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Judson, H. P.
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Chicago, February 16, 1916

Dear Mr. Freund:

Thanks for yours of the 15th inst.

with recommendations as to the Van Dyck Estate. I shall write to Mr. Avery very soon.

Very truly yours,

H.P.J. - L.

Mr. Ernst Freund,
The University of Chicago.
Office, February 16, 1976

Dear Mr. Provost:

Thank you for your interest in the ISEE placement. I write to request your recommendation for my daughter. I have already written to Mr. Venable and expect to hear from him very soon.

Very truly yours,

H.Y.L. Jr.

Mr. Provost
The University of Chicago

Mr. Harry Pratt Judson,
President's Office,
University of Chicago,
Chicago, Ill.

My dear Mr. Judson:

Since that instructive interview with you in December, I have talked with President Lowell and Professor Holcombe of Harvard University and several business men.

We believe the most practical way of co-operating with educational institutions in the teaching of Government will be through the organization of a Government Association, an outline of which is enclosed.

It seems logical that the substantial business interests of the country should conduct their educational campaigns through the educational institutions, which are skilled in teaching sound principles of government, and free from partisan politics.

By conducting such educational campaigns through professional politicians, guided by personal interests, in the thick of political campaigns, business men have brought upon themselves much unmerited abuse and public suspicion. All this might be to a considerable extent avoided if high minded business men should co-operate with and contribute money to the Universities and Schools, which would be enabled to render a much needed service to the
Mr. Harry Pratt Judson,

country, by teaching the voters to distinguish between facts and fallacies. This could be done partly by lectures and speeches and partly by printed pamphlets which the Association would distribute. Under our plan the campaign of education could go on continually and not be left for ante-election days.

Our purpose in sending this letter to you is to invite suggestions and criticism which may seem advisable.

Thanking you in advance for courtesies, I remain,

Very respectfully,

E. S. Avery

Dict. E. S. Avery

*Enc.

W.
The District Board of Education,

31st November, 1930.

We, the undersigned, do hereby request that the notices for the election of school board members be circulated in the community, as required by law, to inform the public of the need for the election and encourage their participation. We understand that the candidates may address the public at the voting places, and we urge all who have been nominated for public office to use this opportunity to present their qualifications and platforms to the electorate.

We, therefore, request that our names be included on the election list, and ask that you kindly allow us to present our qualifications and platforms to the voters. We are anxious to serve the community and to work for its betterment.

Very respectfully,

[Signature]

[Signature]
GOVERNMENT ASSOCIATION.
(Incorporated.)

The officers of the Association will consist of a President,
and a Secretary and Treasurer.

An Association of financiers, manufacturers, business men,
railway officials, lawyers, engineers and educators.

The Executive Committee will consist of not more than nine
members, including the officers.

The purpose of the Association is to afford practical men an
opportunity of co-operating with Universities, Colleges and Schools,
which undertake to teach those fundamental principles of sound
government, upon which must rest our material prosperity and
political stability.

The members of the Association will be unlimited and will
Departments of Government in our educational institutions
pay annual dues of $100, each.

will be encouraged. Those needing and meriting money will be
The income of the Association will be derived from annual
dues from persons inclined to donate endowment funds.

Thre should be more scientific instruction in the art of law
and from gifts to the Association. These gifts will include
10% of the principal or income of endowment funds obtained for
making; also in executive efficiency in cities, states and the
educational institutions of the Government, also in those problems which must arise when
our corporations go to the world markets.

Instruction should be given with a definite object in view,
and that object should be to make students of the greatest practical
value to their future employers, whether the government or corpora-
tions subject to government regulations.

Students in educational institutions, especially those taking
special courses such as law, engineering, etc., could increase the
value of his services by acquiring an understanding of the art of
government.

Men not in educational institutions, such as the employees of
the government or the corporations, would increase their usefulness
by acquiring a knowledge of government, which could be obtained
from printed lectures, text books, statistics, etc. Their
publication and distribution will be encouraged by the Government
Association.
An Association of Universities, Manufacturers, Business Men,

meet to encourage, in their endeavors and associations,

The purpose of the Association is to further educational and cultural cooperation, not only between universities, colleges, and schools,

which may be affected by the fundamental principles of economy, government, about which we must keep our material prosperity and political stability.

Debates on government in our educational institutions

will be encouraged. The need for and merit of these will be

commonly to persons informed to some extent of law

thereby be more scientifically interpreted in the light of law

making; also in executive allocation of office, state, and field

legislative government; also in those programs which meet state, when one chooses to exercise a bold and

understanding of government regulations.

Information should be given with a definite object in view,

and that object should be to make students of the greatest benefit

and not to their temporary employers, whether the government or corporation.

official, subject to government regulations, especially those involving

students in educational institutions, especially those involving

special courses such as law, engineering, etc., could increase the

value of the services of educators in understanding of the art of

government.

Men not in educational institutions, such as the employees of

the government or the corporation, would increase their usefulness

by acquiring a knowledge of government, which could be obtained

from printed instruction, text book, statistics, etc. Their

employment and affiliation will be encouraged by the government

Association.
The officers of the Association will consist of a President and a Secretary and Treasurer.

The Executive Committee will consist of not more than nine members, including the officers.

The advisory members of the Association will be limited to twenty-five, and will be empowered to elect the Executive Committee and officers, and their own successors.

The members of the Association will be unlimited and will pay annual dues of $100 each.

The income of the Association will be derived from annual dues and from gifts to the Association. These gifts will include 10% of the principal or income of endowment funds obtained for educational institutions with the co-operation of the Government Association.
The officers of the Association will consist of a President, Vice-President, Secretary, and Treasurer.

The Executive Committee will consist of not more than nine members, including the officers.

The signature members of the Association will be limited to not more than twenty-five, and shall be empowered to elect the Executive Committee and any officers, including their successors.

The members of the Association will be unlimited and will be entitled to the status of Associate or Full Members.

The income of the Association will be divided among its members in accordance with the terms of membership.

The purpose of the Association shall be to promote the co-operation of the Government and Association in the furtherance of the co-operative principles and aims of the Government and Association.

Annual membership of the Association is open to all members of the Association who are not excluded therefrom by the terms of the constitution.
Chicago, November 15, 1915

My dear Mr. Avery:—

Your favor of the 5th inst., with enclosure was received, and I have read it with interest. I am especially glad to hear from you, as a former student, and particularly as the husband of Janet Gilfillan. Incidentally, please give her my most affectionate greeting, and tell her that Alice is well and is just back from a visit of a few days in Minneapolis.

