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Correspondence, Columbia, 1898-1900.

WARE MC14

W. R. W.

June 2, 1898.

by Dr. W. Schermerhorn.

Our Exhibition is on next week, and I hope you will be at hand to see it. Moreover on Monday our Graduates have their annual "Banquet" in our rooms, and if you can spare an hour during the evening to look in upon us, they will be much gratified. You will find a plate ready for you at half-past Seven.

This has been in every way the best year we have had, and though the Graduating Class is not by any means a strong one their final Drawings are of unusually excellent quality. Everything encourages us to believe that what we are doing is the right thing to do, that our principles and methods are sound. The quality of the School work and the excellent success of our Graduates, both at home and abroad, warrants us in believing that we have got one of the best Schools in the world, which needs only further development on the same lines to take a really paramount position among all such institutions anywhere. All this is due to the exceptionally able and efficient coadjutors that I have been so fortunate as to enlist at my side.

This development is of course hindered and deferred by the present financial condition of the University and by

the uncertain state of public affairs and of business. Indeed the expenses of the School already run three or four thousand dollars beyond the means of the Trustees, and the balance has to be made up by the private contributions in which you have yourself formed so large a part.

I was in hopes that our success and prosperity and the prestige attached to our new quarters might bring in additional endowments and an increase in the fees of the Students which would enable us to develop our work in a way proportionate to our opportunities. It will apparently be some time however, before there is any large increase in the number of our Students, and I do not know of anyone besides yourself who takes any special personal interest in our undertakings.

I have sometimes fancied that if at last you found that your interest in the work was justified by the results, and that we were really in the way of a first-rate performance, you might finally entertain the idea of devoting to it a considerable sum of money either to erect such a building as would be adequate to all our needs, or as an endowment to provide for the development of our work in the best possible manner. This is a notion which you will pardon, since it was one that could hardly fail to suggest itself.

I hope you will pardon me also if I go on to say

that if there is any sort of foundation for this in your own mind, it seems to me that an endowment now will be of more service, twice over, than a building by and by. In fact a large building would need a large endowment, to boot, in order to provide for the enlarged functions that it would imply, and for the increased expenses it would necessitate. The space we now occupy is ample for our present needs and for all the growth we can immediately anticipate. But to make the most and best of it, we need not only the three or four thousand dollars required to maintain our present status, but as much more to meet the needs of the near future. \$150,000., now, as an endowment, would do more good than \$300,000 by and by for a building, which would indeed as I have said be an incumbrance to the Trustees, unless an endowment also were forthcoming.

There are two other reasons why the smaller sum at this time would do more good than a larger one by and by. Unless we promptly assume and assert the supremacy which I think properly belongs to us, both from our position and from what we have already accomplished, and by so doing discourage ambitious enterprises elsewhere, we may at any moment find our prestige seriously impaired and our proper place taken by others. There is on foot for instance, as I am told, a scheme

for getting up a School of Architecture under Government patronage in connection with the Libraries and Museums in Washington, using the office of the Supervising Architect of the Treasury to give it professional position and to secure practical experience for its Students. This is part of a plan favored by some of the leading men in the American Institute of Architecture to bring the Government work under the control of the profession at large and to make Washington a centre of professional activity and influence. The mere promulgation of such an enterprise, whether it prospered or not, would be highly injurious to us. But it is equally true that anything that serves to magnify our name and put our School beyond rivalry would discourage such undertaking. The mere fact of an endowment would put us on an entirely different footing from any School in the country and would attract Students from every quarter, besides enabling us without further delay to carry to their legitimate development the ideas and methods which have already given us a position at the front.

