co-education, the painful though precious fruit of cen-

turies of evolution. The majority is not an imposing one when we remember that conservatism is a stolid element to deal with, and that there are always certain elements that ally themselves with the administration, whatever that may be, and that the personal power of President Harper has, up to this point, been considered almost imperial on the campus.

And still, any one knowing the personality of the faculty realizes how preponderating is the weight of character on the side of co-education. On this side in the junior faculty alone, five deans, representing the administrative power of the university, are opposed to change. And among those who are waging a determined war against this reactionary movement are men, most of whom have not only national, but international fame in their respective departments. Co-education has everything to hope for when it is so valiantly championed by such men as Professors Chamberlain, Coulter, Hale, Laughlin, Dewey, Tufts, Cutting, Shorey, Salisbury, Tarbell, Galusha Anderson, Henderson, Owen, Angel, Hatfield, Thompson, Triggs, all the women members of the faculty and the administration, and many others. There are many prominent and influential men and women on the campus who have decided convictions on this question who have no vote in any of these advisory bodies, but who, together with the spirited alumni and the young women in the undergraduate departments, as well as the intelligent and progressive educators and friends of education in America and Europe, are to be reckoned with before this question is closed. The following communication was promptly signed and forwarded to the proper authorities immediately after a vote of the junior faculty:

"To the president and to the members of the junior college faculty:

"We, the undersigned women, officers of instruction and administration in the University of Chicago, but without a vote in the junior college faculty, desire hereby to express our opinion that the proposed separation of men and women in the classes of the junior college is not called for by any existing conditions, and would be detrimental to the best interests of both the men and the women in the university, as well as to the general interests of education throughout the country."



This protest was signed by the following:

Sophonisba Breckinridge,	Anna S. Packer,
Clara Comstock,	Cora B. Perrine,
Zella Allen Dixson,	Maude L. Radford,
Frances Knox,	Amy E. Tanner,
Florence Lyon,	Ella F. Young.

As we said in our last issue, this is not a local question over which the trustees of the Chicago University have moral, though they may have legal, jurisdiction. It is a time for all friends of progressive education to express themselves. Those wishing to lend a hand will do well to communicate with those who are trying to discover public opinion on the matter. Let their protests be sent directly to the President, and let the public know the nature and character of these protests.

~~The shocking death of Dean J. B. Johnson of the~~

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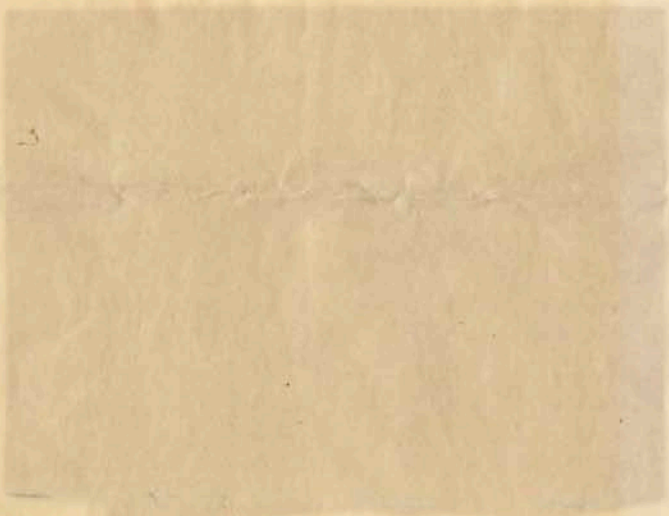

Educational Editorial in Unity of June 12th, 18

A)

Jones

Co-Education Threatened at the University of Chicago.

So quietly and skillfully has the agitation been conducted *inside* of the University management that the general public has scarcely heard of, much less realized, the far-reaching significance of a movement which, if successful, will practically be an abandonment of the principle of co-education in the Junior College departments of the Chicago University.

Co-education in academy, college and university is a dearly bought triumph, as many think, in the educational world. So far as state universities and most of the modern established colleges in America are concerned, it is a closed question. The triumphs of Horace Mann at Antioch, of Finney at Oberlin, the forethought of the founders of Cornell University, the Leland Stanford, and we think all of the State Universities in America, would seem to be conclusive in this matter.

Yet it is but fair to say that the traditions of the older universities in Europe and America and the convictions of many men and women in the educational world still look upon the principle with distrust and perhaps regard the practice as still experimental. There are no "closed questions" to the philosopher and to the believer in progress. If the management of the Chicago University proposes to open anew this question it is its right and privilege so to do. But let it be opened upon its merits, and let the public, who have so much interest in this University and still more boundless interest in the right education of both men and women, fully realize the far-reaching significance of the movement. However the University was founded, and wherever the management is placed, the public has vested rights in such an institution. The management holds in trust not only the bequests of many individuals, some of whom are already dead, but the tender associations of a long line of alumni and alumnae. And all these have a right to object to the surrender of a vantage gained, without at least a thorough publication of the facts that lead to it; and, if need be, a thorough sifting of the rights of the dead and the living in this matter before the highest tribunals of justice provided by law.

In the course of evolution there is no more philosophical difficulty in man's acquiring immortal life than his acquiring the erect posture and articulate speech.

—*John Fiske.*

The plan, as we understand it, is to construct separate quadrangles on remote sections of the University grounds or on new grounds to be acquired, where the young men and young women of the Junior College will be segregated, in separate class rooms, recitation rooms, and general assemblies. During these two years the *co-education* will then consist chiefly in the fact that they pay their fees into a common treasury, receive instructions from the same teachers, and that they hurrah for the same flags. This may be a good way, but it is not co-education, and it is better to avoid any sophistry in the matter. If girls and boys are to be isolated one from the other during these study years their parents may prefer to choose an isolation still more effective, that which has the advantage of clear-cut frankness, philosophic consistency, an unmixed tradition, and an unclouded title.

Behind all this movement there is the insidious promise of a million and a half or more dollars to build "model dormitories" and to make beautiful surroundings. But money does not make universities, though in these days universities may not be built without money. And there is a principle here involved for which many men and women have sacrificed and suffered and for the blurring of which no millions will atone.

We have reason to believe that this movement is further advanced than the public realizes, and that even in these days a vote is possible which may precipitate this, to many minds, grave reactionary movement. Let not this thing be done without such protest and publicity before the act as may save much strain and perhaps scandal after the act.

Let not the real thing be hid by any innocent sounding phrases, or the pedagogical problem be evaded by simply calling it an "administrative" one.

We do not propose in this issue to consider the merits of the arguments urged either for or against the movement. We simply call for that publicity which here, as in all other realms of public interest, is so sanitary.

Let the friends of co-education be on the alert; let them know what it is that is proposed, and why the proposition is made.

We have refrained from speaking of this matter until we were persuaded that it is a living issue, a pending change of vast significance. This is not a woman's question. The future quality and character of the education provided for boys as well as for girls is here involved. Let fathers and mothers look into it.

Here is a question for teachers, women's clubs, the religious conventions, and all associations related to human progress and public weal, to take hold of. If anything is to be done in the way of holding up the hands of the clear-sighted men and women in and outside of the University faculty and management who believe that co-education, thorough, consistent and unflinching, is worth maintaining, let it be done quickly, done intelligently, and done efficiently.

UNITY would promote publicity and invite expression on this question, which has vastly wider significance than the policy of the University of Chicago, immeasurable as is the significance in this direction.

DEPARTMENT OF GEOLOGY

T. C. CHAMBERLIN
Head of Department
R. D. SALISBURY
Professor of Geographic Geology
J. P. IDDINGS
Professor of Petrology
R. A. F. PENROSE, JR.
Professor of Economic Geology
C. R. VAN HISE
Non-resident Professor of Structural Geology
STUART WELLER
Assistant Professor of Paleontologic Geology
H. F. BAIN
J. PAUL GOODE
R. D. GEORGE
W. W. ATWOOD
ELIOT BLACKWELDER
Special Assistants

The University of Chicago
FOUNDED BY JOHN D. ROCKEFELLER

WILLIAM R. HARPER, PRESIDENT

CHICAGO Feb. 29, 1904.

Segregation

President W. R. Harper,

The University.

Dear President Harper:-

I return herewith the documents relative to the equipment of the physiography work in Lexington Hall. In response to the query as to why the separation of men and women should not take place, I have to say, that the principal difficulty in the way of carrying out the separation is the expense. To separate the sections regularly would mean to provide more instruction than is now provided. It would mean six classes per year instead of four or five, as now, as Sections are not duplicated during all Quarters at present. If the money for the additional instruction can be provided, and if suitable quarters in Lexington can be provided, there is nothing to stand in the way of the division.

Very truly yours,

R. D. Salisbury

(Enclosure)

Feb. 29, 1904.

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The University.

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Very truly yours,

(Enclosure)

Segregation

Aug.11th, 1902.

Miss Alice M. Smith,

324 No. C St., Tacoma, Wash.

My dear Madam:-

Your recent letter which I have just received is based on a misunderstanding of the situation. The University has no thought of taking any step which is backward, or any step which does not give women the fullest opportunity.

Yours very truly,

W. R. Harper

Aug. 11th, 1902.

Miss Alice M. Smith,

326 No. C St., Tacoma, Wash.

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Yours very truly,

W. R. Harper

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The University of Chicago
FOUNDED BY JOHN D. ROCKEFELLER

WILLIAM R. HARPER, PRESIDENT

OFFICE OF . . .
THE SECRETARY

Secret

CHICAGO February 4th, 1902

By request of the President and by the direction of the Board of Trustees, I send to each member of the Board the enclosed letters, written by members of the Senate, on the following question:

" Will the Senate advise the Trustees of the University to accept a gift of a million and a half dollars to be used in erecting on a separate block of land, dormitories, gymnasium, club house, assembly hall, recitation halls and laboratories to be used exclusively for women, and as concerns recitation halls and laboratories by women of the Junior Colleges?"

Some of the Senators particularly desired to communicate their views to the Trustees, and the President asked a written vote therefore, from all.

So far as received, these are enclosed. All of the members of the Senate are represented with the exception of three or four, who are absent.

Yours truly,

T. W. Goodspeed
W.

Secretary.

Segregation

October 30, 1902.

Mr. P. J. Farnsworth, M. D.
Clinton, Ill.

My dear Sir:

I am in receipt of your letter of October 21st and desire to thank you for the kind words which it contains.

Yours very truly,

W. R. Harper

October 30, 1902.

Mr. P. J. Farnsworth, M. D.
Clinton, Ill.

My dear Sir:

I am in receipt of your letter of October 27th and desire to thank you for the kind words which it contains.

Yours very truly,

W. R. Harper

Clinton Co Oct 21st 1902

(13)

Pres. Harper Dear Sir.

Allow a very humble individual to congratulate you on the vote of "Segregation". It is an advance movement, which will be followed by many of the institutions. As the evil is observed by many embarrassed teachers everywhere. Co-education is well in common and high schools up to certain age and then the sex for a time should be separated. The health and morals of the sexes are often impaired as I have often seen from a Physicians standpoint and many promising scholars, reduced to common place. It speaks itself in the first years of the College Course.

In 1870 in connection with the required number of Colleges, we opened a Medical Department of the State University of Iowa. For our first class we had 60 students.

Availing themselves of a law of the University that no distinction should be made in any department of sex or color 12 of them were women. Michigan was wrestling with the question and had decided to put a partition in each lecture room to divide the sex. Our accommodations were cramped we could not do that. We took council together and came to this conclusion,

The study of Medicine admits of no diversion. A Medical College

2 is a mens institution and its instruction adapted only to men. If these women are capable of taking a mens course they shall have every facility. We will ensure to them just treatment from fellow students and on our part we will refrain from all 'ribaldry' such as was common in all Medical Schools of that day. Some of our members resented that clause. It took away half the zest of lecturing.

We adhered to our plan our class was as orderly and attentive as a high school. It civilized the rough boys and the Professors When it came time for dissection we selected a body and a class of five women were carefully put them in a room by themselves. After the second morning the class came to us and wished to be put into the common room. It was more cheerful and they could be of mutual help.

Of course we promoted it and after that several times happened that two women and three men worked at the same subject. Some of those women were the best students we have and the most enthusiastic dissectors.

Part finished entirely. The next year only four or five came back to take their degrees. Since then five or six have made their entrance each year. Mature cool blooded women. We have graduated in 30 years probably 100. I can count on my fingers all who have made any thing like a success in practice. Women make good medical students. but are ~~[illegible]~~ failures generally as practitioners.

The academical department did not fare as well. It

3 encouraged a large class of girls whose principle business was flirtations. Quite a number of promising boys contracted large debts for livery and restaurant bills until their fathers took them away in disgust. Of late Pres. McLain has put all the women in charge of a Matron.

You are right "segregrate" them for a year or more, by that time the frivolous one will drop out and the manly ones become cool and generous rivals of the boys in their desire for instruction

For from time immoral a College has been a mans institution and if women are received they come for a mans education. give them every chance. Only a limited number are capable of it the rest should go to women's institutions.

Excuse a homely illustration. When we work mares and horses together we emasculate the horses. If you encourage coeducation to too great an extent you must at least emasculate the course of study.