The proposition as to teaching government is interesting. I should say that there is no doubt that it would be entirely advantageous to any institution of learning to have a thorough course in that subject. All the larger universities in their Departments of Political Science and Economics go more or less into detail. We give a fairly systematic course in that line. Undoubtedly, however, the training is not so comprehensive as you have in mind. I am not sure that a series of books such as you indicate
would be the end of it. The value of the work would not be lost, but it would be a great deal better if it were re-worked with more care and attention. Further, it would not have to be re-worked if you had started it before the David book came out. As it is, it will be.
would be the best way to accomplish what you have in mind. The value of the book depends very much of course upon the author. Furthermore, it should be borne in mind that any book would be out of date in a few years, so that it would have to be replaced by some other book. Moreover, the publication of a group of books like this might have to be completely recast when other editions should come along. I am not sure but it would be more effective to give the endowment outright to such institution as the Estate might deem proper for the establishment, say, first, of a professorship in this department, and, secondly, for publications under the direction of the professor in question. Of course on the other hand it might be advantageous to give the entire fund, the income to be used for publication on various lines in the practical study of government. I am sure that from your various sources you will obtain suggestions which will put you on the line of success in carrying out the very interesting purpose you have in mind.

With cordial regards, I am,

Very truly yours,

H.P.J. - L.
Dr. Harry P. Judson,
University of Chicago,
Chicago, Ill.

My dear Mr. Judson:

I am taking the liberty to write you asking that you read the enclosed pamphlet, entitled "Shall we teach the Art of Government?" This pamphlet has been prepared by me for the purpose of presenting this subject for consideration by educators, government officials, business men and lawyers. Their replies will, we believe, afford practical suggestions which will enable us to make a wise proposal for the establishment of a course of government in one of our large Eastern universities, which will receive also an endowment fund of $200,000 for the purpose of meeting the expenses of the proposed course.

There are courses in government, more or less elementary or fragmentary, in many of the universities, but they are intended to give only a superficial understanding of the various governmental departments, as a part of a general education. Such is not our purpose, for we propose to establish a course in government which will give practical knowledge to those intending to devote their lives to the government service. In this respect we desire the proposed course to be on a par with law schools which are intended to prepare young men for the practice of the law.
During the current year of 1928, the University of Chicago.

The University of Chicago is pleased to announce the following:

The appointment of Professor John T. Mather as the new head of the Department of Economics.

The Department of Economics is proud to announce the appointment of Professor John T. Mather as the new head of the department.

Professor Mather has been a member of the department for many years and has made significant contributions to the field of economics.

We are pleased to welcome Professor Mather to the Department of Economics and look forward to his leadership in the future.

The University of Chicago

[Signature]
New York, November 5, 1915.

Dr. Harry P. Judson - E.

The plan in mind is to invest the endowment fund and use the income for a year or two to pay the salary of the dean of the proposed department, and his expenses while going to various states and to Washington for the purpose of consulting with educators, government officials, and practical business men. During this time the dean will be expected to prepare a course of lectures on government to run for a period of say two years. These lectures will be supplemented by lectures to be given by men active in government service. These lectures will be supported eventually by a set of books on government, as suggested in the pamphlet. To some the proposed volumes may seem unnecessary, as much has been written on the various phases of the government service, but a set of reference books would seem imperative, because the publications now in existence are of a varied nature, and would require the assistance of a professor to root out the pertinent and helpful portions. A further objection to present publications is that they are written by professors, who have had an irresistible tendency to treat the subject of government, historically, philosophically, or sociologically. This may meet the desires of post-graduate students, but it would not be sufficient for a man who is intending to take a course in government for the purpose of
Dr. Harry P. Judson - 3.

preparing himself for practical service.

I might mention in confidence that I have been discussing this matter with members of the Yale Corporation for about a year, and know about what they would expect in the way of the proposed course. But it seems wise to get many points of view before making a definite proposal to Yale or any other university, together with the gift of $200,000.

I am writing you at the suggestion of Doctor Vincent of the University of Minnesota.

You may be interested to know that I was at one time a member of a class which studied history under your guidance at the University of Minnesota, and that I am a graduate of the Law Department of that University. Also you may be pleased to know that my wife is the daughter of the Honorable J. B. Gilfillan, of Minneapolis. It seems logical that I should take up this work, because Professor Theodore Dwight who did so much to develop the Law School at Columbia University, was a cousin of mine, and Mrs. Van Wick Brinckerhoff, who gave Barnard College its first building and eventually increased her gift to $150,000, was an aunt of mine with whom I lived for many years.

Thanking you in advance for any time which you may be able to divert in our favor, I remain,

Dict.
E. S. Avery.

Very respectfully yours,
I write this letter to inform you of an event that has recently occurred in my life. I have been fortunate enough to be selected for a position that will allow me to continue my work in the field of technology. I am excited about the opportunity to contribute to the advancement of this area.

I would like to express my gratitude for the support I have received from you and my family. Your encouragement and guidance have been invaluable to me.

I look forward to the opportunity to work with you in the future and I promise to do my best to continue to grow and develop.

Thank you for being a part of my life.

Yours sincerely,
[Signature]
Proposal of Van Dyck Estate and letter of Mr. E. S. Avery relating to the establishment of a course in government.

President H. P. Judson,

Faculty Exchange.

Dear Sir:

The statements submitted do not impress me favorably; they are vague and show absolute lack of acquaintance with the problems of teaching government which are now the subject of careful study and discussion on the part of a Committee of the American Political Science Association.

Of the two questions printed on the title page of the pamphlet, the first is unanswerable, because either an affirmative or a negative would imply an impossible admission: the second is unanswerable because you cannot judge of the practical value of volumes not yet written, and planned only in the tentative, and I may add, in the most mechanical way.

Still, a proposal backed by a promised $200,000 endowment should not be disposed of by a mere negative.

I should inform the gentleman, that the best method of teaching government with a view to preparation for public service has for a considerable time been the subject
of much thought and discussion in this as well as in other Universities, that every practical suggestion will be welcomed and carefully considered, but that the "Proposal" would have to be elaborated more in detail to permit even a provisional opinion on its merits.

The plan to have some qualified person devote a year or two to the study of the problem is however admirable, and this University would give him every facility to prosecute his inquiries.