The other consideration is a purely personal one. I have been here seventeen years. In four years more the School will have attained its majority, so to speak, and I shall myself be seventy years old. I want to have things by that time,

if I live so long, in shape to leave to other hands. I want in the next four years to carry to their finish the experiments now in hand, for as almost all our work has been in a new field, almost all our methods are necessarily tentative and experimental. But experiments upon living subjects have to be undertaken with caution, and even under the most favorable circumstances are slow in declaring their results. What remains for me to do can hardly be got into four years, even with the amplest means. At present I find my time largely preoccupied with details of clerical administration to the neglect of the major matters of interest on which the ultimate prosperity of the ~~work~~ must turn. I do the duties nearest to me, the things that are of the most pressing exigency day by day, but the larger interests that ought to occupy my attention have to wait. I do not want to leave them in this state when I have to stop working. Other people will have their own ideas and will be trying their own experiments. If my own ideas are to be tested, whether they are right or wrong, I must do it myself.

I will not apologize for these suggestions, knowing that whether they seem pertinent or the contrary, you will take them in good part.

I send you with this a copy of the last number of

The School of Mines Quarterly into which I have put a paper about the School, describing some of our latest performances, which will be interesting to read.

March 23rd., 1899

My dear Mr. Munroe:-

The President's letter raises the question what sort of prizes, if any, the friends of the University should be encouraged to establish, by gift or bequest, to whom they should be offered, and what advantage is to be aimed at by them.

1. Endowment of Research. Prizes are sometimes offered with a view to the advancement of knowledge. I should think the Trustees might well encourage foundations offering to experts sums of money sufficient to enable them to pursue original investigations, as is already done in the case of the Fellowships. Here the work is done after the prizes awarded, and it is given on the strength of work previously accomplished. But the Fellowships already established perhaps sufficiently cover this field.

2. Prize Essays. It may be well also to offer prizes, as in the case of Prize Essays, for the best performance of a given task of investigation or discovery. In this case the prize is awarded after the work is done. But my impression is that here, as in all open competitions, good results are difficult to obtain, competent persons not caring to spend their time and labor in this way.

3. Post Graduate Scholarships. Prizes may also be established for the personal advantage of the recipient, as with our own Travelling Fellowships. Here the work asked for is merely a test



of the candidates capacity to profit by the benefaction, and it has in itself no substantial value. Such prizes may well be offered to graduates not connected with the University and they serve a desirable end in encouraging higher professional studies.

4. Post Graduate Fellowships. Prizes may also be offered to men who are still in the Schools for a similar purpose, a sum of money being given to be spent in further study upon the spot. But if it is awarded on the basis of a special examination, or of special work, the regular work of the school, which should occupy all the time and attention, even of the best men, must be neglected. It would seem better to give it to the man who has made the best record in his regular work, as is the case with the English Fellowships. This enables the best men to continue their studies and engages them to do so.

A prize of this sort is a real benefaction and might serve to stimulate the best men to extra exertion.

5. Gifts. and Rewards. Prizes consisting of money, or of books, or of a mere personal distinction, like a medal, given in recognition of meritorious performance of the regular school work seem to me undesirable, and I understand that the experience of this and other colleges is against them. At most they effect only a few men and any good they may do would seem to be better effected by the Post Graduate or Travelling Scholarships just mentioned. I should hope that benefactors would not be encouraged

to follow the precedent of the Illig medal or of the prizes for general excellence already existing in the College.

6. Undergraduate Prizes. It is a serious objection that such a system of rewards introduces into the school a mercenary element, encouraging men to work from secondary and inferior motives, and this applies with added force to prizes for work done in the earlier years. Except in the form of Scholarships, such as have lately been established for deserving students needing assistance, such prizes are not to be desired. However it may be in a place of general education they are out of place and demoralizing in a professional school. I think we should rely upon the self respect of the men and the serious interest of the work and not upon extraneous and temporary motives of conduct. Men to whom these appeal have no place in our classes.

These are the only motives that can be brought to bear on the men in the middle and lower ranks or to whom prizes and honors are virtually inaccessible, and this makes it a matter of prime importance that the men in the upper ranks should work in that spirit. For them all the recognition and appreciation which come in the ordinary course of events is more wholesome stimulant than prizes and more public honors, which are apt to produce an undue elation in the men who obtain them and unnecessary discouragement and depression in those who do not.