I repeat a University, a College, a Medical School. all are for the education of men and if women come they come for a mans course of education

Excuse informalities. I am just recovering from a long fit of sickness and this is a relief from the tedium of a long day of convalescence

Very truly yours,

P. J. Farnsworth M.D. Em Prof.
Materia Medica U.S.A.

THE FACULTIES OF
ARTS, LITERATURE, AND SCIENCE

OFFICE OF THE DEAN

The University of Chicago
FOUNDED BY JOHN D. ROCKEFELLER

CHICAGO Aug. 28, 1902

Dear Miss Loesch:

Your favor of 26th inst. is at hand. The sources from which you obtained your information ~~in fact~~ have proved far from trustworthy. The statements ~~as to it~~ in many cases are utterly at variance with facts — facts the evidence for which does not depend on the assertions of any one person, but which may easily be ascertained by any one who cares to know the truth. As you were misled into publishing to the alumnae a series of misstatements calculated to put the President of the University in a false light, I thought that you would be glad to make the correction yourself. As that is not the case, of course I shall see that the matter receives proper attention.

Very truly yours,

The University of Chicago

Copy 3 Segregation

Chicago, June 5, 1903

My dear President Harper:

It may be of interest to you to know how the plan of giving separate instruction to young men and women in the Junior Colleges impresses one when actually put into practice.

The results of it in a class of young women who are just finishing the Quarter's work have seemed to me admirable, and, if one's impressions are confirmed by future experience, will show the wisdom of the University in adopting the new policy. One of the great improvements lies in the fact that an instructor succeeds now in getting the attention of a class at the beginning of the hour and in holding it to the end. Those of us who taught mixed classes of Junior College students under the old system were aware of the fact that it required some effort and considerable time to bring their minds down to the subject in hand at the beginning of the hour, and to hold them when the hour was nearing

an end. This state of affairs appeared to be due largely to the fact that the young men and women gathered in the corridors of Cobb Lecture Hall, and became so engrossed in their conversations with one another that it was hard to get their full attention. The same difficulty was likely to arise toward the end of the hour when the social element was again coming to the surface in their thoughts. With the separate building which we now have, the work of the hour becomes effective from the outset.

Even a more important matter is the fact that the element of self-consciousness, which is a disturbing factor in mixed classes of young people, seems to disappear when young women are alone. Little is said or done by individual students for display, and they express themselves freely without showing that constraint which the presence of members of the other sex seems sometimes to impose. This difference is especially noticeable when one tries to set them to thinking or to draw out their ideas on a subject which is essentially new to them. Under the present arrangement they do not seem to feel either a desire to do something which will distinguish them in the eyes of the others,

or a morbid dread of being laughed at, but they are more simple and natural and more likely to state their real ideas or feelings on the point under discussion.

The subject of the course has been the Odes of Horace. It has been given every year from the beginning, and heretofore the classes have been made up of students of both sexes, so that the test has been a very good one. I might also say that I was abroad last year and had no part in discussing the question of separate instruction, and so entered the work at the beginning of the Quarter without having had my opinions fixed in favor of the one or the other method by active participation in debate.

Faithfully yours

Frank F. Abbott

The University of Chicago

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Faithfully yours

Frank F. Abbott

DR. SARAH HACKETT STEVENSON
VENETIAN BUILDING
CHICAGO

HOURS 11 TO 1
OFFICE TELEPHONE, CENTRAL 1533
RESIDENCE TELEPHONE, NORTH 1286

July 24 1902

My dear Dr. Harper.

I scarcely know how to write you, but I must in some way express my great surprise and disappointment over the attitude of the University in regard to the question of coeducation. I am so disappointed because I thought the question settled forever, or rather for your life time, because of the assurances you have

There are some of the things I am thinking but my special reason for writing to you is to ask that the question of segregation be postponed for one year for final action.

I do not believe that such an important step should be taken without at least a year for its consideration.

If I have expressed my opinion too freely I hope you will pardon me, I do not know any other method. Up to this time I have been unwilling to believe the statements of the press, but yesterday I was told the truth, beyond a doubt.

Yours sincerely
Sarah Hackett Stevenson

given me from time to
time. I am fair to say
that it would have been
much better for women
in the University - had
never opened its doors
to them. It distinctly
says to the world
women have been
tried and found
wanting. The question
I should like answered
is, in what are they
found wanting? Women
have given to the institution
most generously, and
I think unwisely, though
I helped the women
club to give a large

amount as you remember when
you addressed the club during my
Presidency. While Mrs Freeman was
on the Faculty she made an appeal
to the Fortnightly to put up a building
I said at that time that I was
opposed to any more gifts of money
from women without any
representation in the management
of the Institution. Exactly what I
then phrophecied has come to pass -
Thousands of dollars from women have
been accepted and women have been excluded
from the management, and finally put into a corner

the Coeducational ideal. But experience only strengthens my theory that Coeducation is the ideal. It will take many years to reach, and no one can wonder that those who are at the thick of the fight at the university think sometimes that strength will fail before the day comes. But if I were Eloquent I should entreat you with the tongue of men and of angels to keep that ideal before them.

I realize that you know my arguments better than I do myself, and that you are more zealous for the right solution than I can be. Nevertheless I have been impelled to express on your patience, partly because of a tyrannical conscience, partly because, now that I am no longer connected with the university, I can speak with the freedom of an outsider.

Yours very gratefully,

Mary Estelle Cook

an education which is now open
to them. The intellectual advan-
tages of coeducation are not all
on the girls' side; but true advan-
tages exist in fuller measure
at Chicago University than else-
where. There are other places where
the girls have an equal chance
with the boys, but there is no
other place where that equal
chance is as good as here.

After teaching three years in
one of the schools that prepare
for the university, I know
something of the great difficulties
to be overcome in making

of administration which I know is now pending at the university.

It seems to me that the separation of men and women in the undergraduate department would be a backward step in education that could never be wholly recovered. As I see it, the two greatest evils which would result are these:

First, the university would cease to be the leading university of its class. Now, we may say modestly, it is the greatest freely coeducational university in the world. As such it will secure, more and more as years go on, the best men and women who believe in coeducation. This will be true not only in the faculty, but in the student body. By becoming firmly coeducation the university would lose this prescience, and fall into line behind other institutions in these matters — few, perhaps, but not to be ignored, — which can be gained only by a

Whether it would be better for the university to stand first among whole-heartedly coeducational institutions or second among the half-heartedly coeducational might be an open question in some communities. But in new, democratic Chicago, and in the west generally — where the mass of people believe unreservedly in education, this loss of prestige would be a real calamity.

The second evil is that the girls of our country would lose the best opportunity for

721 Superior Street.
Oak Park, Illinois.

April 28th 1902

My dear Mr. Rockefeller:

Will you pardon the seeming impudence of this letter, for which I have no excuse but my interest in the cause of education in general, and in Chicago University in particular. I find that I cannot face my conscience serenely if I keep silence in the question

Hotel del Prado Stephens
Hyde Park,
June 29. 1897.

President W. R. Harper:

My Dear President Harper,

I only arrived in this city last night after a stay at Ann Arbor and have therefore only just received your letter of June 24. I have taken up my quarters in this Hotel which was recommended to me by

your dinner tomorrow
evening if my acceptance
of your invitation is not
so late as to have caused
you to make other
arrangements.

Believe me to be,

Very Truly Yours,

H. Morse Stephens

Professor Judson, and think
I shall be very comfortable.

Mr. Judson was kind
enough to call last night
and to answer the
various questions I had
to make as to my
work during the coming
term. I am a little
weary today but
hope to call upon you
tomorrow. I shall be
very glad to speak at

Hale

Segregation

The University of Chicago

June 30/97.

Monday

My dear President:

I had meant to come to the meeting of the Congregation today, to move that the question about the teaching of women in separate classes be erased from the list. It seems to me very desirable that this be done; but I am

in no condition to go. The cruel strain of these last weeks, and the heat, which always overcomes me, make it necessary for me to concentrate my work upon the things which I still have, in any case, to do. I am not quite ready to finish life yet.

I am sorry to hear a rumor that you may not take the rest which your physicians and friends agree you need.

Faithfully yours,

W. H. Hale

I hope you will get home one to make the motion which I was to make.

either of the others. In both Pasadena and in Los Angeles I was told by school men that the sentiment for separate instruction in some form is growing on all sides.

The greatest interest was expressed in the plan of a quadrangle of small colleges at Chicago, of which some inkling has come here.

On the whole our experiments, notwithstanding the "storm and stress", seem to be suggestive.

I start to-morrow for Oregon. Besides visiting Berkeley, Mills College & Palo Alto, I have seen eight secondary schools and learned about various "colleges", &c.

I hope that you are not getting worn. Cordially yours

PALACE HOTEL.
SAN FRANCISCO, CAL.

May 13, 1904

My dear President:

I have talked with people from one end of California to the other, and the thing which strikes me most forcibly is their attitude towards coeducation. I do not mean that there is a revolt against it, but I should sum up what is said perhaps by stating their general position to be that the last word has not yet been said on the subject.

In the State University separate instruction is quietly but decisively making its way. There is no legislation, but indi-

vidual professors one after another are dividing their classes on the sex line. Gayley is pronounced in the matter, and others are following. As Loeb told me, "segregation" is coming there by a process of natural evolution.

In Leland Stanford the 500 limit is not likely to be extended. It is suggested here and there that in time Stanford may be restricted to men. I do not believe that this is likely. But the peculiar policy of limitation seems fixed.

Mills College, on which I shall have a detailed report on my return, is an institution for women, which it is desired to make the Smith or Wellesley of the Coast. Some strong people are interested in it, and the trustees have entered on a campaign for an endowment of a million. They are hopeful of success.

In San Francisco there are three high schools; besides the manual training school. Two of these high schools are mixed, one is a girls' school. It is optional with parents to send their daughters to the latter. In fact there are four more girls in the girls' high school than —

OFFICERS
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THE BOARD OF TRUSTEES

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The University of Chicago
FOUNDED BY JOHN D. ROCKEFELLER.

WILLIAM R. HARPER, PRESIDENT

OFFICE OF
THE SECRETARY

CHICAGO April 14 1905

Dear Dr. Harper. ✓

The following was the action taken Oct. 22. 1902.

"The President of the University was authorized to prepare a statement on the whole question of the separation of the sexes in the Junior Colleges for submission to the Committee on Instruction & Equipment & for publication."

Yours truly,

T W Goodspeed

Secretary

Chicago
Aug. 26, 1902.

Mr. Harry Pratt Judson,
Dean of the Faculties,
University of Chicago.

My dear Mr. Judson:-

Your communication of Aug. 14 has been received by us. The information given in the circular

to which you referred was obtained from trustworthy sources. So far as concerns your suggestion that we communicate to your views by means of another circular, we beg to say that that could be done perhaps better by you than by us.

Respectfully yours,
Angelina Loesch.
Theresa Hirschl -

EXECUTIVE MANSION
THE PRESIDENT'S OFFICE
1902
AUG
11
15

327 Jr. G. St.,
Tacoma, Wn.

My dear Sir,—

Let not the President, who has done so much for the upbuilding of the Chicago University, be the one to stop the hand of progress, or to turn it backward on the dial of time.

The world needs more education and better education for both sexes,—an education which shall teach them self-control and a regard for the rights of society.

It should be the business of all schools, especially of the higher institutions of learning, to develop the untrammeled free of truth, & render such aid that the pupils shall become useful citizens, & help evolution along—not to retard it.

They should stand for progress, for evolution, and for the study of Nature in all of its manifestations, including man. Their scope should be so broad that the only limitations to study would be the financial or the family

THE ... 11 AUG 1902

324 Mr. S. St.,
Tacoma, Wn.

My dear Sir,—

Let not the President, who has done so much for the upholding of the Chicago University, be the one to cry the hand of progress, or to turn it backward on the dial of time.

The world needs more education and better education for both sexes,—an education which shall lead them self-control and a regard for the rights of society.

It should be the business of all schools especially in the higher institutions of learning, to develop the untrained freedom of youth, to render such aid that the pupils shall become wiser citizens, to help evolution along—not to retard it.

They should stand for progress, for evolution, and for the study of Nature in all of its manifestations, including in our Their verse should be so broad that the only limitations to study should be the financial or the family

individual and human limitations. They should be "experimental stations" for the professors, as well as schools for the instruction of students; and should there be failure it should be the business of professors to evolve better methods which shall insure a maximum success to the instructed as well as to the instructors.

The question of sex limitation in the schools is a forced and unjust one. Indeed, throughout all nature the sexes intermingle from birth to death. It is the normal condition. Human society alone violates this natural order and arbitrarily fixes the limits for the female sex to observe. The results have always been disastrous to the welfare of the whole human race, inasmuch as it creates and transmits to posterity an abnormal sexual impulse in both sexes, especially in the male portion of humanity; and this abnormally developed sexual impulse, backed by an undeveloped or selfish will spreads disease and

crime wherever man is found.

In my practice as a physician, I find that the more serious question is not the over-education, but the over-sexing of the race, - though it is less strongly marked in the female than in the male portion of humanity.

Youth generates energy, "animal spirits," in excess of their physical needs; and this energy, if mis-directed, is a prolific source of evil, especially with the inherited abnormally developed sex impulses, which in youth are uncontrolled by the will and judgement of more mature years.