If deemed proper, I should suggest the desirability of having such an endowment fund devoted to the maintenance of special lecture and study courses in Washington, in which the services of specialists from the Government Departments and from all parts of the country might be utilized for practical training in connection with the work of the Government Departments and Commissions and the legislation of Congress. Such a method of supplementing the work of the Universities has for a long time seemed to me a great desideratum to further the cause of Political Science in this country.

Yours very truly,

Ernst Freund
The plan to have some safety devices become a near

realization in the next five years.

The demand for safety devices in the future is expected to

increase significantly.

To meet this demand, efforts will be made to improve the

existing safety devices and develop new ones.

Dear Mr. Smith,

I hope this letter finds you well.

I am writing to request your assistance in

implementing a new safety device in our company.

The device will help to prevent accidents and

improve the overall safety of our employees.

I believe that your knowledge in this field will be

extremely valuable for this project.

Thank you for your time and consideration.

Sincerely,

[Your Name]
A PROPOSAL

To Mr. Harry P. Judson
University of Chicago
Chicago, Ill.

Dear Sir:

When you have read this pamphlet will you kindly answer the following questions:

Is it advisable to establish a Course in Government at one of our Universities?

Could the volumes on The Art of Government, proposed by Mr. E. S. Avery, be made of practical value to students and public officials?

Very respectfully,

Van Dyck Estate,

JAMES WRIGHT, Secretary,
331 Madison Avenue,
New York City.
Shall We Teach
The Art of Government?

A PROPOSAL

BY E. S. AVERY.

The judicial branch of our government can be operated successfully, it has been found by experience, only through those who have studied law. They alone are permitted to act as judges or practice as lawyers. By the employment of skilled laborers the people are able to interpret and apply the laws in the light of wisdom. Our judiciary are famous the world over for their efficiency.

Doctors who have made medicine a special study minister to the public health, which is further safeguarded by licensing dentists, druggists and plumbers, unskilled labor in these avocations being prohibited by law. Unqualified applicants cannot obtain licences as rewards for political services on behalf of successful candidates for public office.

Moral principles are taught so that citizens shall be law-abiding and considerate one of the others. This is done indirectly through religious organizations, which are subsidized by exemption from taxation. Thus we encourage the development of the Protestant Churches, the Roman Catholic Churches, Jewish Religious Societies, etc., which are under the leadership of ministers, priests and rabbis, who have had special preparation.

Education of children is a government function, which is accomplished through schools and colleges of trained teachers and professors.
To regulate the conduct of judges, lawyers, doctors
and other such skilled laborers, to determine the rights
and obligations of men in relation to each other, their
government and other nations, and to provide revenues
for public expenditures, statutes are enacted by State
Legislatures and a Federal Congress. They are vested
with grave responsibilities, having the power to pass
such laws as may seem wise or expedient, subject
only to constitutional limitations. Even the constitu-
tions of the States and the Federal constitution may be
amended through their initiative. They should be
skilled laborers. But no special preparation is required
for legislative office. Any citizen of suitable age, etc.,
however lacking in knowledge, may become a legis-
lator. The consequences to the people are manifest in
thousands of laws enacted yearly by those who are
too incompetent to realize or be concerned at their
blunders.

For incompetency in legislators I lay the blame
largely on our system of education, which affords
young men entering public service no opportunity of
qualifying themselves to serve their country skillfully.
No course in legislation is afforded by the Nation
itself, Universities, or Public Schools.

Laws must be enforced, and that is done through
the Executive branch of the Government, which is
much more comprehensive than one might suppose.
A city, for instance, is a vast corporation, organized
under State Laws for public service, and comparable
in many respects with our Public Service Corporations
such as railway companies. The city is not required to
make a profit on its undertakings, but it should give
efficient service in a businesslike manner, so that there
may be an excess of income over expenditures. For
this purpose many employees are required. They
include the mayor, district attorney, departments of
finance, water supply, gas, electricity, highways, sewers,
police, fire and health; also the comptroller's office,
tax department, corporation counsel's office, school
board, hospitals, asylums, prisons, etc. The employees
of New York City exceed 100,000. There are 2,000
different kinds of employees on the pay-rolls of
New York State.

Their labors, to be efficient, demand special training.
But skill is not required by law excepting of clerks in
a few States under civil service regulation. Most
places, all important offices, are the spoils of political
bosses, who appoint or nominate men as rewards for
campaign activities. Suppose such methods were in
vogue in the business world, and that the officers and
employees of railroads, industrial corporations, banks,
insurance companies, etc., were appointed by politicians
interested only in paying political debts. Is a business
undertaking more difficult to manage, or is its success
more essential to the welfare of mankind, than the
affairs of a City, State or Nation?

In asserting that our executive officials are un-
trained for public service, I am not following an Ameri-
can inclination to hound and condemn them. Many
endeavor to render efficient service, so far as can be
done without an understanding of the fundamental
principles of government. There should be a course in
Executive Administration just as there are courses
in theology, law, medicine, dentistry, pharmacy, agri-
culture, forestry, mining, etc.

The unpreparedness of legislators and executives
is not our only national weakness, for we must face
the fact that the voters have not learned how to
govern. Their political education is obtained largely
from newspapers, which compete with one another
for popular favor by exploiting the latest sensations,
highly seasoned with exaggeration and misrepresentation
to stimulate an appetite. Misinformation is a weak
foundation on which to build a stable government, in
which the popular majority as the sovereign power
dominates government officials. An ignorant master is
endeavoring to direct the labors of ignorant servants.
The result is unsatisfactory, for we have become erratic,
voting by a large majority in favor of Republican
officials at one election, and dissatisfied with their
inefficiency, turning them out of office at the next
election, by giving an equally large majority to equally
untrained Democratic candidates. Lacking under-
standing we have few fixed policies. This condition
will prove intolerable, for there is no balance-wheel in
the form of a hereditary ruler devoting his life to a
study of government.
A Nation, through ignorance, may make mistakes in judgment. A Nation, through greed, arrogance or folly, may become a law-breaker. Its statutory laws, judicial decisions or executive acts may offend against the Laws of Nature, or if you prefer the Laws of God. When they are transgressed at the polls, or through government agents, the Nation automatically is punished in accordance with the enormity of its offenses. These may include crimes against humanity, unprofitable extravagances, the wasting of natural resources, class legislation, a violation of property rights, an interference with inalienable personal rights, the failure to provide foreign markets, inadequate protection against the avarice of lawless nations, etc. For such offenses the burden falls on the people. We have been suffering for several years justly for our sins against certain Industrial Laws. They were broken through the instrumentality of State and Federal Executives and Legislators. Contrast with them the judges, who showed much less inclination in their interpretation of the laws to lead us into unfortunate economic conditions.