It seems to me that the best thing our friends can do for us at present is in some way to furnish money to current expenses. Our work suffers daily from our being obliged to give our own time to matters of detail which could just as well be done by other people, if we had money to pay them. Then more important matters which are now neglected could be properly attended to. But if this cannot be done directly, the next best thing is Scholarships, either graduate or undergraduate. Money given for these comes back into the treasury and ultimately serves the same purpose. But these should be assigned to the special department which it is intended to benefit, without prejudice to its share in the Scholarships already existing and the fees should be devoted to the service of that department without any diminution of its regular appropriations.

Resolved: It is the opinion of this Faculty that prizes of money, or its equivalent, or marks of personal distinction, like a medal, given in recognition of meritorious performance of the regular school work, or for excellence in special performances, are undesirable in a professional school, for the following reasons.

a. Such a system of rewards introduces into the School a mercenary element, encouraging men to work from secondary and inferior motives.

b. Rewards of this character can have but little effect in raising the general scholarship, as they can be gained by the best men only, who should need no such encouragement. Men of ability who require such incentive to work have no place in our classes. Such prizes and honors can have but little effect on the work of men in the middle or lower ranks, as to them they are virtually inaccessible.

c. The best men in the class, who take a serious interest in their work, have determining influence on the scholarship of the class. It is to the influence of these men that we must look for the improvement of the work of those in the middle or lower ranks by the establishment of a professional tone in the School. Anything which tends to weaken the influence of these better men will tend to lower the standard of scholarship. [We believe that the introduction of a system of pecuniary rewards virtually open to these better men] only will tend to lessen that influence and will [thus] tend to exert a demoralizing rather than elevating influence.

*If these men are given to be working from mercenary motives it will*

d. Further, the best men themselves will recognize that rewards of this character tend to introduce personal and selfish motives as a reason for their work and will probably, to some extent, refuse to compete for these prizes, and will perhaps use their influence to dissuade others from so competing, thus introducing a disturbing element tending to discourage good work rather than to encourage it.

Resolved: That in the opinion of this Faculty, the friends of the University should be encouraged to establish scholarships or fellowships, or to give funds which may be used for the employment of assistants or additional officers of instruction, or money available for educational purposes in general, and should not be encouraged to establish, by gift or bequest, prizes of any sort for the benefit of undergraduate students.

My dear Doremus.

Walter Hays. Aug. 24. 1900

It is half a dozen years since we established in the fourth year the two advanced courses, one in architectural history and design and the other in architectural engineering and construction, putting all stated exercises and preliminary studies into the first three years of the course, only Descriptive Geomtry and stereotomy remaining in the fourth year as a regular exercise. There are two objects in view in making this change. In the first place, we wanted to carry the work, both in design and in construction, further than it has been practicable to carry it, while all the mornings were taken up with recitations and lectures. Serious work can be done only when one can command consecutive time and so give it continuous attention without having his interest cooled by perpetual interruptions. It doesn't do to be continually taking the pot off the fire just as it is beginning to boil. ~~By~~ the sacrifice of the lectures in physics and chemistry, geology and hygiene, and the better administration of the subjects that remained, we now managed to cover in three years the topics that formerly ran through four, and thus to make our fourth year a sort of post-graduate year. The improvement in the character of the work done, both in design and in engineering, has justified the change. At the same time the work in the earlier years has also gained, our second year men being now, apparently, about as far along as the third year men in some other schools.