Education, in a properly conducted school and under normal conditions, utilizes these energies for the good of the individual. It creates an interest, an all-absorbing desire for knowledge of some sort, and, more than this, it directs the mind away from dwelling upon sexual impulses. In the developing child or youth, this is an advantage that more than compensates for the disadvantages of the system.

It is an easy matter, according to their physical ability, to regulate the amount of work for any given pupil;

and, in a properly conducted school under normal conditions, the danger of permanent disability from study can be rendered practically nil.

I believe that it is far better for girls — and for society — to have their surplus energies expended in acquiring a higher education, because of transmitted hereditary tendencies to their offspring, than for them to live the life of careless ease and semi-idleness which fosters depraved unrest, sexual excitement, or unchastity with its train of attendant ills, — and do I think that judiciously directed education is half so dangerous in its results upon the health.

Again, in the home life, the broader education makes the drudgery of the home so much more easily endurable. If a woman has studied science she is gratified and interested to find how that knowledge is applicable to household cares; she becomes a veritable queen of her home, because she can command its forces, — rather than be the unreasoning drudge who accomplishes a definite amount

Ich habe heute früh — es war kaum hell — mit der
Arbeit angefangen, und bin jetzt, da es dunkel wird,
damit fertig geworden. Ich habe mir vorgenommen,
jeden Tag ein Stück zu machen, und will sehen, ob
ich es durchführe. Es ist eine Art Tagebuch, das
ich schreibe, und ich will sehen, ob ich es ein Jahr
lang fortsetzen kann

of work in any given time.

The broader a woman's horizon, the better it will be for herself and for posterity. The liberally educated women are the model mothers of to-day, a time when motherhood means more to a right-minded woman than ever before. Look about you with impartial eye and you will see that this is true.

In depriving woman of any chance to promote her higher development, you will not only strike a tremendous blow against the bulwark of womanhood itself, chastity, but the reaction must be felt by her fathers, brothers, children, husband, and society itself.

After all, why need you care if you do your full duty and give to your women students justice and equal opportunities in the University, if many do fail to acquire the high scholarship which you desire shall characterize the graduates of that institution? Remember the inherent, hereditary mental training through countless years of the male students and of the percentage of failures among them.

If the Chicago University does no more than train the minds and energies of its women students in the upward evolution may cycle it shall have served a great purpose. Such the benefit it will transmit to the children of these women.

Again, what matters it, so that the needed great work is ultimately done, whether it is man or woman who does it? All cannot do great work on the same work, although all may be helped by the special education which makes such work possible. All physicians cannot be surgeons, yet the special knowledge of the surgeon is equally valuable to the physician in his practice.

By their work shall men and women be known, whether they be graduates of the Chicago or another University, rather than by the limitations of their school or sex. No school can compel greatness, it can only help it to a perfect manifestation of itself. By limiting the possibilities of that institution you do not compel any additional glory, but the reverse.

6. 6. 6.

If the Chicago University does no more than train the minds and energies of its women students in the ways and [illegible] as it shall have served a great purpose, but the result it will transmit to the children of these women.

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7. 7. 7.

You have established a world-wide reputation as the President of a liberal University, for your own sake, for the sake of woman, for the sake of humanity in general, do not let your example go on record as that of a man who was not great enough to fulfil the requirements of the high position which he had created.

You have gathered together splendid buildings and equipments, the nucleus of a great University. Now, let it stand for the highest development of the individual ~~Male and female~~ alike with equal opportunities and justice, and then wait patiently, with the consciousness of having performed your full duty, for time and the graduates' ink to add glory to their Alma Mater and to the genius of the man who made such a University possible. I am,

Very respectfully yours.

Alice M. Smith

To President Harper,
The Chicago University.

2.

2.

2.

You have established a mild-mild reputation as the President of a third University for your own sake, for the sake of woman, for the sake of humanity in general, do not let your example go on record as that of a man who was not great enough to fulfil the requirements of the high position which he had created.

You have gathered together splendid buildings and equipments, the nucleus of a great University. Now, let it stand for the highest development of the individual male and female. Here let equal opportunities and gratis, and then wait patiently, with the consciousness of having performed your full duty, for time and the graduates who take add your thesis alma mater and to the genius of the man who made such a University possible. Yours,

Very respectfully yours,

Alice Lee Smith

To President Harper,

The Chicago University.

Segregation

October 30th, 1906.

The Editor of the Independent,
130 Fulton St., New York.

My dear Sir:-

My attention is called to your editorial on "Segregated Chicago" in the Independent of October 25th. I am surprised to see The Independent basing an editorial upon an unverified press rumor. There has been no action whatever by the University with reference to the subject of co-education since the original action several years ago. Dean MacClintock did not state that the University of Chicago is carrying out plans for ~~the Auburn~~ complete separation of the male and female students in all their work. No such plans are contemplated or ever have been contemplated. The erroneous press despatch which was a clear perversion of Mr. MacClintock's statement was corrected by the New York Evening Post of October 19th, the Boston Post of the same date and the Springfield Republican of October 23rd.

Very truly yours,

H. P. Judson

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H. P. Judson

GEORGE W. LOOMIS
SUPERINTENDENT CITY SCHOOLS
JOHN M. DOWNEN
PRINCIPAL HIGH SCHOOL

PUEBLO CITY SCHOOLS
DISTRICT NUMBER ONE
PUEBLO, COLO.

E. J. SCOTT, SECRETARY

April 5, 1906.

Received APR 10 1906
Henry P. Chandler,
Secretary to the President.

Registrar Chicago University,

Chicago, Ill.

Dear Sir:

A lady whose daughter is now in Wellesley College made inquiry of me today as to conditions at Chicago University. I was unable to answer her questions fully, but undertook to find out from you what she wanted to know. She feels that the entirely feminine atmosphere at Wellesley is liable to have a narrowing tendency and is contemplating changing her daughter to a co-educational institution.

To what extent has the scheme of segregation of sexes been carried in Chicago University? Is it the plan to develop it further and if so, to what extent? Do the women's classes have the same teachers as the men's classes? Under what conditions do the women in your university find residence in the dormitories? What is the system of management of these dormitories, and how closely are the occupants of them looked after by faculty members? What is the nature of the social life in the dormitories? Is the atmosphere nominally democratic or really so? How many women's dormitories are there on the campus and how many women do they accommodate?

Information upon the above points will be much appreciated.

Very truly yours,

J. M. Downen

4 dormitories
Capacity 222

PUEBLO CITY SCHOOLS
DISTRICT NUMBER ONE
PUEBLO, COLO.

GEORGE W. LOOMIS
SUPERINTENDENT CITY SCHOOLS
JOHN M. GOWDEN
PRINCIPAL HIGH SCHOOL

E. L. SCOTT, SECRETARY

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Information upon the above points will be much appreciated.

Very truly yours,

quarters or more of the courses which the University conducts. There is no plan to restrict it beyond the limitation in the Junior Colleges to which I have already referred. A reprint concerning this subject from the President's Decennial Report will perhaps serve to make clearer the reasons for our policy.

I enclose a diagram of rooms in the women's dromitories which will indicate our accommodations. The four halls, Beecher, Green, Kelly, and Foster, are all within one building but they are separated by partician walls so that the residents of each hall form a spearate house under the general supervision of a member of the Faculties who is known as the House Head. In general the members of the various halls are self-governing. That is, they elect their committees and act on their own volition in giving receptions and entertainments and developing a house life. It is the judgment of almost everybody who has lived in the women's halls that the spirit is democratic, helpful, and home like.

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The University of Chicago
Founded by John D. Rockefeller

Office of the President

Chicago March 27th, 1903.

My dear Mr. Salisbury:-

I enclose a statement from Mr. Vincent. I had not understood that we were to equip the work in Lexington Hall. Will you tell me what is your idea about the matter?

Yours very truly,

William Rainey Harper

The University of Chicago
Founded by John D. Rockefeller
Office of the President

Chicago March 27th, 1903.

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I had not understood that we were to equip the work in Lexington Hall. Will you tell me what is your idea about the matter?

Yours very truly,

Nove,ber 1st, 1906.

The Editor,

The Times,

South Bend, Indiana.

My dear Sir:-

In your issue of October 29th is an editorial commenting upon the press announcement that "The University of Chicago has decided to segregate the sexes. Hereafter there will be two separate institutions so far as class work is concerned." The University has not made any new announcement concerning separate instruction for men and women since 1902. The pamphlet which contains the reprint from the President's report in the Decennial Publications, Series 1, Volume 1, page 97, we forward to you. You will note that the young man who received at second hand the report of Dean MacClintock's remarks in the chapel assembly of Junior College women has failed to appreciate the significance of those remarks. Mr. MacClintock was merely explaining the system already in progress:

November 1st, 1906.

The Editor,

The Times,

South Bend, Indiana.

My dear Sir:-

In your issue of October 29th is an editorial commenting upon the press announcement that "The University of Chicago has decided to segregate the sexes. Hereafter there will be two separate institutions so far as class work is concerned." The University has not made any announcement concerning separate instruction for men and women since 1902. The pamphlet which contains the reprint from the President's report in the Decennial Publications, Series I, Volume I, page 97, we forward to you. You will note that the young man who received at second hand the report of Dean MacClintock's remarks in the chapel assembly of Junior College women has failed to appreciate the significance of those remarks. Mr. MacClintock was merely explaining the system already in progress:

that is, simply the desire of the University to offer separate instruction in the courses of the Junior Colleges to men and to women. At no time have we considered the separation of men and women in the upper classes of the University.

Ordinarily it is not our policy to correct statements of this sort in the daily press, but because of the character of your journal we know that the editorial has been written under a misapprehension. I am sure, therefore, that you will not permit the impression to go further abroad that the University of Chicago has abandoned the teaching of men and women together.

Yours very truly,

Secretary to the President.

that is, simply the desire of the University to offer separate instruction in the courses of the Junior Colleges to men and to women. At no time have we considered the separation of men and women in the upper classes of the University.

Ordinarily it is not our policy to correct statements of this sort in the daily press, but because of the character of your journal we know that the editorial has been written under a misapprehension. I am sure, therefore, that you will not permit the impression to go further abroad that the University of Chicago has abandoned the teaching of men and women together.

Yours very truly,

Secretary to the President.

So. Bend, Ind. Times
OCT 29 1909

ity and ...
Stanton became a full-fle...
lican and was intensely hated
certain type of Democrats.

The University of Chicago has decided to segregate the sexes. Hereafter there will be two separate institutions so far as class work is concerned. The promise is that they shall be in every respect equal as to opportunities for instruction and culture. The educational world will await the result with interest. n the eastern universities where separate instruction has been provided, the facilities for the women have not been equal to those for men, and even in co-educational institutions the prejudices of professors have often made the path of the girl student more difficult than that of the boy.

Conservative England was shocked by the presence of over 100 determined women suffragists at the re-opening of parliament. They thronged the ...ter lobby, button-holing and har-

.....10c

sh Bath Towels, ex-
39c towel.
.....25c

tra heavy;
.....12½c

s, pure
price each...22c

and Damask Towels
scalloped;
.....25c

each and old bleach
me patterns; special
.....1.95

Hand E
lies, Tray
and Pillow

Damask T
special at 25c,
75c and .....

$1.5
This is a 3
Cloth, handsom
at $1.50; sale

Same qual
special at ..

BILL JOHNSON'S GRIN.

Dec. 17,1904.

President Harper,

My dear Dr. Harper:-

I have investigated the question which you raised concerning the attendance of men in classes in Lexington Hall.

I find that three men have been attending German 2 under Mr. Schutze. The circumstances under which this occurred will be explained to you by Mr. Judson to whom I am referring the correspondence.

Sincerely yours,

V. Dean.

Dec. 17,1904.

President Harper,

My dear Dr. Harper:-

I have investigated the question which you raised concerning the attendance of men in classes in Lexington Hall.

I find that three men have been attending German 2 under Mr. Schutze. The circumstances under which this occurred will be explained to you by Mr. Judson to whom I am referring the correspondence.

Sincerely yours,

Dean.

V.

Segregation

The University of Chicago
Founded by John D. Rockefeller
Office of the President

Chicago

The Junior Colleges,
V DEC 16 1904
December 7, 1904.
ANSWERED.

My dear Mr. Vincent:-

Are men going to classes in Lexington Hall? Some one has made the statement concerning Schutze.

Yours very truly,

William R. Harper

My dear President:

This was a sheer blunder. In some way after the separate sections were consolidated, altho' it was intended to transfer the class to Cobb it remained in Lexington. I shall look out sharply for this.

H. P. J.

THE FACULTIES OF
ARTS, LITERATURE, AND SCIENCE

OFFICE OF THE DEAN OF THE
JUNIOR COLLEGES

The University of Chicago
FOUNDED BY JOHN D. ROCKEFELLER

Kr. T.W.Goodspeed

CHICAGO March 4th, 1903.

My Dear Mr. Judson:-

I send to you the inclosed proposal for the equipment for Physiography in Lexington Hall. I do not know with whom this should be filed. I have been unable to find out just who is administering the appropriation for that building.

Yours sincerely,

George E. Vincent.

Dean.

V.

35-0.

EQUIPMENT FOR PHYSIOGRAPHY IN WOMAN'S BUILDING.