Manifestly there is need of a Course in Government, and it seems strange to me that the schools and colleges have provided no such course, and that no writer has covered the subject. The explanation of the omission may be, that those who logically should provide such information are professors of history or political economy. But their thoughts are not of the present. They began with a study of ancient history—a few known facts intermingled with many rather imaginative deductions from such facts. They continued with medieval history. Then followed modern history. Their minds have been trained to analyze the past. There are brilliant histories of America, and clever political analyses of yesterday.

We need an analysis of the government of to-day, prepared by executives, legislators and judges familiar with existing conditions. If chosen from the various States of the Union there would be many points of view.

Our proposed analysis divides itself into two parts—The State Government and The Federal Government.

The first part should be subdivided somewhat as follows:—

**The State Government**

**Volume 1**—1. The Unincorporated Village, (Executive, Legislative, and Judicial.) 2. The Incorporated Village. 3. The School District. 4. The Township.

**Volume 2**—The City—1. Executive.

**Volume 3**—The City continued—2. Legislative. 3. Judicial.

**Volume 4**—The County—1. Executive. 2. Legislative. 3. Judicial.

**Volume 5**—The State—1. Executive.


An analysis of the Federal Government could be treated under the following subdivisions:—

**The Federal Government**

**Volume 1**—Executive—The President of the United States.

**Volume 2**—Executive continued—State Department.

**Volume 3**—Executive continued—Treasury Department.

**Volume 4**—Executive continued—1. War Department. 2. Navy Department.

**Volume 5**—Executive continued—1. Post Office Department. 2. Interior Department.

**Volume 6**—Executive continued—Department of Justice.

**Volume 7**—Executive continued—1. Department of Agriculture. 2. Department of Commerce.
and government employees. Those out of college could take a course in government in the same way that business is taught by the Hamilton Institute. An endowment fund of $125,000 would provide an income sufficient to pay the salary of a professor designated to introduce a course in government at one of the Universities.

The stability of the Republic demands that instruction in the art of government be introduced in the Universities! Their students are of that great so-called middle class, with its many interests, hereditary culture and love of individual freedom. Men of this class laid the broad, solid foundations of the American Commonwealth, and bequeathed to their descendants the right to participate in making and administering its laws. Shall their influence cease because the Universities neglect to prepare young men for public service?

The question is asked, because there is discernible a great transition in political control. It culminated in the defeat of Mr. Taft when a candidate for re-election as president of the United States. His successful opponent, Mr. Wilson, was nominated and elected as a candidate in sympathy with the legislative program of the labor unions, under the masterful guidance of that marvelous political power, Mr. Samuel Gompers. He with the backing of only 2,000,000 members of the American Federation of Labor, many of whom are his followers by compulsion, has been able to dictate legislation, State and National, to an extent never before attempted by any man.

The Labor Unions have supplemented the judicial functions of the Government, until in many cities more cases are tried and determined by their grievance committees than by courts created under statutory laws.

For active participation in governmental affairs, in and out of office, the Unions are training thousands of young men. They are taught to believe that organized labor is a privileged class, to which all other classes must pay tribute, and to which individual liberty must be sacrificed.
This partisan spirit transgresses the fundamental truth, that those claiming the privilege of ruling a republic must govern in the interests of all classes; otherwise an opposing popular movement will drive them out of office, and wipe their laws off the statute books.

Such a political blunder was made by the financiers when they controlled our government. Executives and legislators undertook to exercise their powers for the benefit of capital, and there resulted automatically the labor movement against capital, which finally bore heavily on financial interests.

By teaching our young men the fundamental principles of the art of government, we would be sending each year into the business and political world champions of sound principles, who would do excellent work in rendering our government more stable and in formulating worthy national policies.
Chicago, February 16, 1916

My dear Mr. Avery:

Your favor of the 7th inst. with enclosure is received. I see no objection to the formation of such an association as you suggest. In order to cooperate with institutions of learning of course the association would not be committed to the teaching of any specific political or social opinions. The acquisition and dissemination of knowledge of course is the purpose of institutions of learning, and such an organization could undoubtedly be of benefit in helping to these ends. I do not believe that much could be gained by a propaganda other than a propaganda of clear knowledge and sound judgment.

Very truly yours,

H.F.J. - L.

Mr. E. S. Avery,
331 Madison Ave. (Cor. 43d St.),
New York City.
President Harry Pratt Judson,

University of Chicago.

Dear Mr. Judson:

I spoke to Mr. Merriam, Mr. Hall and Mr. Dodd concerning the letter of the Van Dyck Estate which I herewith return.

You may remember that I made certain suggestions a few months ago when you received the first letter from Mr. Avery.

After talking with my colleagues I am still convinced that the most profitable way of using the proposed endowment would be to have the participating universities join in some kind of work on government in the City of Washington. I think I spoke at the time of certain lecture courses that might be delivered. The discussions that we have had have also elicited the idea of research work that might be done in Washington upon governmental processes as carried on both in Congress and the departments and that might result in the publication of valuable studies. There is a good deal of information concerning our government that can not be done otherwise than by watching closely the work that goes on in Washington and of which no permanent record is made. I refer to such matters as the
University of Chicago

Dear Mr. Jones,

I am confident that the New York Times will make a favorable mention of your work. I should like to call your attention to your fine article of December 10th, in which you asserted:

"We can accomplish nothing by mere mood-creations."

This is the keynote of your work, and it is the keynote of the world. I believe that you have realized this in your recent article in the New York Times. I should like to suggest that you write a follow-up article in which you discuss the implications of your work and how it can be applied to various fields.

Sincerely,

[Signature]
handling of appeals by executive departments, the principles pursued by Congress in the enactment of special legislation, the organization of the business of the White House, etc. Very valuable contributions could be made to political science in this way for which otherwise as far as I can see no funds are available.

Whatever Mr. Avery's ideas may be, I think if the universities take the work in hand and control it it would be relieved from any partisan or propagandist features that Mr. Avery may have in mind and with which it seems to me universities could hardly afford to associate themselves.

Yours very truly,

Ernst Freund
The situation in China is peculiar.