The other object in view was to profit more than we have

been able to do by the resources of our environment. As I have pointed out in a paper in the University quarterly, which I read to you in manuscript before it was printed, we almost wholly fail to profit by the unique advantages of our situation. How to remedy this is at present our most pressing problem. So far, as I said in that paper, we have attempted only a single excursion into the adjacent fields, and that the one most immediately at hand. We do undertake to use the Avery Library, even in our regular work, the six or eight weeks of historical research bringing its resources well into play. It was one object in re-organizing the fourth year to further up these studies, just as the work in design was followed up, by such more serious work as the uninterrupted time of the fourth year would <sup>now</sup> permit. By day, now, the men have nothing to do from morning to night, from Monday to Saturday, but work in the drawing room on their designs. By night, having no lessons to <sup>study</sup> *only the Benjamin Franklin Society,* and no lectures to write up, they have a whole winter of leisure evenings, from October to June, in which to prosecute such advanced studies, historical or scientific, practical or biographical, critical or theoretical, as they may prefer. Having in the three years gone over the whole range of architectural history and practice, with something of science, and glimpses into neighboring regions which there was no time to explore, it would seem hard if every man could not find half a dozen topics of interest that he would be glad and eager to know something more about, for the

furnishing of his mind and the strengthening of his intellectual character and his professional standing.

There is indeed a third reason, and this is, perhaps, the most valid of all, for introducing into the course the unusual feature of a whole year of schooling without either lectures or recitations. Architecture is the most liberal of studies. It touches every side of life. In Vitruvius' time it would seem to have embraced all the learning of the ancients. As the field of modern knowledge has expanded it has likewise enlarged its borders. To know it is a liberal education. Here the architect is at an advantage over the painter, sculptor or musician, but he shares with them the disadvantage that the necessary technical training needed to ~~to~~ acquire skill as a draughtsman or designer takes so much time that but little time is left for serious intellectual discipline. He comes into touch with chemistry and physics, mathematics, mechanics and engineering, history and criticism, biography and aesthetics, the fine arts and the crafts, but has little occasion for hard thinking about any one of them. One can, however, hardly spend half his time for a whole winter in reading and writing, collecting material, comparing opinions and framing and formulating his own conclusions, without using his mind. Writing is, indeed, of much service, merely because it gives practice and facility in using the English language. But its chief value lies in this, that it makes the writer think over what



he shall say, in substance as well as form.

It was hoped also that the freedom from minute supervision that the scheme necessarily involves would promote a sense of personal responsibility and foster maturity of character. It seemed that men thus thrown upon themselves for the employment of their time, with large tasks before them to be accomplished, tasks of their own choosing, and which they were free to take up and prosecute in their own way, would go to work as men work, not like school boys over a lesson, and that they would come to feel, as law students and medical students do, the near presence of their life work and strive to profit to the utmost by so singular an opportunity of fitting themselves for it. We were in hopes that in the fourth year, at least, our students would shake themselves free from the traditions of the colleges and would assume the tone and manners suited to a professional school.

Experience has fully justified what we knew to be a somewhat uncertain experiment, and these expectations, if not always completely met, seem in a fair way to be fulfilled. The work in drawing and design, and that in engineering and construction, at once assumed a new character. The resources at hand for serious professional study began at last to be utilized, and the fourth year at once took on something of the character of a graduate school with a dignity of its own.

So far, so good. To go further, and do better, it seems

necessary only to enhance the favorable conditions of the situation and to prevent the unfavorable ones from spoiling the game.

The conditions favorable to good results in drawing and design are the exceptionally good installment and equipment of the school; the abundance and free use of books, photographs and drawings rendered more valuable by the admirable and stimulating examples of work, both ancient and modern, to be found in the museums and in the buildings of the town; the whole year- a whole academic year- free from distracting pursuits; and a scheme of study which aims to combine the maximum of independence and personal initiative with the necessary amount of supervision, advice, criticism and control. With all this there is every opportunity of carrying our work, if not as far as such work is carried in some foreign schools, at least to a much further development than it reaches at present advanced as the present work has already become. Two things seem chiefly to stand in the way. The first is the arbitrary limit of the time in which things have to be done. In the previous years of the school this does no harm. A definite series of exercises is assigned for definite hours, and everybody accomplishes the work, for better or worse, within the time, taking up each topic as it is presented and disposing of it out of hand. There is no chance to go slower or faster, the pace being set by the scheme. The difference between the best men and the worst is not that they get ahead faster, but that they do the work better and better understand what they are doing. That is the nature of class work.