		Prices-approximate.
I.	**Maps and globes.**	
	1) 200 U. S. topographic maps--	
	Original cost----------	$ 4.00
	Mounting----------	20.00
	2) 1 set Rand & McNally's physical maps of the continents, including one map of the world,	45.00
	3) 1 mercator's map of the world----------	8.00
	4) 1 outline map of the U.S. on blackboard cloth,	3.00
	5)Relief globe----------	50.00
	6) 1 12-inch slated globe----------	6.00
	7) 1 6-inch globe, ----------	1.00
	8) 25 Coast Survey charts----------	12.50
	9) 1 relief model of the U.S.----------	125.00
	10) 25 U. S. folios----------	5.00
	11) Mississippi river charts----------	5.00
II.	**Reference books.**	
	3 copies "Physical Geology, Jukes-Brown---	5.00
	3 copies "Physiography of the U.S."-------	6.00
	3 copies "Earth Sculpture", James Geikie---	4.50
	3 copies "Rivers of North America", Russell,	4.50
	2 copies "Lakes of North America", Russell,	2.00
	1 copy "Glaciers of North America", Russell,	1.25
	1 copy "Volcanoes of North America", Russell,	2.00
	1 copy "Textbook on Geology", A.Geikie---	6.50
	1 copy "Manual of Geology", Dana---------	4.00
	1 copy "Elements of Geology", LeConte----	3.00
	2 copies "Geology", Brigham----------	2.00
	1 copy "Realm of Nature", Mill----------	1.25
	1 copy "Nature and Man in America",Shaler	1.50
	1 copy "Aspects of the Earth", Shaler----	2.00
	1 copy "Sea and Land", Shaler----------	1.00
	5 copies "Elementary Meteorology", Davis	8.00
	1 copy "Great Ice Age", Geikie----------	6.00
	2 copies "International Geography", Mill	5.00
	2 copies " A Commercial Geography", Adams	2.00
	2 copies "Thalassa", Wyld----------	2.00
	1 copy "Exercises in Meteorology",D.C.Ward	1.25
	1 copy Century atlas----------	10.00
	1 copy Berghaus' Physikalisches Atlas-----	20.00
	1 copy "Volcanoes", Judd----------	1.50
	1 Popular Astronomy, Flammarion---------	4.00
	1 "Depths of the Sea", Thompson---------	4.00
	1 "Island Life", Wallace----------	1.75

396.50

EQUIPMENT FOR PHYSIOGRAPHY IN WOMAN'S BUILDING.

Maps and globes. Prices-approximate.

1) 200 U. S. topographic maps--
Original cost---------- $ 4.00
Mounting---------- 20.00

2) 1 set Rand & McNally's physical maps of the continents, including one map of the world, 45.00

3) 1 Mercator's map of the world---------- 8.00

4) 1 outline map of the U.S. on blackboard cloth, 5.00

5)Relief globe---------- 50.00

6) 1 12-inch slated globe---------- 6.00

7) 1 6-inch globe, ---------- 1.00

8) 25 Coast Survey charts---------- 12.50

9) 1 relief model of the U.S.---------- 125.00

10) 25 U. S. folios---------- 5.00

11) Mississippi river charts---------- 5.00

II. References books.

3 copies "Physical Geology, Lakes-Brown--- 5.00
3 copies "Physiography of the U.S."------- 6.00
3 copies "Earth Sculpture", James Geikie--- 4.50
3 copies "Rivers of North America", Russell, 4.50
2 copies "Lakes of North America", Russell, 3.00
1 copy "Glaciers of North America", Russell, 1.25
1 copy "Volcanoes of North America", Russell, 2.00
1 copy "Textbook on Geology", A.Geikie--- 6.50
1 copy "Manual of Geology", Dana--------- 4.00
1 copy "Elements of Geology", Leconte---- 3.00
2 copies "Geology", Bridges---------- 2.00
1 copy "Realm of Nature", Mill---------- 1.25
1 copy "Nature and Man in America",Shaler 1.50
1 copy "Aspects of the Earth", Shaler---- 2.00
1 copy "Sea and Land", Shaler---------- 1.00
5 copies "Elementary Meteorology", Davis 8.00
1 copy "Great Ice Age", Geikie---------- 6.00
2 copies "International Geography", Mill 5.00
2 copies " A Commercial Geography", Adams 2.00
2 copies "Thalasses", Wyld---------- 2.00
1 copy "Exercises in Meteorology",D.C.Ward 1.25
1 copy Century atlas---------- 10.00
1 copy Berghaus' Physikalisches Atlas---- 20.00
1 copy "Volcanoes", Judd---------- 1.50
1 Popular Astronomy, Flammarion---------- 4.00
1 "Depths of the Sea", Thompson---------- 4.00
1 "Island Life", Wallace---------- 1.75

Reference books. (continued)

1 copy "Structure of Coral Reefs", Darwin,	2.00
1 copy "Forms of Water", Tyndall-------	1.00
1 copy "Earthquakes", Milne----------	1.00
1 copy "Tides", Darwin----- ----------	

Periodicals.

Meteorological chart of Great Lakes-monthly.	
1 copy National Geographic Magazine, Washington,	2.00
1 copy Journal of Geography, New York-----	2.00
1 copy Journal of Geology, Chicago-------	3.00
1 copy Monthly Weather Review----------	

Survey publications.

3 copies "Physical Geography of New Jersey", Salisbury--	3.00
3 copies "Bull.V, Wis.Nat.Hist.Survey", Salisbury and Atwood,	1.50
3 copies "Bull.VIII,Wisconsin",Fenneman---	1.50
1 copy "Mono.I, Lake Bonneville", U.S.Geol.Surv.	1.50
3 copies "Glacial Geology of New Jersey",Vol.V, Salisbury--	1.25
1 copy"Mono.XXXVIII, Illinois Glacial Lobe", U. S. Geol.Surv.	1.60
1 copy "Mono.XLI, Erie and Ohio Basin",	1.75

Other equipment.

1) Rock specimens for laboratory work----	20.00
2) 1 lantern----------	100.00
3) Photographs----------	100.00

Statement.

The above affords a meagre equipment for Physiography. It presumes on the use of the models in Walker Museum, and on the use of lantern slides from the Department of Geology. It does not make provision for General Geology, the equipment for which would be much more expensive. The list of books has been made short, and does not include all our students now use. The duplicates and triplicates are necessary.

The above equipment will need to be duplicated in the men's building when this work is given in a separate building.

Reference books. (continued)

1 copy "Structure of Coral Reefs", Darwin, 2.00
1 copy "Forms of Water", Tyndall---------- 1.00
1 copy "EarthQuakes", Milne---------- 1.00
1 copy "Tides", Darwin---- ----------

Periodicals.

Meteorological chart of Great Lakes-monthly.
1 copy National Geographic Magazine, Washington, 2.00
1 copy Journal of Geography, New York----- 2.00
1 copy Journal of Geology, Chicago------- 3.00
1 copy Monthly Weather Review----------

Survey publications.

3 copies "Physical Geography of New Jersey",
3 copies "Bull.V, Wis.Nat.Hist.Survey", Baltimore-- 3.00
3 copies "Bull.VIII,Wisconsin","Pennsman--- Baltimore and Atwood, 1.80
1 copy "Mono.I, Lake Bonneville", U.S.Geol.Surv. 1.50
3 copies "Glacial Geology of New Jersey",Vol.V, 1.50
1 copy"Mono.XXXVIII, Illinois Glacial Lobe", Baltimore-- 1.25
1 copy "Mono.XII, Erie and Ohio Basin", U.S. Geol.Surv. 1.60
1.75

Other equipment.

1) Rock specimens for laboratory work---- 20.00
2) 1 Lantern---------- 100.00
3) Photographs---------- 100.00

Statement.

The above affords a meagre equipment for Physiography. It presumes on the use of the models in Walker Museum, and on the use of lantern slides from the Department of Geology. It does not make provision for general Geology, the equipment for which would be much more expensive. The list of books has been made short, and does not include all our students now use. The duplicates and triplicates are necessary.

The above equipment will need to be duplicated in the men's building when this work is given in a separate building.

Segregation

November 9th, 1906.

Mr. Hamilton Holt,
The Independent, 130 Fulton St., New York.

My dear Sir:-

Your favor of the 2nd inst. is received. While I appreciate your suggestion of an article on the subject of co-education in the University of Chicago, it does not seem to me at present necessary that one should be written. The action taken by the University some years since is fully embodied in the President 's Report, to be found in the Decennial Publications, First Series, Volume I, published in 1903. A reprint from this report is herewith sent to you. Since that time there has been no change whatever in the plan. The question of extending separate instruction in the colleges beyond the first two years has never been considered by any faculty of the University. The plan as adopted in 1903 is the plan which is now being carried out and the whole subject with us is regarded as a closed incident.

In the editorial to which I referred not merely was

the University criticised on the basis of an unverified press despatch, which despatch in fact had no sufficient foundation, but also the integrity both of the living and of the dead was called in question. It seems to me under these circumstances that if the Independent wishes to be just, a statement should be made to the effect that the the editorial strictures was based on misinformation. I have no doubt that the Independent desires to be entirely fair and that a suitable correction will be made.

Very truly yours,

H. P. Judson

the University criticised on the basis of an unverified press despatch, which despatch in fact had no sufficient foundation, but also the integrity both of the living and of the dead was called in question. It seems to me under these circumstances that if the Independent wishes to be just, a statement should be made to the effect that the the editorial strictures was based on misinformation. I have no doubt that the Independent desires to be entirely fair and that a suitable correction will be made.

Very truly yours,

H. P. Judson

The Independent
130 FULTON STREET
NEW YORK
EDITORIAL ROOMS

Telephone 3928 CORTLANDT
Cable Address INDEFULT NEW YORK

+66

New York, Nov. 2, 1906.

Professor Harry Pratt,

University of Chicago,

Chicago, Ills.

My Dear Sir:-

We received your letter in regard to our editorial on the University of Chicago and also letters from Professor Shailer Matthews and Professor Albion W. Small.

The immediate cause of the editorial to which you object was the report which was published in the Chicago and New York papers, and editorially commented upon by them, stating that complete segregation was the ultimate aim of the plans now being carried out.

We are aware of the fact that newspaper accounts of the doings of the University of Chicago are especially apt to be erroneous, but in this case the item purported to give Professor McClintock's words in literal quotation, and they were not so inconsistent with what we knew of the general tendency of the University that we had any reason to doubt them. The editorial was in press before we saw any denial of the report.

I assure you that we desire to be perfectly fair to the University of Chicago, and in order to set the matter right before our readers, I should like to get an article on the situation, stating how far segregation has been carried out, its results, and <u>especially what the future policy of the institution in regard to co-education</u> will be. We could devote three pages to such an article, about 2500 words, and could use two or three photographs or plans of the new buildings in the Woman's Quadrangle, etc., if convenient. Perhaps it would be well to have Professor McClintock write the article, as he was the one who made the remarks that were misconstrued, but we should be equally pleased to have you or anyone else <u>in authority</u> write it. I assure you that there are many others who are as much in the dark as we were in regard to the real attitude of the University of Chicago on this question, and this will be a good opportunity to clear up the matter in the minds of the public. We have received several expressions of approval of our editorial from people formerly of the University of Chicago, and no doubt they will be as pleased as we are to learn that conditions are not so bad as they think.

I thank you for writing us in regard to the matter and for the confidence you express in the willingness of THE INDEPENDENT to correct any false impressions it may have given.

Yours very truly,

Hamilton Holt

Manging Editor.

P.S. I have written a similair reply to Professors Matthews & Small.

The University of Chicago
Founded by John D. Rockefeller
Office of the President

Chicago, January 30th, 1904.

My dear Mr. Salisbury:-

I am sending you certain material which came to me March 31st, 1903. Is there anything in this which we ought to take up at the present time?

Yours very truly,

William R. Harper

There is nothing here which needs consideration so long as men & women are not separated in Physiography R.D.

But isn't this going to take place now very soon? What hinders?

W R H

The University of Chicago
Founded by John D. Rockefeller
Office of the President

Chicago, January 30th, 1904.

My dear Mr. Salisbury:-

I am sending you certain material which came to me March 31st, 1903. It shows anything in this which we ought to take up at the present time.

Yours very truly,

William R. Harper

March 26th, 1903.

Segregation

Miss Gertrude S. Cathcart,
Whittier Hall, 1230 Amsterdam Ave.,
New York City.

Dear Madam:-

I take pleasure in sending you a copy of the official statement of the University regarding separate instruction for men and women.

Yours truly,

W. R. Harper

March 20th, 1903.

Miss Gertrude S. Cathcart,

Whittier Hall, 1230 Amsterdam Ave.,

New York City.

Dear Madam:-

I take pleasure in sending you a copy of the official statement of the University regarding separate instruction for men and women.

Yours truly,

W. R. Harper

Whittier Hall -
1230 Amsterdam Av.
New York.

16

To the Secretary
University of Chicago Ill.

Answered MAR 26 1903

Dear Sir Francis W. Shepardson,
Secretary to the President.