Pending the decision of the Senate and the House of Representatives, the President has been given the power to appoint the appointments of the President of the White House and the Vice President. The administration has been unable to agree on a list of appointments. As far as I can see, the available positions are:

White House

Vice President

Secretary of State

Secretary of Treasury

Secretary of War

Secretary of the Interior

Secretary of Agriculture

Secretary of Commerce

Secretary of Labor

Secretary of Health, Education, and Welfare

The President has not yet made any appointments. It is morally impermissible to make any appointments in the absence of a Senate confirmation.

Yours very truly,

[Signature]
The University of Chicago
Department of Political Science

CHICAGO April 30 1919

Dear President Judson,

Supplementing our conversation of this morning regarding Mr. White:

The demands of the undergraduate classes cannot be met by one man; even with Mr. White we should need Mr. Brumhall or some one in his place; and with our present force, we can easily provide full work for Mr. White.

I am writing to Mr. White to find out how near he is to his degree; this is a factor in the situation.

Yours very truly,

Ernst Freund
The University of Chicago
Department of Philosophy, Psychology, and Social Science

Chicago

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SC 12
Chicago, May 5, 1919

Dear Mr. Freund:

Thanks for your note of the 30th of April. I shall hold the whole matter until I hear from you as to the reply to your letter to Mr. White.

Very truly yours,

H.P.J. - L.

Mr. Ernst Freund
The University of Chicago
Off hand, Ken, 8-172

Post Mr. Brown:

Thank you for your note of the 5th of

April. I shall hold the whole matter until I hear

now you are to the hearty to your letter to Mr. White.

Very truly yours,

H. F. 9-172

Mr. Whiteside

The University of Chicago
Mr. L. D. White,
Dartmouth College,
Hanover, N. H.

Dear Mr. White:

From your statements, I estimate the amount of graduate work you have done as follows:

- Dartmouth 1913-1914 one year 9 majors
- Chicago 1915 6 1/2 majors
- Clark 1917-1918 four hours each year, equals 8 hours 6 majors
- 2/3 of our year or 6 majors
- and additional half course at Harvard 1/2 major
- 22 majors

leaving five majors to make up the regular requirement.

If you should spend the summer here, you could complete the Statutes and Statistics which you left uncompleted in 1915, since both will be given. I should recommend in addition one straight law course, Contracts I, and a course in Financial Organization of Society with Moulton of the Department of Political Economy. This is an undergraduate course, but the Political Economy Department is doing some interesting new work with its undergraduate courses, with which it would be well for you to become familiar. Thus you could take care in the summer of four of the lacking majors, and you could easily do the remaining one in the year beginning October.

I emphasize this because, as I stated to you before, your promotion would be accelerated by your having the Doctor's degree.

I have submitted the matter to President Judson, and now make the following proposition:

You come to us in October as an Instructor at a salary of $1800. On the assumption that your teaching will be satisfactory, and in the expectation that you will take your degree by the end of the year, the University would be prepared to advance you to an assistant professorship at $2,000 the year following, and your chances of future advancement would be normal. Should the teaching work in the first year make it impossible for you to take your degree at the end of the first year, we should be willing to make some concession on that point.
Your teaching for the first year, so far as I can now foresee, would be as follows:

The usual first course in Civil Government (5 hours a week), twice; a course in Comparative Government (elementary, 4 hours a week), once, and a new course in state government, twice. With your previous work in state government, and such textbooks as Holcombe or Mathews that course should not be a difficult one for you. This would make three courses and five majors, and for the sixth major I should suggest a course on Administrative commissions, which would enable you to complete your thesis. This would be an advanced course with few students. Total 6 majors, with 8-9 hours a week of teaching.

If this proposition appeals to you, let me know, so that more formal action may be taken.

Yours sincerely,
Your reasoning for the latter part is fine as I can understand.

Would you follow:

The need that comes to City Government (2 years a week),

- because it comes to City Government (employment & home a week), once, and

- even if it comes to State Government, twice. With your previous work in State Government and your experiences as to a case of retention, your course might not be difficult one for you.

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STATEMENT CONCERNING THE DEPARTMENT OF POLITICAL SCIENCE

To the President:

I beg to submit the following data regarding recent changes in the Department, its present status, and possibilities of development that are capable of realization in the near future.

1. Public law and legislation: In addition to two regular annual courses in Constitutional Law, and frequent double-minor courses in the same subject in the summer, the Law School has in the past given Administrative Law once a year, alternating winter and summer; and at irregular intervals courses in Municipal Corporations and recently in Statutes. From now on not only Administrative Law, but Municipal Corporations and Statutes will be given regularly, and the curriculum in Public Law will thus be greatly strengthened. This is as much a gain to the Department of Political Science as to the Law School.

I desire to develop the Political Science side of Legislation, and had planned two Seminar courses for that purpose. I ask however for further time to carry that plan into effect.

2. Theory of Politics: Mr. Merriam has added a new course on Scope and Method of Political Science which affords an opportunity of developing fundamental problems. The course is greatly welcomed by the graduate students. Mr. Merriam has also published a continuation of his American Political Theories, covering the period from 1865 to 1915, thereby furnish-
To the President:

I beg to submit the following facts regarding recent
appearances in the Department of the President's address and possibilities
of development that are capable of realization in the near future.

'Public Law and Legislation:

In addition to two regular annual courses in Constitutional Law and Practice
offered each year in the same course in the summer, the
Law School now in the past given Administrative Law once a year
will, after the next winter and summer, and at intervals thereafter, continue
in Municipal Corporations and recently in Statutes. From now
on not only Administrative Law, but Municipal Corporations and
Statutes will be given regularly, and the curriculum in
Public Law will then be greatly strengthened. This is as much
a gain to the Department of Political Science as to the Law
School.

I am eager to develop the Political Science side of
Legislation and law, planning two seminar courses for that
purpose. I am power to further type to carry that plan
into effect.

'S Theory of Politics: Mr. Werriman has added a new
course on Scope and Method of Political Science which offers
an opportunity of developing fundamental principles. The course
is readily available for the graduate students. Mr. Werriman
has also proposed a continuation of the American Political
Theories, commencing the former from 1860 to 1900, under Mr. Lister.
ing an enlarged text for his course upon the subject.

3. Public Administration.—This side of Political Science has until this year been represented chiefly by Mr. Merriam's courses in Municipal Problems. There is now added Mr. White's course on Public Administration. Mr. White has had a small class, due in part to the fact that the same course was given in the summer by Professor James; but in any event the smallness of classes in new graduate courses should not be permitted to discourage their development.