But in the fourth year the work is personal and individual. Every man is in his own boat, solving the problems each in his own way, making the best progress that his capacities and diligence permit. One goes ahead by leaps and bounds, as this freedom encourages him to do. Another, less mature, less well-equipped by nature, not so well up in the preliminary study of the previous years, or less interested, or less ambitious, advances indeed, but with a gait and speed of his own, and at the end of the winter is only half way to the goal which, with more time and pains, he is as capable of reaching as his neighbor. If now both alike are held to have finished their course and are to receive the same crown, that is to say the academic degree, which signifies that they have met all our requirements, two evils ensue. In the first place, the more backward but perhaps equally promising and capable student is cut off in mid career and loses the best part of his schooling. He is just ready to profit by the best thing we have to offer, when he is shown the door and disappears on the other side of it. Meantime, just as the advance of an army is set by the slowest-moving arm of the service, the requirements of the school are practically determined by the attainments of the poorest men whose work is accepted as sufficient. This is most demoralizing to the abler men, who have no encouragement to do more than is expected of them and is fatal to the aspirations of the school itself, for it is impossible under these conditions to establish a reputation for more than mediocre performance. The good name of the school is at the mercy

of its most inferior products.

Even with the best efforts of the best men the academic year is too short for us to do with them what we are prepared to do, or for them to achieve what they are perfectly prepared to accomplish, or fully to profit by the advantages of their surroundings. The ultimate remedy for this will be found, of course, only when we have students more advanced in their studies. This may, perhaps, come by adding a fifth year to the course, or, which comes to the same thing and is perhaps more practicable, by raising our requirements for admission so that, in drawing and design at least, the first year may begin where it now leaves off. Meanwhile, the fourth-year men need to be free not only from stated work in the class-room, as is already the case, but also from the incubus of back work. Hereafter, as far as the statutes permit, we propose to require that all back work shall be made up before the beginning of the year in October, and, as is already the case with the summer work, if this is not done no further opportunity for doing it will be offered until the next October, and the men who are thus behindhand will not be able to get their degrees in June.

It is plain that a rule of this sort will secure several advantages. It would, in the first place, induce all who could to clean up their record by the end of the summer vacation, an obvious gain. In the second place, whether they succeeded in this or not, their feet would not be clogged by the chain of back work, and the

man at the foot of the class would be as free as the man at the head to give all of his time and strength to do the work under his hand. It is by no means always the inferior men who are thus handicapped. The most capable may by his fault or his misfortune find himself at the beginning of his fourth year staggering under the weight of these discouraging disabilities. We propose to lift them for a season from his shoulders, to give him a chance with the best, and to encourage him to show what is in him.

This might perhaps bring about a consummation greatly to be desired. It may well happen, when some of the best men are found to be taking their degrees, not in June, but in October, December or March, that this shall come to be regarded as quite the thing to do, and so far from being any discredit to constitute a distinction. Other things being equal, the longer a man keeps at his studies the better equipped he will presumably be. Then we can set our standards as high as we please, and ~~shakk~~ have all the men staying on and working until they have attained it. Thus we shall retain the advantages of a definite curriculum in the second and third years where there is a fixed term, and escape its disadvantages in the fourth year where there is none.

We can hardly insist upon this reform at once. But we shall introduce at once whatever features of it the present statutes permit, and in this we shall be ~~aded~~ aided by the recently declared policy of the Faculty of Applied Science to enforce the rule

against holding extra examinations. But, after these changes were made there would be no great novelty in the result. Every year some men fail to complete their work and wait until it is done to get their degree. The only effect of the scheme under consideration would be to increase the number of these men and to relieve them from any shadow of reproach.