Would you kindly let
me know where I may get
a statement of President
Harper's reasons for his recent
action, by which I believe,
the men and women of the
University are separated
in their work during the
Freshman and Sophomore

years of the college course?
A statement of this kind,
which thus far I have been
unable to find, would great-
ly help me in my study of
the subject of Co-education.

Very sincerely yours.
Gertrude S. Carhart

March 24, 1903.

Coeducation

January 5, 1903.

President A. S. Draper,

University of Illinois,

Champaign, Ill.

My dear Mr. Draper:-

I am much obliged to you for the sheets which you have sent me. I think, when you come to appreciate our situation here at Chicago that you will agree with me that we have taken a step which was necessary and which was fully justified by the circumstances.

It is exceedingly easy to discuss matters from a theoretical point of view. Some matters have to be settled from a practical point of view. This is one of them.

I am trying to reduce the amount of my outside work, and this, together with the uncertainty of my being in the country during the next few months, made me give up my lecture in Boston.

Hoping that I may see you soon, I remain,

Yours very truly,

W. R. Harper

January 5, 1903.

President A. S. Draper,

University of Illinois,

Champaign, Ill.

My dear Mr. Draper:-

I am much obliged to you for the sheets which you have sent me. I think, when you come to appreciate our situation here at Chicago that you will agree with me that we have taken a step which was necessary and which was fully justified by the circumstances.

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Hoping that I may see you soon, I remain,

Yours very truly,

W. R. Harper

UNIVERSITY OF ILLINOIS
PRESIDENT'S OFFICE

Champaign, Illinois

December 29, 1902

President William R. Harper
University of Chicago
C H I C A G O
Illinois

19

My dear President Harper:-

I received your letter with enclosure this morning. Your statement is certainly very elaborate, and I think conclusive, upon the point that the university is not going back on the principle of co-education very decisively. I cannot help wondering that you have done anything upon what seems to me so slight reason. However, you know much more about that than I do.

My address was finished last week. I was obliged to modify it some, and have done so today. I send you the second copy of the only parts that relate to you or your university. You will find those parts within the green marks. I have had no reason to pitch into you, but of course I must say something in reference to your action.

I am very sorry that you are not to make the address in Boston.* Why is it? Are you going out of the country?

With best regards,

Very sincerely yours,

W. S. Draper

O.F.S.
1 enclosure

You need not return the Enclosed Sheets - I am sorry that We must Separate a little - only a little.

Segregation

December 20, 1902.

President A. S. Draper,

University of Illinois,

Champaign, Ill.

My dear Dr. Draper:-

I am enclosing uncorrected proof sheets on "Segregation". This, I think, will give you all you desire.

I have declined to discuss the subject of "Co-education" before the Twentieth Century Club of Boston. So you can "pitch into" me all you desire. I shall not have a chance to reply.

I think this printed statement gives you everything from our point of view that we can give.

Yours very truly,

W. R. Harper

December 20, 1906.

President A. S. Draper,

University of Illinois,

Champaign, Ill.

My dear Dr. Draper:-

I am enclosing uncorrected proof sheets on "Segregation". This, I think, will give you all you desire.

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Yours very truly,

W. R. Harper

UNIVERSITY OF ILLINOIS
PRESIDENT'S OFFICE

Champaign, Illinois

December 17, 1902

President William R. Harper
University of Chicago
C H I C A G O
Illinois

(47)

My dear President Harper:-

In August Mr. Monroe of the Twentieth Century Club of Boston called me by telephone at Lake Mohonk, New York, and invited me to deliver one of the lectures in their course this winter, and said they expected to secure you. He wanted each of us to discuss "Co-education." With some reluctance, and telling him he could not get us into a quarrel I consented. We are likely to take somewhat different views, though possibly not so very different. I have observed the statement of your views on the subject in one of your reports as set forth by Commissioner Harris in his latest report. I also observed the statement by your board of trustees sometime ago that you would soon state what was and was not meant by "segregation." I have looked for this statement, and judge it was made to your convocation yesterday, but the TRIBUNE report is so meager as to be of no value. Will you kindly send me anything touching the matter which you may have in print, or tell me anything I ought to have as the basis of intelligent and friendly comment? I am now in the midst of my Boston address, and would like it at once. I am to go January 17, earlier than the time set in their list.

With regards,

Very sincerely yours,

N. S. Draper

Segregation

June 19th, 1902.

My dear Miss Falconer:-

I am very much obliged to you for your full letter of June fourteenth which you have been good enough to send me. I shallrread it with pleasure and shalltderive much valuable information from it.

Yours very truly,

Miss Elizabeth Falconer,

98 Oakwood Avenue, Chicago.

June 19th, 1902.

My dear Miss Falconer:-

I am very much obliged to you for your full letter of June fourteenth which you have been good enough to send me. I shall read it with pleasure and shall doubtless find much valuable information from it.

Yours very truly,

Miss Elizabeth Falconer,

98 Oakwood Avenue, Chicago.

Segregation

26 Broadway,
New York.

July 1st, 1902.

Dear Doctor Harper:

I enclose a copy of a letter to my Mother from Miss Talbot, also one from Jenkins Lloyd Jones to my Father. These I send for your information. Please regard them as confidential.

Very truly,

John D. Rockefeller Jr.

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

26 Broadway.
New York.

July 1st, 1902.

Dear Doctor Harper:

I enclose a copy of a letter to my Mother from Miss Talbot, also one from Jenkins Lloyd Jones to my Father. These I send for your information. Please regard them as confidential.

Very truly,

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

Segregation

July 14th, 1902.

My dear Mr. Vincent:-

I am writing to propose that you prepare as strong a statement as possible on the segregation business. The vote is to be counted July 26th and presented immediately to the trustees. We wish very much to present your statement of the case with others.

Yours very truly,

W. R. Harper

July 14th, 1902.

My dear Mr. Vincent:-

I am writing to propose that you prepare as strong a statement as possible on the segregation business. The vote is to be counted July 26th and presented immediately to the trustees.

We wish very much to present your statement of the case with others.

Yours very truly,

W. R. Harper

Segregation

Aug.15th, 1902.

Mr. George C. Walker,

Lake Geneva, Wis.

My dear Mr. Walker:-

I am hoping that there may be an opportunity for us to go over the segregation question again together before the next Board meeting. I infer that the matter has been presented to you very strongly by certain adherents of the other side. I feel that it is only justice to myself that you should give the position which I represent a your most careful consideration. With only one in five in the faculty against the proposition, and in view of the past history of other similar propositions, I feel that I have some claim to ask your sympathy for this new plan, even if it does not at first strike you favorably.

Yours very truly,

W. R. Harper

Aug. 15th, 1902.

Mr. George C. Walker,

Lake Geneva, Wis.

My dear Mr. Walker:-

I am hoping that there may be an opportunity for us to go over the segregation question again together before the next Board meeting. I infer that the matter has been presented to you very strongly by certain adherents of the other side. I feel that it is only justice to myself that you should give the position which I represent a your most careful consideration. With only one in five in the faculty against the proposition, and in view of the past history of other similar propositions, I feel that I have some claim to ask your sympathy for this new plan, even if it does not at first strike you favorably.

Yours very truly,

W. R. Harper

Aug. 9th, 1902.

Miss Angeline Loesch,

46 Lincoln Place, Chicago.

My dear Miss Loesch:-

I have just received, through your kindness, a copy of the printed circular sent to the alumni and the public. I regret very much that the statement should have been made public which contains on the face of it so large a number of misstatements of facts. I have asked Mr. Judson to send you corrections of some of these.

I can hardly believe that you and your colleague, Miss Hirschl, deliberately desired to misrepresent the facts. It would seem proper for you, as representatives of the Alumnae Association, to send to the alumni and the public the corrections which Mr. Judson will furnish you.

Yours very truly,

W. R. Harper

Aug. 9th, 1902.

Miss Angelina Loesch,

46 Lincoln Place, Chicago.

My dear Miss Loesch:-

I have just received, through your kindness, a copy of the printed circular sent to the alumni and the public. I regret very much that a statement should have been made public which contains on the face of it so large a number of misstatements of facts. I have asked Mr. Judson to send you corrections of some of these.

I can hardly believe that you and your colleague, Miss Hirsch, deliberately desired to misrepresent the facts. It would seem proper for you, as representatives of the Alumnae Association, to send to the alumni and the public the corrections which Mr. Judson will furnish you.

Yours very truly,

W. R. Harper

July 26th, 1902.

Dr. Sarah Hackett Stevenson,

Venetain Building, Chicago.

My dear Dr. Stevenson:-

Your letter has been received and will be fully considered. I am afraid that the statement made to you is hardly correct in view of the conclusions you base upon it. The question is not the one which the Press has represented it to be, nor do I think it is so serious as you imagine. But in a letter it is hardly possible to explain all the plans and purposes of the University, and sometime we shall be able to have a chat over the matter and I shall then be glad to take it up with you.

Yours very truly,

W. R. Harper

July 26th, 1902.

Dr. Sarah Hackett Stevenson,

Venetian Building, Chicago.

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Yours very truly,

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F 39

CARSON, PIRIE, SCOTT & Co.

DRY GOODS.

State and Washington Sts.

Segregation

RETAIL DEPARTMENT.

Chicago, 7/30/1902

Goodspeed

Dr. T. W. Goodspeed,

Secretary The University of Chicago,

Chicago.

My dear Sir:-

As I am leaving tomorrow for a short visit to Europe, I wish to place in your hands my vote, which I hereby authorize you to record for me in my absence at the next meeting of the Board of Trustees of the University of Chicago, to be held August 19th.(or at any time to which it is adjourned) in favor of the proposition for the segregation of men and women during the two junior years of the University course. I have read all the statements and correspondence relating to this subject with great care; I have participated in the discussion by the Board, of this matter at a meeting held yesterday July 29, and my judgment is clear as to the wisdom of adopting the policy recommended by the Junior Faculty and the Senate.

I am

Yours truly,

Andw McLeish

CARSON, PIRIE, SCOTT & CO.
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Yours truly,

We present our serious and sincere faith that the President and Trustees of the University will never regret, in a measure of such far reaching importance as this, the granting to the faculty of a year's time in which to arrive at a more thorough and satisfactory understanding of the nature and merits of that which is to be done.

Henry Rand Hatfield

A. V. Moore

Theo. L. Neff

Wm Hill

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Elizabeth Wallace
Florence Lyon
Myra Reynolds
Lin Cipriani

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awkward phrasing

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Frank Bigelow Tarbell

George Lincoln Hendrickson

F. J. Carpenter

Henry H. Donaldson

Chas. Chandler. (In favor of delay, but not agreeing with all of the above-given statements.)

James Rowland Angell

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Frederick Starr.

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Respectfully,

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James Hayden Tufts.
J. Laurence Laughlin
Harry Willard Cutting
Karl Pietsch
Martin Schütze
T. Atkinson Jenkins.
G. B. Foster.

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Ira H. Howerth.

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Oscar L. Triggs

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Dean of Engg.

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Jas. Hamilton Boyd

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Ella F. Young.

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W. V. Hale
C. Bolza.

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C. Perry.

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Chas. B. Davenport
H. Gideon Wells
W. B. Henry
Albert C. Eycleshymer
L. E. Dickson

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John M. Coulter
Susan H. Ballou
Chas. J. Chamberlain
Florence Lyon

Edwin C. Jordan
Geo. H. Mead
James Westfall Thompson

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Amy E Tanner.

W. D. MacClintock.

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Charles Zueblin

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Francis Talbot
Associate Professor & Dean of Women.
John Dewey
Professor of Philosophy & Director of School of Education
Edward S. Ames Instructor in Philosophy.
George Herbert Locke Asst Prof Education

Endorsing the position taken for more thorough consideration by the general Faculty

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In signing this memorial we do not wish it to be considered as an expression of our opinions on the merits of the proposed changes but, as one of us was away from the city in June and the other was in favor of delay at the Congregation meeting, we feel that further time for consideration is desirable.

Woods Holl.
July 21, 1902.

Bradley Moore Davis.
Henry Chandler Cowles.

We present our serious and sincere faith that the
President and Trustees of the University will never regret,
in a measure of much far reaching importance as this, the
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Rollin D. Salisbury

Jos. P. Iddings.
Stuart Weller
Nott Flint
Henry G Gale
James Weller Linn
J. Stieglitz
F. R. Moulton.
T. C. Chamberlin

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college woman who has been sheltered from contact with men, with the virility, the frankness, the genuineness of her college brother has become almost a type of woman, marked by timidity, self-consciousness, inability to adapt herself to her environment and to society upon leaving college.

This opinion is again based upon observation of the many

98 Oakwood Avenue
June the 14th. 1902

To
President William R. Harper
The University of Chicago.

My dear President Harper -

You have asked me to state my reasons for feeling that a separation of men and women in the Junior Colleges is undesirable.

In my opinion: -

1. The normal, natural attitude of men and women toward life and study is kept in the coeducational classes more

than in those of separate instruction. This opinion is based first upon observations extending over my scholastic life as pupil in public grammar and high schools, coëducational college and university, and as instructor, first for seven years in a large public high school, second for an equal period of years in a school exclusively for girls, during a part of which time my work has been divided with an adjoining school exclusively for boys.

It is my honest conviction that there have been more consciousness of each other, more foolishness, more distracting diverting desires in the schools last referred to, than where young men and women, boys and girls are constantly associated with each other in natural normal relations.