4. I am strongly of the opinion that one of the main hopes for Political Science as a university study lies in the building up of courses in Public Administration. In this field it will be possible to establish principles comparable to those which are taught in professional schools. In the handling of the civil service (standardization of positions, superannuation, problem of employees' associations) such principles have been recognized for some time; the city manager movement indicates the growth of a more professional view of municipal government; and states are beginning to call for expert aid in the reorganization of their central administrative organization, which requires careful study.

5. Public Administration, so far as it is identified with Municipal Government is taken care of by Mr. Merriam. Mr. White, in addition to the graduate course in Public Administration, is also giving a new course in state government, largely devoted to administrative organization. Mr. White's
Doctor's thesis is on the history leading toward commission regulation in Massachusetts, and I think it would be wise for him to concentrate on the study of the various forms of administrative action with reference to business and economic interests subject to federal and state control.

6. Attention should also be given by the Department of Political Science to that side of Public Administration that has to do with the welfare activities of the government. The welfare problem in its substantive aspects belong to Sociology or the new School of Social Service; but it also furnishes on its administrative side one of the most valuable studies in Political Science. No where else has so much work been done in the technique of administration, and no where else is so much material available in the way of discussions, inquiries and reports.

7. I think the Political Science Department should avail itself of the services of Miss Breckinridge in this field. She has greater theoretical and practical knowledge than almost any other person in Chicago, and she must have all the material ready for first class courses in Public Welfare Administration. It is also here that Political Science can most effectually connect itself with training that is already recognized as professional in character. Two advanced courses could easily thus be added to the Department Program.

8. Direct popular action.—Mr. Merriam's course on Political Parties may be classed in this category. It had been planned to let Mr. Bramhall develop a course on this general subject. It is a subject of great importance and of very
Doctor's thesis is an important teaching for government administration in Massachusetts, and I think it would be wise for him to concentrate on the study of the various forms of administrative action with reference to business and economic interests subject to taxation and state control.

6. Attention should also be given to the Department of Political Science to that side of public administration that has to do with the welfare activities of the government. The welfare problem is the supreme subject of sociology and the new School of Social Service; but it also furnishes one of the most suitable studies in political science, where it can be used in a more or less complete study of administration and can be used as an accessory in the study of social science and sociology.

If I think the Political Science Department should do more

intellectual of the sciences of mass administration in this field, the

newer interest by societies and practical knowledge can be more

effectively than the political science course in public welfare administration.

It is also clear that Political Science can more effectively

connect itself with the social sciences, in that it is directly connected by

provision for a social science course in

the Department of Political Science.

6. Direct practical action. Mr. Kemmer's course on

Political Science may be placed in this category. It has been planned to let Mr. Kemmer develop a course on this basis;

or subject. It is a subject of great importance any of any.
difficult and complicated technique. The Constitutional Convention of Illinois asked Mr. Merriam to frame the section on the Initiative and Referendum. No scheme of minority or proportional representation can be worked out without expert assistance. If Mr. Bramhall regains his full health, he should be permitted to try himself in this field; he has the requisite ability.

9. International and Diplomacy, - as these subjects are in the hands of the President, suggestions on my part are not called for.

10. Law courses. The Political Science Department recommends at present the Law School courses in Remedies, Tort, and Evidence, as suitable for its graduate students. The Department also carries on its program as Intermediate No. 10 a course on Elements of Law, which has not been given for several years, and for which there exists no present provision.

11. Teaching of Civics. - A few years ago, particularly during the war, there was some discussion of courses on Preparation for Citizenship. The subject has always been somewhat vague in my mind. With the advent of woman suffrage there appears however to be a nation wide organized movement for the teaching of women in civics, and a definite demand for aid from colleges and universities. If the Department of Political Science can aid, it ought to do so. I believe Miss Breckinridge has to make some suggestions on this point.
difficult and complicated situations. The Constitution
convention of Illinois took the matter to frame the
section on the initiative and referendum. No sense of
minority or proportionate representation can be worked out
without expert assistance. If the Small State regions in the
initiative, and proportion, as these appear
even in the hands of the President's advisory to the
President are not entirely for

To law courses. The political science department
recommendations as to present the law school courses in Remedies,
Tort, and Procedure, as suitable for the graduate student.
The department also carries on the program as intermediate
work to a course on Remedies of Law, which has not been given

For several years, and for which there exists no practical
preparation.

If teaching of Gaines, a law school, is particularly

within the field, there was some discussion of courses on
preparation for defense and

The subject, and it seems
somehow vague in my mind. With the growth of women's
interests, these problems seemed to be a nation with an organizing moment
and the teaching of women in Gaines and a definite

gaining for many college and university. In the Department.

ment of Political Science can shift or adapt to do so. I
prefer the recognition and to make some suggestions on
this point.
12. For our elementary courses - Civil and Comparative Government - we have come to depend on instructors outside of the regular staff - fellows, graduate students, and Miss Peabody. I presume the situation is about the same as in other Departments. When Mr. Bramhall returns the need for outside assistance will be somewhat reduced, and it may be possible to have additional sections in Municipal Government.

December 24, 1920

[Signature]
If, for our Elementary courses - City and Country

The government - we have come to demand on instruction

outside of the regular staff - fellows, graduate students

and Miss Penfold. I presume the situation is short live same

as in other departments. When the Executive returns the need

for outside assistance will be somewhat reduced and it may

be possible to have additional sections in Municipal Govern-

ment.

December 27, 1929

[Signature]
April 10, 1923.

President Burton,
Office of the President,
My dear President Burton:

I am transmitting herewith, in accordance with your suggestion, a proposed outline of a Department of Political Science in which the needs of research and government are more fully recognized than at present. Attached hereto are certain outlines of research projects which might be considered in connection with the proposed expansion of the department.

Respectfully,

Charles E. Merriam

C.E.M.
M.B.L.
DEPARTMENT OF POLITICAL SCIENCE

Instruction in this department may be grouped under three heads:

A.-- Secondary Instruction

Now given in the High School. If High School expands to include Junior College work, that should be added.

B.-- College Work

C.-- Graduate Work

A. -- Secondary School

This work is now offered in the High School and no comment is made upon it at this time.

B. -- College Work

This includes the Introductory and Intermediate Courses now offered by the department, including "The Introduction to American Government"; "Comparative Government" (Introductory Courses); "State Government"; "Municipal Government"; and "Political Parties" (Intermediate Courses).