The work of reading and writing, which has the title of ~~Ad-~~ **vanced Architectural History**, has also justified itself. Many of our men have found it about the best thing in the school. At first it was difficult to get it started, but now the summer essay breaks the ice and the five or six winter papers come along regularly enough. When they come to be read aloud they serve alternately as an example and as warning. The best set a standard which everybody tries to emulate, while defects, either in the arrangement of material, the forms of expression, or the manner of reading, serve as unmistakable examples of things to avoid. ~~The~~

*The* scheme, of course, depends for its success almost entirely upon the sincerity and good faith with which the men take it up.)

( It is impossible for anybody to know, when at the end of four or five weeks a paper is brought in, twenty or thirty pages in length, whether it is the result of a month of original investigation or whether it has been compiled within a week from text-books and encyclopedias. If it appears in good time and in good shape, it must needs be accepted for its face value. Men have, indeed,

sometimes discredited themselves and the school by putting in a meagre performance. This can hardly be prevented, and if such a procedure were common it would simply show that the scheme was an impracticable one, with the sort of men who make up our classes, and it would have to be abandoned. But in point of fact most of the classes have been of the sort that value the opportunity offered, and are disposed to make the most of it. In order really to make the most of it, however, we should need to furnish on our part, an amount of suggestion, revision and detailed criticism which at present nobody has time for. Still, these services are not entirely lacking.

What has made this work so successful and satisfactory has been a well-founded conviction on the part of most of the men that it offered an opportunity for reading and study too valuable and too rare to be neglected. Fortified by this they are able not only to withstand the temptation to give the time at their command, so to speak, to song and dance, but to resist the more insidious suggestion that there are other more important things ready at hand to which the winter evenings can more profitably be devoted. How much time and energy, to give to these studies is, of course, a question which each man must answer for himself. But the fourth-year men have in most cases answered it in a way to produce a series of papers vastly profitable to the writers, and instructive, and even entertaining to their hearers. The hours devoted to

these studies are by no means as tedious as might be supposed. "It is a mighty good plan," as I have more than once heard said, "for these men to read all these books and then come and tell us what is in them."

But here again there is danger of the work getting behindhand and having to be made up in more or less perfunctory way at the end of the year. The only care for this is not to allow it to be made up until vacation. The incubus of back work is not to be borne.

Papers written in the spring there is no chance to read, and I have thought of substituting for them oral reports, lectures, as it were, from notes. At that time of year the evenings are much needed for study and work upon the theses. The preparation of oral discourses would take time, but the time needed for writing things out would be saved, and the practice of speaking from notes would be a useful one. How does this strike you? Another variation would be to have what they call a symposium- half a dozen men writing independently upon the same subject. Nothing is more entertaining and instructive than this, for, if they all agree, it is conclusive, and, if they differ, it is very stimulating to thought. Still another scheme would be to have oral discussions, with two or three on a side, exercises to which symposia are an admirable preliminary. If you think of any good topics for such an occasion, pray make note of it and let me know.

Please, also, in acknowledging the receipt of this letter,



let me know just what subject you have finally taken for your summer essay, and what resources or authorities you have at hand from which to work it up, and do not forget to send to Mr. Hamlin, at York Harbor, Maine, the subject of your Thesis, and the list of *Sketches* you propose to submit at the beginning of the term.

When the stated instruction was set back into the first three years, and the advanced courses in history and design, and in architectural engineering and practice, were set on foot to occupy the fourth year, the courses in engineering and construction which had previously occupied the fourth year were set back into the third, just as was done with the courses previously given in history and design. The idea was that this amount of design would suffice for the men who, intended to take architectural engineering in the fourth year, with a view of becoming architectural engineers, and that this amount of engineering would suffice for the ordinary practitioner, giving him that minimum of knowledge of these subjects which it is necessary for even the most unscientific architects to be possessed of, not enough to enable him to do his own engineering, but enough to enable him to enter intelligently into the counsels of his expert adviser, and, as we said, to ask an intelligent question, understand the answer intelligently, and make intelligent suggestions. This would enable him, also, in his designing, to keep within the limits of safe and practicable construction. More than this, the knowledge that would enable an

architect to solve engineering problems on his own responsibility, we proposed to reserve for the course in Advanced Architectural Engineering of the fourth year. The idea was, as the circular of information explains, that the men who wish to be thoroughly equipped in both branches should come back for an additional year of engineering, if they had graduated in design, or of design if they had graduated in architectural engineering.