2. In my opinion the

College men and women the training outside the class room which college men and women in an exclusively college community acquire. It has thus far been impossible for them to have the larger club life under its proper stimuli, the gymnasium facilities which are so soon to be granted. In the case of the women the result has been a product — often called

girls I have prepared and sent to different eastern colleges and to our University. There is no comparison between the womanly bearing, the genuineness, the wholesomeness of some of our own University trained women, — I do not refer to the artificial, purely society-loving girls who have occasionally appeared here for a year or two, — and the self-conscious young women

who have come back to me from Eastern schools, who have had to learn, often at painful cost, the lessons of life and the mutual ~~attitude~~ men and women should have in its relations. Not only in my own girls, whom I need not name to you, is this true, but it seems to me often noticeable in our own Graduate School in the women who have come here from colleges exclusively for women.

3. In my opinion the merits of coëducation have not been fully tried in the existing conditions at the University.

This opinion is based upon observations extending over my eighte years connection as a student with the University. With the exception of the dormitories, which care for a limited number of women, the University has not yet been able to give its Junior

that the University will take no backward movement. I am willing to trust to your wisdom so ably shown in the University upbuilding. I know your desires for its future well-being must be stronger than mine by the very nature of the case, but I still have the longing desire that this decision should be postponed until a better environment for men, and

by some of my city friends, who hear her talk in cars and shops, "the typical Coeducational girl" — who coming into the University from homes lacking refinement and social culture, illiterate oftentimes in speech and "common" in bearing, has had no opportunity to acquire the changed speech and manner that the absolute change of environment would bring.

She is taken as an argument against Co-Education. She should rather be taken as an argument against the day student in a city college with limited advantages offered to its women.

4. I fear, though I concede this cannot be based upon so definite observations as my other opinions, I fear that Co-instruction in separate classes will tend to give the weaker form of instruction I am led to believe does exist in the lower classes of exclusively women's colleges. There may be a distorted form of Seminary instruction which will merely keep before women the two years leading to an Associate degree and then the Social world. I grant this may be an imaginary dread, but none the less it is present.

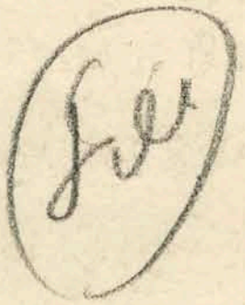
Thank you for giving me the opportunity of voicing in this manner my firm convictions, and my earnest desire

better facilities for the city women who attend the University, can show what co-education under proper conditions can accomplish.

The present arrangement is not right; it does not afford the attractiveness to men nor the means of development to women, and it seems to me that rather than co-education

that has made the subject
one of discussion.

Very respectfully and loyally
Your supporter always-
Elizabeth Faulkner.



Reply to a Memorial

Relating to the Plan for Separate Instruction

for men and women in the Junior Colleges.

---------oOo----------

I.

Has the Plan been adequately considered?

Yes.

1. "The plan has only been before the Junior College Faculty at two meetings, and no consideration has been accorded to alternatives constructive plans".

It has been thoroughly debated at three meetings of the Junior College Faculty. The whole ground was traversed so exhaustively that the Faculty became impatient of further debate and unanimously ordered a vote.

Besides this a debate in private conversation has been going on ever since last Autumn. Every member of the Faculty has been fully informed as to the every phase of the discussion.

Such alternative constructive plans as were offered in the Senate were considered by that body, and negatived by a large majority as undesirable and impracticable. No tangible alternative plans were offered in the Junior College Faculty.

2. "It has been before the Congregation once, and was overwhelmingly disapproved".

The Congregation took the matter up at the end of a small meeting, (6:00 P.M.) after a large number had left. Those in the majority (the vote of disapproval was 24 to 7) refused to lay the matter over until there could be a full meeting for adequate discussion, and refused to discuss the matter on its merits. They insisted on using their majority to put a vote of disapproval on record. Under the rules, the Junior College Faculty thereupon met, reconsidered the question, and reaffirmed their former action by a decisive vote (25 to 18).

3. "It has never been before a meeting of the United Faculties."

The United Faculties have no jurisdiction in the case, any more than have the Faculties of Law, Medicine or Theology.

The plan of a mass faculty was decisively voted down a year ago. It is hardly reasonable to protest now because business is not done in the very way in which at that time it was decided that it should not be done.

4. "Many members of the Senate have never heard the plan discussed from the Junior College point of view".

Every member of the Senate has had ample opportunity to hear the Junior College point of view- both in the very abundant private discussion and in the report of the Junior College committee recommending the action. Moreover, in fact several members of faculties other than

that of the Junior Colleges did attend the meetings of that body in order to hear the debate- as any senator might have done had he so chosen.

5. "No committee of the Senate has ever considered the strictly educational aspects of the plan."

The Senate is so small a body and opinions on the matter were so clearly defined that debate in the full Senate easily covered the whole ground. In fact several meetings of the Senate have been devoted to debating this question alone; and there has been no subject before the University which has been more thoroughly canvassed on all sides than this question.

II.

Are the administrative features of the plan thoroughly worked out and understood?

Yes.

1. "Are the departments to be accorded responsibility in administering the measure? If so, there will be radical variance in the mode of administration due to divergent opinion in many departments."

Departments will carry out the policy of the University, as in other matters, irrespective of personal opinions.

2. "There must be undesirable coercion of departments."

It is customary to administer what has been decided as it has been decided, and not as the personal judgment of individuals may dictate. This is order in place of chaos. It is not coercion for the minority to yield to the majority.

3. "Does the measure apply to elective work in the Junior Colleges, or only to required work?"

The plan applies to all Junior College work, both elective and required, wherever the size of the class permits. This has been repeatedly stated and is well understood.

4. "What is there to preclude the transfer to the Junior Colleges of elective courses now offered in the Senior Colleges?"

This seems to imply that those who may be entrusted with administration will by some underhanded means extend the working by the plan farther than is implied in its adoption. An answer is hardly necessary.

5. "Are co-education sections to be provided in elective courses"?

This will be decided by experience. It is not necessary to attempt forecasting every detail in advance.

6. "Will Instructors be allowed any choice of the sections they are to teach?"

This will of course be decided, as all other such matters are, by the head of the department in consultation with the President. There will be such conformity to the wishes of Instructors as is usual in other cases.

7. "Is it jidicious to enforce a measure with the disapproval of many instructors?"

This is merely asking whether the policy of the University shall be decided by majorities or minorities.

III.

Have the general educational consequences of the plan been sufficiently considered?

Yes.

1. "Aggravated by the proposed change which leaves untouched the real danger point", etc.

It is not a question of a"danger point" at all. The plan is favored by its advocates from no apprehension of dangers in the present system, but because it is believed that better results can be secured by the new one--better results in scholarship, and in dignity and refinement of life.

The steadying influence of association in the class rooms doubtless is of value; but those who have had the opportunity of observing the reciprocal influence of men and women studying in adjacent schools, or in different divisions of the same school, but not in the same classes, as are strongly of the opinion that this influence is in every way healthful at a certain stage of education as that which is exerted where the plan of full co-instruction is followed.

In this connection much stress is laid on the assertion that men and women by meeting in the class-room, learn a just estimate of one another, free from the glamour which comes from partial knowledge.

There is trouth in this proposition; but like many sweeping generalizations on educational subjects, it should be received with caution. It is true in many cases. In many other cases it is not true at all. In still other cases it would be impossible to tell whether it is true or not.

Further, even if assumed to be true in all cases, it by no means follows that it is desirable that men and women should in every instance

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The steadying influence of association in the class-room doubtless is of value; but those who have had the opportunity of observing the reciprocal influence of men and women studying in adjacent schools, or in different divisions of the same school, but not in the same classes, are strongly of the opinion that this influence is in every way beneficial at a certain stage of education as that which is started where the plan of full co-instruction is followed.

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Further, even if assumed to be true in all cases, it by no means follows that it is desirable that men and women should in every instance

be associated in the class room. Quite enough of the desired disillusionment may be secured by association for a part of the time. Sooner or later all students who receive the University degrees will have ample opportunity for association in mixed classes. Meantime being for a while kept in separate classes they may receive the undoubted benefits which come from separate instruction. Thus at least a measure of the good results of both systems may be secured.

2. "The wisdom of seeking more rather than less of such competition as a stimulus"

The opposite inference should be drawn. It is not a question, however, of inability so much as of unwillingness. Men will compete with one another, but not with women. This is especially true at the age at which college is usually entered.

Further, it is a fact of common observation that at that age girls are usually further developed socially than boys, and for that reason are far from exerting such an influence on the latter as will draw them out. The reverse is likely to happen. rather It is well known that girls who enter the Junior Colleges commonly have their associates among men who are older, and are apt to think and speak slightingly of young men of their own age. There is little mental stimulus for either in such an attitude.

IV.

"Where is the System to End?"

The arguments in favor of the plan most distinctly do not apply "from kindergarten to graduate school." On the contrary it may easily be pointed out that the considerations which lead the majority to favor the plan apply with especial force in the Junior Colleges, very little in elementary schools, very little in real University work (which begins with the Senior Colleges). Moreover, the financial consideration would render separation in real University work impracticable. There are no sections in Senior College and Graduate Classes. To multiply sections at this point would be expensive to such an extent as would not be warranted by any considerations now apparent.

V.

Will not the adoption of the proposed plan reflect inevitably and unjustly on our students?

No more, for instance, than revision of our athletic rules, or adoption of revised definition of professionalism, or improvements in the

administration of the house system, or any other changes which experience suggests. It is wholly gratuitous to imply that culpable conduct on the part of students is the ground urged for the change. The conditions which it is desired to modify are a handicap upon the most wholesome development of student life. Change of those conditions is no more a reflection upon the conduct of students under those conditions than giving to them better dormitories, or better dining room and club facilities would be. It is not true that the observations upon which these conclusions are based were made recently for the first time. They have been the subject of private comment among many members of the faculty from the opening of the University. They did not think it would be timely, until very recently, to attempt creation of better conditions.

VI.

Have the effects of the measure on the higher education of women at the University of Chicago and elsewhere been sufficiently recognized?

The dangers recited in this paragraph may seem very real to certain members of the faculty. To others they seem wholly groundless. How either of the consequences suggested can follow from the plan is surely not apparent. The plan is an attempt to diminish the ratio of distractions which interfere with serious attention to college work. The course of reasoning is surely not apparent by which it can be concluded that the attainment of such result, or even an honest effort after it, can either be stigmatized as "coercive", or can "set back the cause of woman's education", or can put a prenium on the presence of an undesirable class of women. These conceivable consequences can hardly be considered sufficiently within the range of probability to rank as practical objections.

The attitude of the women of the University toward the plan may be explained by their fears of possible results, and by the persistent contention on the part of certain members of the faculty that the whole plan is an attempt to drive women out of the University; perhaps by the apprehension that in case of the change women will presently be allowed to teach only women.

VII.

Has the influence of recent changes affecting the men in the University been thoroughly considered?

The establishment of new divisions in the University which will increase the number of men, and the erection of new buildings intended especially for the use of the men, do not favor the recommendation to delay, for no one of these buildings or new schools will be sufficiently

far advanced within a year to furnish data. Besides it has never been suggested that the plan was intended to do away with the danger of femininizing men. It is intended rather to reinforce the effects of the new gymnasium, the club house, the commons, and like agencies.

VIII.

Has public opinion been sufficiently regarded?

It is Utopian to expect the general public to succeed even in correctly presenting to itself the problem of an academic situation until it is first before them in the concrete. The agitation thus far conducted has thrown so much dust in the air, and has stirred up so much irrelevant feeling, that trial of the question in the court of public opinion can result in nothing but more confusion, until the public can be confronted with the plain facts in working form. When the real character of the plan is on exhibition in its operation, it can be judged intelligently by the public, whereas further speculative argument would simply result in greater confusion and increased incapacity to maintain a judicial attitude. Everybody familiar with the educational history of Chicago, knows that the public was led to fight Colonel Parker relentlessly when he was making some of his most important experiments. The analogy throws direct light upon the question of permitting the general public to dictate the policy of the University. That policy should be determined by those to whom the institution has been entrusted.

Furthermore, the epithet "irrevocable" is entirely inappropriate. On the contrary, the plan is not irrevocable. The majority believe that with full trial the disposition to reverse it will diminish. Should experience prove the plan a mistake, return to co-instruction in the Junior Colleges will be entirely practicable.

IX.

Have the financial consequences of the plan been adequately considered in their bearing on the University's educational procedure?

The financial consequences have been carefully studied; and it is evident that large sums of money are not necessarily involved. For example:

a) Greek, Latin, French, German and English, Mathematics and History, are subjects which require no laboratory equipment. The ordinary books used by Junior College students must in any case be duplicated many times.