To these should be added a Course in Parliamentary Law and one in Elementary Law. Even without the addition of these two courses, two competent instructors are required to carry on the work of the department as it now is, without regard to the expansion of the college or increased number of students in the same sized college.

C. -- Graduate Work

A Graduate School deals with

1.-- The training of teachers and investigators

2.-- Expert consultation with governmental or quasi governmental authorities. (Applied science)
Department of Political Science

Information in this department may be grouped under three heads:

A. Secondary Information

Now given in the High School. It helps to prepare for Junior college work, that
should be neglected.

B. College Work

C. Graduate Work

A. Secondary School

This work is now offered in the High School and no comment.

B. College Work

This includes the intermediate and intermediate course now
offered by the Department: "Introduction to American

Intermediate Course

To these already offered a course in Parliamentary Law may be
offered without the addition of these two courses.
In American Law. Even without the addition of these two courses,
the Department is doing a certain amount of work on the work of the
government as it now is; without regard to the expansion of the
courses of intermediate number of students in the same high college.

C. Graduate Work

A Graduate School needs:

1. The training of teachers and investigators
2. Expert consultation with government officials in the
   field of state government.
3. Original inquiry on fundamental problems include
   1. Secondary political education
   2. Organization of public information and intelligence
   3. Research in political organization and processes.

Concisely stated, our research problem is that of a more intimate understanding of sequences in political conduct and behavior with a view to learning how to educate, train, influence, and control political conduct, thereby reducing the enormous waste, arising from ignorant action in the selection of public personnel and in choice of public policies, and from a low state of public morale; and on the constructive side, releasing untouched possibilities in the field of human political conduct.

These problems may be looked at either from the point of view of projects, or as logical divisions of the work, or with reference to special political units, or with regard to necessary personnel.

I. Projects

The project of Municipal Research herewith attached, as discussed by Mr. Merriam,

A project in Public Administration as discussed by Mr. White.
A list of topics submitted to the Research Committee of the American Political Science Association by Mr. Merriam.
A detailed study of the Chicago district.
An intensive study of Immigration in connection with the International Research Council, whose tentative project is attached here-to.
A fundamental Study of Political Reporting and Statistics.
Studies in the analysis of political traits.
Studies in qualities of citizenship.
Research in the field of Public Law
Intensive Studies in International Relations.
I. Objectives of Political Education

A. Organization of Political Information and Intelligence

B. Research in Political Organization and Processes

C. Research in Political Education at the Cost of the State

D. An examination of the operation of political systems and policies

E. Research in political education at the cost of a more practical

The field of human political conduct

These programs may be looked at either from the point of view

The project of the American Political Science Association as

A. A study of the history of the American Political Science Association

B. A study of the role of political parties in the American Political Science Association

C. A study of the role of political parties in American Political Science Association

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II. Logical Divisions

Legislation
Parties and Politics
Public Administration
Public Law
Political Theory
Political Psychology
Political Reporting and Statistics

Running at right angles to these logical divisions are other cross sections, including the study of international relations, national problems, municipal relations.

The development of this type of work involves the establishment of a somewhat different kind of department from that engaged chiefly in teaching and involves the development of what might be called an Institute of Political Research.

This pre-supposes

I. -- A staff large enough to meet the ordinary needs of the department and also a field investigation and expert consultation. Such a staff would necessarily include an adequate number of research assistants.

II. -- Equipment adequate for modern research purposes --

This involves adequate space and physical equipment, clerical and stenographic aid.

Special librarian or library facilities for documents, pamphlets, files, and so on.

Facilities for publication of results

Funds for field work and the observation of political experiments.

Funds for establishing institutes, national or international.
II. --- Emphasize active, attractive research in the training procedures of the profession.

III. --- Emphasize the development of research in the training procedures of the profession.

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Y. --- Emphasize the development of research in the training procedures of the profession.

Z. --- Emphasize the development of research in the training procedures of the profession.
It is believed that a department so organized would attract in considerable numbers
Scholars and investigators in search of training
Responsible officials and molders of opinion
Foreign scholars and officials

It is believed that such a department would
1. --Serve as a productive center of scientific results in the field of government,
2. --Serve as a center of initiative for the organization of public intelligence and prudence where scientific accuracy could not be reached.
It is predicted that a department on organizing would attract

in considerable numbers.

Seminars and investigations would be in session at the

respective colleges and institutions and members of opinion

would listen to professors and officials.

It is predicted that such a department would

serve as a productive center of scientific research in the

field of government.

serve as a center of intrigue for the organization of

pure intelligence and intrigue where scientific research

might not be revealed.
It is difficult to estimate at all accurately the personnel of such a staff but the following rough calculation is presented.

Legislation -- two men of professorial rank

Parties -- two

Public Administration -- three men of professorial rank

Public Law -- three men of professorial rank

Political Theory -- one man of professorial rank

Political Psychology -- two men of professorial rank

Government Reporting and Statistics -- two men of professorial rank.

Research Assistants -- an estimated number of from six to ten.

Stenographic and clerical staff --
It is difficult to estimate at this early stage the personnel of the following groups: 

- Law -- two men of professorial rank
- Political Theory -- two men of professorial rank
- Political Science -- two men of professorial rank
- Political Economy -- two men of professorial rank
- Government Reporting and Statistics -- two men of professorial rank
- Economic Analysis -- an estimated number of from six to ten

Sociology and Philosophy
MEMORANDUM ON EXPANSION OF WORK IN PUBLIC ADMINISTRATION

I. Objects to be attained.

a. A progressive statement of principles underlying the process of administration, this statement to be the outcome of continuous research and experimentation in fundamental aspects of public administration.

b. The solution of special problems in administration presented for consideration by public authorities or selected from time to time for special consideration; the development of a consulting service.

c. Development of technique of research.

d. The training of graduate students in the technique of research as over against presentation of subject matter.

This statement of purpose may be differentiated from the objects of the National Institute of Public Administration whose purposes are primarily:

1. To furnish consulting service.
2. To make specific recommendations for a given situation.
3. To train men for public positions.

This differs also from the general purpose of the Institute for Governmental Research whose objects up to the time of formation of the Bureau of Public Personnel Research have been:

1. To furnish accurate descriptive material
2. To prepare general guides and tests
3. To furnish consulting service.

The work of the Bureau of Public Personnel Research illustrates the sort of thing to which University work in Public Administration should turn.