Things might, perhaps, have worked in this way if we had had classes, even of two or three students, in this engineering course. But it has happened that only one man at a time has presented himself for this advanced work, and in each case the work has taken a somewhat personal character to meet the personal needs, or capacities, of each student. It thus happens that a well-considered curriculum in Advanced Architectural Engineering has not been developed, and in the absence of such a scheme there has been little to attract students to this course. Meanwhile, not to let important things go altogether untaught, the third year course has been developed into something somewhat beyond its original intention, until it tends to crowd other subjects without, after all, fully treating its own. Further development of either the third-year design or the third-year engineering has thus become very difficult though both need it. In this state of things I should be glad if out of your own class two or three men should offer themselves for the fourth-year course in Advanced Architectural Engineering,

so that we shall be able, at the same time, to give the subject a more adequate treatment and to relieve the third year from overcrowding. All the time we can gain in this way is needed for other things, modelling, for example.

All this I say, having missed the chance to say it at the end of the term, so that you may all co-operate the more intelligently with us in advancing the excellence of the school work, to your and our own lasting advantage.

*Geo. F. [unclear]*

*C. R. Ware*

NEW YORK,

Nov. 11. 1890.

My dear Prof. Ware.

The College has lately received a sum of \$39. from a Mr. Welch, formerly a student in your Department, in recognition of the aid granted to him by the College while he was a student. The Finance Committee think that this money ought to go to the benefit of your Department in some way and yet it is not enough for a scholarship. They don't think it ought to go to the Library for by so doing Mr. Welch's identity in the matter is lost. The Committee would be glad to have any suggestion from you that will aid them to deciding the disposition to be made of the money. Mr. Parsons suggests models &c. to be marked as the gift of Mr. Welch. Will this do?

Very truly

Wm. L. Nash,  
Treasurer

Prof. W. R. Ware.

Department of Architecture  
Columbia College.

WELCH, SMITH & PROVOT,  
ARCHITECTS,  
11 East 42nd Street,

ALEXANDER McMILLAN WELCH,  
BOWEN BANCROFT SMITH,  
GEORGE PROVOT.

New York, Nov. 19, 1900.

My dear Mr. Ware. —

Your letter of the 15th, of November has been received, and I appreciate the sentiments expressed therein very highly.

It is certainly very good of the Authorities to look upon what I repaid the University as a benefaction, for I regarded it as the payment of a debt.

Through their generosity I was enabled to complete my College course and obtain what many would like to have, a College Education, and the benefits which naturally accrue therefrom. This I could not have attained, at that time, had not the Authorities of the University granted me the privilege they did.

In return I felt it only just to pay back to them as soon as possible, at least what my tuition would have been, together with the legal rate of interest; and I am very much pleased that they feel it should go to the Architectural School.

As it is for the Authorities to say how it should be used, and they have sanctioned what entirely meets with your sanction, I assure you that whatever way you think best suited to the needs of the School, fully accords with my views in the matter.

WELCH, SMITH & PROVOT,  
ARCHITECTS,  
11 East 42nd Street,

ALEXANDER McMILLAN WELCH,  
BOWEN BANCROFT SMITH,  
GEORGE PROVOT.

New York, .....

It is a pleasure to me to feel that I have been the means indirectly of securing to you some object that may advance the architectural school, and be of benefit to its Alumni and future students.

Models as you suggest are very valuable to have, and meet with my thorough approval; but I want you to feel at liberty in every way, as far as I am concerned, to do whatever you think best in the matter.

Trusting you are enjoying excellent health and with best wishes I remain,

Very respectfully yours,

Alexander M. Welch.