It makes no difference in cost whether there are 12 copies of a book in one place, or 6 copies in each of two places.

b) It costs no more to arrange laboratory accommodations for 600 or more students in two places than in one.

c) It is necessary, in any case, to provide other space for laboratories, or crowd out the higher students. The present laboratories are about full. In a year or two there must be further provision for laboratory work. The most economical plan of extension would involve a building or buildings for elementary work. It can make little difference in cost whether there be one large building for such purposes, or two smaller ones. This is a very different problem from that involved in constructing highly specialized laboratories for advanced work.

d) In only one department is there possible increase of cost, that of physiography, the entire equipment of which for an elementary course does not exceed $8,000. to $10,000.

e) Additional dormitories would be erected only as needed, and these would, as heretofore, furnish an income on the investment. The separation question is therefore entirely distinct from the architectural question.

f) If, for any reason, the expense of separate sections for instruction proves to be serious, the plan provides that in such cases the separation shall not be made. But in few cases would it be necessary to provide more sections than now.

It should be kept in mind that the plan of buildings for a women's quadrangle is one thing, and the plan of providing separate instruction for men and women in the Junior Colleges is quite another thing. It is the second of these only which is now under discussion.

X.

Is it certain that the proposed plan meets more efficiently than any other the asserted difficulties of the present situation?

If the reasons for the proposed change were to any great extent architectural, it would be wise to postpone action until all reasonable schemes for the amelioration of the architectural situation had been considered. If, however, there are good and sufficient reasons for the change independent of the matter of buildings, and if the question has already been so fully discussed that further delay could only bring fruitless and harmful agitation, then delay is unwise.

The Junior College Faculty voted unanimously (May 17) for

the adoption of a report recommending a residence quadrangle for women on the east and for men on the west of the central grounds. There is no confusion of architectural and educational questions. It is clear that the buildings can be so constructed as to call for the slightest possible change in case later it shall be desired to revert to the co-instruction plan.

Finally:

To throw the matter back for further discussion by the faculties could answer no good purpose. It has been fully considered by each faculty body which has jurisdiction, and further discussion would be quite unlikely to give any new light or to change any opinions.

Further agitation by the public, who are not charged with the administration of the University, and who are not in a position either to understand all the facts at issue or to judge without bias the questions involved, can do no good. The matter can be decided quite as well now as a year hence, and its early determination will be a benefit to all concerned. It is true that the memorial asking for delay is signed by members of the faculty who are entitled to all respect. But the signers comprise only about a fifth of the entire faculty, and several of these are in favor of the plan. Under these circumstances it is respectfully urged that the plan repeatedly and deliberately recommended by the faculty and by the senate be put into effect.

In behalf of the majority who favor the plan.

H.P.Judson.

DEPARTMENT OF GEOLOGY

T. C. CHAMBERLIN
Head of Department
R. D. SALISBURY
Professor of Geographic Geology
J. P. IDDINGS
Professor of Petrology
R. A. F. PENROSE, JR.
Professor of Economic Geology
C. R. VAN HISE
Non-resident Professor of Structural Geology
STUART WELLER
Assistant Professor of Paleontologic Geology
H. F. BAIN
J. PAUL GOODE
R. D. GEORGE
W. W. ATWOOD
ELIOT BLACKWELDER
Special Assistants

The University of Chicago
FOUNDED BY JOHN D. ROCKEFELLER

WILLIAM R. HARPER, PRESIDENT

CHICAGO Mar. 31, 1903.

President W. R. Harper,

The University.

Dear President Harper:-

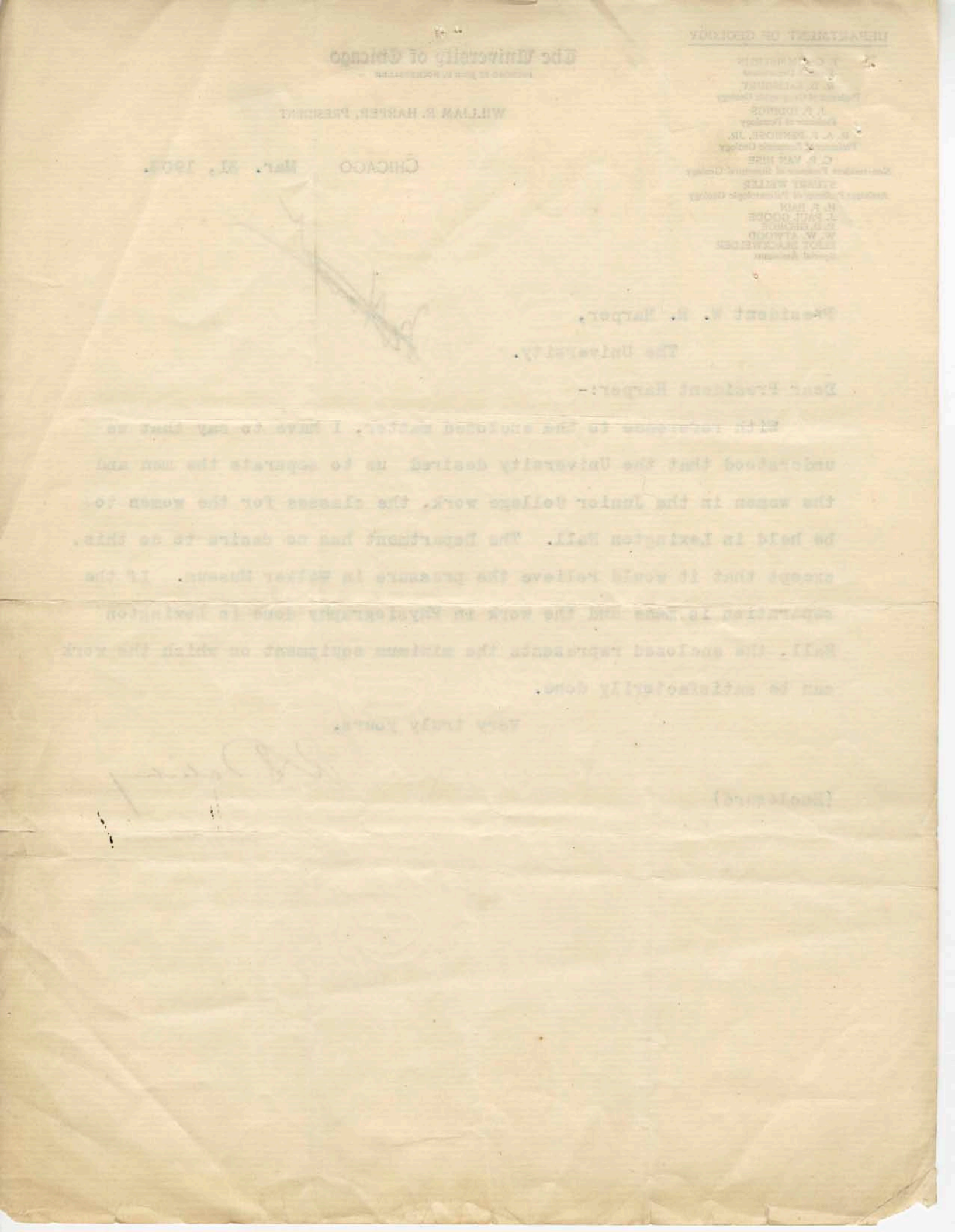
With reference to the enclosed matter, I have to say that we understood that the University desired us to separate the men and the women in the Junior College work, the classes for the women to be held in Lexington Hall. The Department has no desire to do this, except that it would relieve the pressure in Walker Museum. If the separation is made and the work in Physiography done in Lexington Hall, the enclosed represents the minimum equipment on which the work can be satisfactorily done.

Very truly yours,

R. D. Salisbury

(Enclosure)

639.60



Secretaries

26 Broadway.
New York.

Oct. 16, 1902.

Dr. William R. Harper,

University of Chicago, Chicago, Ill.

Dear Dr. Harper:

Replying to your esteemed favor of Oct. 13th:- From May, 1888 to May, 1893 I was the Corresponding Secretary and Executive Officer of the American Baptist Education Society. I first met Mr. John D. Rockefeller in the winter of 1889. He had already been favorably considering for sometime with you the question of the establishment of an institution of learning in Chicago. From my conversations with him, I gathered that the sentiment in favor of such an institution throughout the Baptist denomination had not yet taken such definite shape as to ~~the~~ character, scope, and initial expenditure, as to justify present action on his part. I then suggested to him that the American Baptist Education Society invite a conference of a few representative Baptists in New York, and ask~~ed~~ this conference to define the character, ~~location~~, and scope of an institution of learning in Chicago which would meet, in their opinion, the approval and active coöperation of the Baptists of the whole country. Mr. Rockefeller approved the suggestion. The Executive Committee of the American Baptist Education Society immediately adopted the suggestion, and instructed me to invite the following gentlemen to the proposed conference: President Andrews, then of Brown University; President Hovey, then of Newton Theological Semin-

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At the same time, the Executive Committee instructed me to send to each of the gentlemen named a series of printed questions to serve as a guide to the deliberations of the conference on the character and scope of the proposed institution.

The gentlemen invited duly met in the rooms of the American Baptist Home Mission Society in New York, and considered the questions submitted to them in their order. On most of the questions there was substantially unanimity of opinion; on the twelfth question there was some diversity of opinion. This question was as follows: "Should such an institution be co-educative", referring to the institution which it was proposed to found at Chicago. This question admitted of a categorical answer, yes or no. The answer actually given was as follows: "The privileges of the institution should be extended to both sexes on equal terms". The committee avoided a categorical answer. In the discussion of this question it was conceded by all that an institution of learning located in the west, where co-education was almost universal, should freely open its doors to women. It was pointed out, however, that certain subjects in the curriculum could better be studied by men and women apart, that the institution was likely to grow and expand in every direction, and in the course of its history would doubtless teach many subjects not equally adapted for men and women, and that it would be unwise so to phrase the reply to this question as would

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seem to commit the institution of necessity at all times and under all circumstances to common classes for the sexes. It was thought that the demand for the education of women would be sufficiently met if the institution admitted both sexes on equal terms, without requiring the institution to give instruction to both sexes in the same class room. On this, all varieties of opinion in the committee finally united.

The findings of the committee were submitted to Mr. Rockefeller. He held them for a considerable time under advisement. Early in May, 1888, I met him by appointment in New York, it was just previous to the meeting of the American Baptist Education Society about to be held in Boston. The findings of the committee were written out under his own eye in the form of a series of resolutions to be submitted to that body. At the same time Mr. Rockefeller gave me his pledge for $600,000 toward the first million, with the verbal instructions to hold this pledge in escrow, and not to communicate its contents until the Executive Board of the Society, independently of the pledge, and without knowledge of the pledge, should adopt the resolutions. If the resolutions were adopted without change, then the pledge was to be submitted to the Board; if the resolutions were not adopted, the pledge was to be returned to him. The third resolution was as follows:

"RESOLVED that the privileges of the institution be extended to persons of both sexes on equal terms".

The resolutions were all unanimously adopted, including the one recited above. This, then, fixed the character of the institution.

The Society immediately appealed to the public for the remaining $400,000 to complete the million dollars, which had been fixed by the conference in New York as the smallest sum on which the institution could probably begin. The resolutions defining the character

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"The particular objects for which said corporation is formed are to provide, impart, and furnish opportunities for all departments of higher education to persons of both sexes on equal terms."

Thus was actually carried out the purpose of the conference, which was to require the institution to open its doors to men and women on equal terms, but to leave the institution free to impart instruction to both sexes in the same class rooms, or apart, as circumstances might require.

Of the gentlemen present at the conference all are living except Dr. Samuel Duncan and the Hon. Charles L. Colby. I am very clear in my recollection of what happened at the conference. It would be interesting, however, to inquire if the recollections of the other gentlemen are the same as mine. I think all will recall that the difficulties attending common class room work were specially emphasized by President Taylor of Vassar, and the precise form of the deliverance of the conference on this subject is perhaps more due to him than any other single member.

Yours very truly,

F. T. Gates

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Yours very truly,

April 17, 1902.

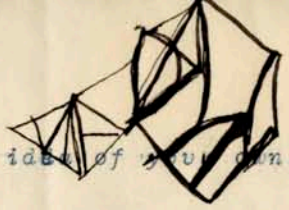
My dear President Harper:

Since your admirable statement to the Junior College Faculty last Saturday I have been thinking about the problem of the sexes and have had conversation with a number of persons representing various views on the subject. There is a tendency among the younger men to look at the problem fairly, though some of the solutions suggested are novel to them, and I think there will be little disposition to raise opposition to any fair proposition simply for the sake of opposing. But I have reached the conviction in my own mind that, before the sex question can be dealt with satisfactorily, another question of which it is, after all, a part, must be solved first. You will recall Owen's objection, viz. that it would be artificial to separate boys and girls, who have been together in the class room for four years, during the two years of the Junior College, and then put them together again for the last two years of the college. This objection contains, it seems to me, the very elements of the real solution. Owen is now opposed to the separation in the Junior Colleges, largely on this ground. There are probably many like him. But put the whole question of the School plus Junior College before them, as a whole, and they will at least agree that separation is rational and possibly better.

You have always, Mr. President, stood for the Gymnasium idea. The idea has brought into being such institution: as Lewis and Bradley institutes,

and is rapidly taking effect on the older academies and high schools. There will will soon be a goodly number of secondary schools about here shaping themselves on the same model, and, with the magnificent equipment which the public is giving the best high schools, where the free elective system prevails, motives of economy are going to lead to the extension of the course to what they now call post-graduate work, which they will soon come to look upon as one of the highest functions of the first-class school. The University should not be the last to carry into effect its own ideals. We are now establishing the principle but not ourselves putting it into operation. Our Medical, Technological preliminary courses are to be Junior College courses. We are creating a two-years' college, instead of the six years' Gymnasium.

With our South Side Academy at our doors we have the basis for the Gymnasium ready at hand. It seems to me that we should do here what we are doing at Morgan Park- erect the Academy into a Gymnasium. The work of our freshman year is almost entirely of a preparatory grade. Take out the Greek, Latin, and a few other advanced courses and we have only such courses left as are taught in every good secondary school. Why should this duplication, absolutely necessary in distinct and separate institutions, be continued in two institutions practically under one roof? It seems to me that the logical result, taught us further by you these ten years, should lead to the amalgamation of these two institutions in a close organization with only the necessary distinctions between the three grades of work- the three two- year divisions, the last being the present Junior College.



So far I know that I am only repeating an idea of Pestalozzi. But it is the application of all this to the sex question which I am coming to. If we had a six year institution, a Gymnasium, within the quadrangles, then it would obviously be a simple matter to separate the sexes throughout until the time when the electives leading to the courses of the University College (oh for the old name!) should be entered upon. I believe that the advantages of separation would be as marked in the preparatory years as in the first two of college. And we should have the further advantage of being consistent in the whole course. I take it that parents in large numbers prefer the unmixed schools both for their daughters and their sons. I judge that your experience at Morgan Park grew out of such a preference. I am told that over one third of the girls who go away to college go to colleges for women, and the proportions for the schools is probably greater. We should be appealing then to a large, and perhaps the best, element in our constituency in thus setting up two schools side by side, under the same faculty- one for boys, the other for girls- while the two would be in reality, for purposes of economy, quality of instruction, prestige, etc., one institution. And we should not, I think, lose the support of those who have no objections to the old kind of coeducational institution, or who prefer it.

But there is no need of my enlarging upon this thought. I only wished to present it to you as what I regard as the whole problem of which the separation in the Junior Colleges is only a part. If the larger question is attacked and settled first, the smaller will follow suite as a matter of course.

Yours truly
Edward Capps

Segregation

April 25th, 1902.

My dear Mr. Capps:-

I have read with interest your letter of April seventeenth. You make a great point in your letter, and I am not sure that you have not struck the nail on the head, at the same time, we must keep in mind this fact- that the reason why Mr. Owen's point was not well taken lies in the fact that in the four years of the South Side Academy, the girls are at home with their parents. There are practically no girls who are away from home. This will also be true if the preparatory course. Now we do not think we ought in any way at present to bring the South Side Academy and Manual Training School, which are to be ostensibly and distinctly practice schools in connection with the training school for teachers, into connection with our Junior College work. The latter is something to be treated by itself. We have a ground for the separation of the sexes in the Junior College which we do not have in the South Side Academy. The same ground exists at Morgan Park. Let me discuss this with you.

Yours very truly,

W. R. Harper

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Yours very truly,

W. R. Harper

Segregation

June 18th, 1902.

Rev. Cleland B. McAfee,

3911 Grand Boulevard, Chicago.

My dear Sir:-

Your letter of June fourteenth has been received. I think that you need have no anxiety in reference to the proposed plans of the University. I appreciate the courtesy of your letter, and think that a statement which I shall soon be able to make will cover the difficulties which have been suggested. The University has no desire to do anything more than to take an important step forward in the cause of education.

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FORTY-FIRST STREET PRESBYTERIAN CHURCH
41ST STREET AND GRAND BOULEVARD
CHICAGO

PASTOR'S RESIDENCE
3911 GRAND BOULEVARD

14th June, 1902.

(2)

President W. R. Harper,
University of Chicago,

My dear sir:--

I have been asked a number of times recently to take part in the movement of protest against the supposed purpose of the University to "segregate" the sexes in the Junior College. Petitions of various sorts have come my way, and other movements coming to the same thing have appeared. I have declined to take any part in such a protest, for the very good reason that I do not know anything about the real purpose in the mind of the governing body of the University. Newspaper reports are not invariably reliable, even in our own city. I have little else to guide me.

But you will allow me to add my urging to that of others on one point. The University is a public institution in the best senses, and its acts concern the public, or least the thinking part of the public. Some of us would be very backward in attempting to determine the duty of men who are charged, as we are not, with the control of so great an institution. At the same time, the movement it may make at this time in so important a matter, is certain to influence educational thought and movement in the whole country. The proposed segregation seems to some of us a distinct backward step in everything but the financial side of the institution, and if it is determined upon, we feel that it will be only fair to give the widest publicity to the reasons and expectations of the institution. For that I present a most urgent plea. You will not act without reasons that seem to you good and sufficient. May not those reasons be fully and frankly given to the public?

With highest respect, I remain yours sincerely,

Celana B. McAfee.

Segregation

To the Alumnæ of the University:

Our attention is called to a circular headed "Segregation of Sexes at the University of Chicago," and signed by the Recording Secretary of the Chicago Branch of the Association of Collegiate Alumnæ and by the Secretary of the Chicago Alumnæ Association of the University of Chicago. The circular contains what purports to be a statement of facts with regard to action of University authorities, a statement of arguments alleged to have been advanced in faculty meetings favoring segregation, and a summary of arguments against segregation.

To the customary newspaper misinformation with which the public is supplied as to University affairs, and to anonymous communications on this particular subject, it is not worth while to pay any attention. But as the above mentioned circular is in a way official in character, and as it contains a great number of misstatements on matters of fact, we owe it to our alumnæ to furnish a correction. As the main question is now pending before the Board of Trustees it would obviously be improper at this time for us to go into any argument on that subject. Our comments on the circular, therefore, relate solely to questions of fact.

In the statements of the circular the following inaccuracies should be pointed out:

1. "At that time a gift was offered them for the purpose of building separate quadrangles for the men and women of the Junior Colleges."

No gift was ever offered for such special purpose, and no such gift was ever suggested by any prospective donor. The question raised in the first discussion of the Senate was whether, *in case* money could be had for a women's quadrangle, it would be advisable to provide class-rooms and laboratories as well as dormitories. However, it was thought advisable to settle the educational question independently of all financial considerations, and accordingly when the subject was taken up the second time the whole question of money was put aside. The President thereafter repeatedly announced that the money question must not be confused with the issue under discussion, and that whatever policy of future development might be thought best, means would be found for carrying it out.

2. "It was noticed by them that in the terms of the offer 'quadrangles' was meant to include not only separate dormitories, but separate class-rooms and laboratories as well."

No such offer was made — therefore the offer had no "terms."

3. "As this made the matter a question of edutional policy, the Board of Trustees referred for advice to the Senate."

The matter was not referred by the Board of Trustees to the Senate. The President laid the matter before the Senate as a question of general policy, as he is accustomed to do with all important questions.

4. "The Senate, after discussion, voted to ask for the opinion of the Junior College Faculty before giving its own decision."

The Senate took no such action. The matter was brought before the Junior College Faculty by the President without reference to the action of the Senate, because it related to Junior College work.

5. "The committee's majority report was disapproved by a vote of 19 to 14. After the adjournment of the meeting, President Harper spoke to two, and their votes were then changed from negative to affirmative, making the vote 17 to 16 still against separation. President Harper himself then voted, and threw out the opposing votes of six other persons. This was done on the ground that they were disqualified because they were on one-year appointments only, a rule of the University, so far as can be ascertained, never before enforced."

Scarcely one of the above statements is correct. The facts are as follows:

Before the ballot was taken the President called attention in the Faculty meeting to the statute of the University with regard to voting: "Instructors appointed for one year attend the meetings of the faculty with which their work is connected,

and take part in the deliberations, but do not vote" (*Register* of 1901–2, p. 10). This statute was enacted by the Board of Trustees at the beginning of the University, has been printed in every *Annual Register*, and has been in force and has been applied from the first on fundamental questions. Of course, on ordinary questions there is no roll-call.

The tellers reported 19 negative votes and 14 affirmative, neglecting to take the President's ballot. The list was then scrutinized by the Recorder, with the aid of the Dean of the Faculties and the Secretary of the Board of Trustees, in order that no error might be made. It was found that six negative votes were cast by persons disqualified under the statute to which attention had been called in advance. Others present who were in like manner disqualified, but who, had they voted, would have voted in the affirmative, did not vote. Before the vote was recorded two who had voted in the negative under misapprehension of the purport of the resolution asked to change their votes. One of those asked the President for information as to the meaning of the resolution — with the other the President had no words on the subject at all.

The motion, therefore, was carried without the President's vote, and even counting in the negative the two votes which were changed at request of the persons concerned.

The President did not announce the final vote. It was reported to the Senate by the Recorder in regular course.

6. After the action of the Congregation, a meeting of the Junior College Faculty was called to reconsider the question.

"Its vote this time was informally announced 25 to 18 in favor of segregation. Among the members of the Faculty themselves it is not known positively whose votes were this time allowed and whose not."

The tellers, Messrs. Judson and Salisbury, one representing each side, formally announced the vote as 25 in the affirmative and 17 in the negative, with six negative votes believed to be disqualified. On verification one of the questioned votes was found to be valid, and was counted accordingly. Each person whose vote was not counted was personally notified to that effect.

It is difficult to comprehend how so many misstatements could be compressed into so few lines as is the case with the preamble of the letter to the alumnæ.

Nineteen arguments for segregation, purporting to have been noted at Faculty meetings, then follow. No comment is necessary on them, except on the last four.

"16. No further development in Junior College until proposed step is taken." No such assertion has been made by any responsible authority.

"17. Large gifts available if measure is adopted." No such assertion has been made by any responsible authority. The truth appears in what has been said above.

"18. Opportunity to do 'conspicuous' thing in education." This is a perversion of what has been said.

"19. Appeal to approval (financial and otherwise) of many persons hostile to unvarnished coeducation, especially persons of wealth, who want their girls treated from 'society' point of view, and their boys from the fashionable Yale-Harvard standpoint, as they conceive this." This also is an utter perversion of anything which has been said.

The women whose names are signed to the statement on which the above comment is made, are incapable of intentionally misrepresenting facts. It is to be regretted that the sources of their information should have been so unreliable.

HARRY PRATT JUDSON,
Dean of the Faculties of Arts, Literature, and Science.

ALONZO K. PARKER,
University Recorder.

THE UNIVERSITY OF CHICAGO,
September 25, 1902.

C O P Y.

Chicago, June 27th, 1902.

John D. Rockefeller,

New York City.

Dear Sir:

The future usefulness of the University founded by you in breadth and wisdom, is being greatly threatened by the honest but reactionary movement that is being forced through in the face of hundreds of remonstrants and in spite of such a significant opposition inside the University itself that to defy it is disruptive in its tendency. We beg a delay of proceedings to enable a better sifting of the facts upon which this demand for a change is based, and ask you to use your influence to secure such postponement.

In the name of thousands who believe that co-education is the better education of young men and women, I am,

Respectfully yours,

Jenkin Lloyd Jones.

COPY.

Chicago, June 27th, 1902.

John D. Rockefeller,

New York City.

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October 29th, 1902.

Mrs. Margaret F Sullivan

378 Oak St., Chicago.

My dear Mrs. Sullivan:-

It was very good of you to write the editorial on "Obscuring the Facts", and to send me a copy of the same. I can assure you that this gives me the greatest possible pleasure. How easily you are able to state the facts in the case! I am wondering whether an even longer treatment of the subject would be acceptable to the Chronicle.

With much appreciation of your courtesy, I remain

Yours very truly,

W. R. Harper

October Seven, 1902.

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FRIDAY, OCTOBER 24, 1902.

Obscuring the Facts.

It is the interest of the city of Chicago that the University of Chicago shall not be misrepresented to its injury.

It is necessary, therefore, to state clearly that separation of the men and women students in the first two years of class work, as the trustees have almost unanimously voted, does not deprive any student of either sex of any educational advantage now existing or hereafter to exist in that institution.

The segregation will give the women students during their junior period a seclusion which every student knows to be conducive to comfort, composure and the best intellectual results. Restoration of association with the other half of the students during postgraduate work refutes the allegation that the University of Chicago rejects coeducation as a failure.

Coordinate education is more efficacious than coeducation. Equal opportunities for men and women in education the spirit of the time demands. The University of Chicago meets this demand and will never recede from it.

These are the facts. No good is to be accomplished by obscuring them.

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PERCY PYNE, JR., GETS BEST SCORE

Princeton Golfer Makes Low Mark in Cresceus Is [illegible] Tourney.

Trial Against Time.

Trotter Gives an Exhibition, Though, Which Is Quite Remarkable.

MEMPHIS, Tenn., Oct. 23.—Two world's records broken, another one tied and a gallant attempt by the great Cresceus to lower his trotting mark were the sensational features at the driving park this afternoon. The exhibitions of Cresceus and Onward Silver were reserved for the end of the day's sport.

It was after 5 o'clock when Onward Silver, accompanied by a runner, appeared for his great effort to lower the two-mile trotting record of 4:29½, made by himself last week at Lexington. At the second trial the starter gave Hudson the word and the handsome trotter fairly flew around the first turn. Hudson, apparently, checked his speed at the

378 Oak Street

(12)