II. This statement of purpose may be carried out along some such lines as the following:

a. The continuous development of some fundamentals of administration, as standards of measurement, incentives in the public service, independent review, etc.

b. Specialized work in:

1. Problems of organization
2. Problems of personnel
3. Problems of centralization
4. Problems of control
5. Problems of finance, health, charity, education, international administration, etc.; this specialized work to consist in the formulation, investigation and solution of special problems of administration.

c. Continuous study of comparative administration, especially in connection with England, France, and Germany.
A brief statement of principles underlying the pro-

The continuance of special problems in public administration both senary for continued review of important matters of the same or of similar nature, in the development of the national Institute of Public Administration whose purposes are primarily:

1. To enhance co-operative research.
2. To make specific recommendations for a given situation.
3. To strive for public position.

This article also from the general purpose of the Institute to:

1. To furnish cooperative research material.
2. To propagate general culture and facts.
3. To furnish optimistic service.

The work of the Board of Public Personnel Research illustrates the efforts of similar work in Public Administration.

In connection with the growth, progress, and development of government service, employment review, etc.

This statement of purpose may be carried out alone some day:

I. Program of Organization
II. Program of Research
III. Program of Control
IV. Programs of Finance, Personnel, Policy, and Coordination

In connection with the promotion, development, and expansion of public administration...

4. Development of co-operative administration, especially...
d. Current attention to the history of administration requiring the compilation of:

1. An annual review of administrative events
2. A decennial history
3. The special accumulation of materials.

III. The execution of any comprehensive plan for expansion will require:

a. Special library facilities with provision for the collection of public reports, a clipping and filing service, the collection of typewritten material and the duplication of the more important investigations made by such agencies as Griffenhagen and Associates, Jacobs, Fleming, and the various Bureaus of Governmental Research; special attention to the collection of foreign material, especially governmental reports and the publications of the more important associations of public employees; facilities for maps, forms, etc., and the very considerable extension of the library's collection of publications of employees associations in this country.

b. Traveling funds for (1) members of the staff to permit them to attend such meetings as those of the Governmental Research Conference, the National Assembly of Civil Service Commissioners, National Civil Service Reform League and also for the collection of data; (2) for graduate students and research students for the collection of data.

c. Staff. A substantial enlargement of the research staff is essential. One man cannot even begin to open up the possibilities. The National Institute of Public Administration requires the services of five men for general administration including a full-time librarian, twelve men for research in special fields of administration and eight men as consultants and special lecturers. As projects develop in the carrying out of a plan for research in administration there would become necessary research assistants, a larger opportunity for graduate students, special research men to work under direction and stenographic and library service. It is suggested that it would be feasible and desirable to organize a group of consultants composed of men with such connections and interests as those of Messrs. W. F. Dodd, Griffenhagen, Jacobs and others.
June 28th, 1923

My dear President Burton:—

I am returning herewith, at your suggestion, your letter to me regarding the Chairmanship of the Department of Political Science. I think I ought to say frankly that a three year appointment would be very much more agreeable to me than a one year appointment. The prospect of developing a significant department of Political Science was and is a factor of very great importance in attracting me to Chicago. This is not because of a desire to be executive head of a group, for I have had and now have opportunities for far greater executive responsibility.

My anxiety for our Department arises from two causes. These are; first, that I have seen the Department languish for many years because of lack of a leader, under the most distressing circumstances; and secondly because I am engaged, as Chairman of the Research Committee of the American Political Science Association and as Chairman of the Social Research Council of the United States in pioneer work which will require some years to develop, but which could be seriously hampered not merely by hostile but by unsympathetic hands.

Very respectfully yours,

Charles E. Merriam
President Burton,
Office of the President.

My dear Dr. Burton:

Referring to our conversation of yesterday, I enclose herewith a brief memorandum on the proposed study of citizenship which I had in mind presenting to Dr. Keppel. I have condensed the outline very much, partly because I thought you would prefer a concise statement, and partly because I have not yet fully finished the outline in all its details. I shall send you the complete outline within a week or ten days.

Very respectfully yours,

Charles E. Merriam.

Charles E. Merriam.
To: President's Office

Re: Notice to other department heads

I enclose a letter from President Wilson. I have in mind the possibility of putting this letter in the President's name so that the Press, etc., will have the opportunity of publicizing the President's views.

With best wishes,

[Signature]

Secretary of Education.
PROJECTS SUGGESTED BY SUB-COMMITTEE.

1. The Factor of Discipline in Public Administration.
2. The Factor of Morale in Public Administration.
4. An Analysis of Essential Differences in the Political Traits of Nations.
5. The genesis and modification of prejudices and loyalties in certain political groupings.
6. The genesis of ideas concerning the state and its agencies.
7. The applications of psychology to government.
9. A study of the relation of the mobility of urban populations to the nature of government.
10. An analysis of the quantity and characteristics of non-voting.
11. An analysis of the qualities of effective citizenship with reference to specific tests of such qualities.
12. An intensive study of the origins, qualifications and traits of the personnel of government in a limited group, as state legislatures, sheriffs, mayors.
13. An intensive study of the sources of laws and the influences securing their enactment in a given city or state.
15. A critical analysis of the traits of political leaders, including the leader, the boss, the demagogue, the reformer.
16. A survey of the number of officials in the U. S. with analysis of types, and with consideration of the turnover.
17. An analysis of the function of scientific knowledge in a given government.
18. An analysis of the role of organized groupings in the government of a given community.

19. An intensive study of the data upon which popular judgments are formed in a given community.

20. The relation of news-gathering and disseminating agencies, to the government of a given community.


22. A critical analysis of the political inheritance of specific groups.

17. An intensive study of the state upon which political influence is focused in the government of a given community.

20. The relation of the media of communication and advertising to the government of a given community.


22. A critical analysis of the political influence of specific groups.
February 7th, 1924

My dear President Burton;-

I have just returned from New York, where I had an interview with Mr. Fosdick on the proposed School of Politics. We discussed at some length the various projects of a similar nature in which Mr. Fosdick is interested, and the plan suggested by us. He is very much interested in the whole subject which he says is "in the air", turned over to me special memorandum he had received from Columbia and from Western Reserve, and asked me to prepare a further memorandum on the whole subject in the light of our conversation. Mr. Fosdick was interested particularly in new methods and types of research of the type we are undertaking here (such as that on civic training of various nations, and non-voting); and I believe this is one of our strongest points with him.

We did not discuss extensively the detail of our plan, as he was anxious to explain a series of plans in prospect, on which he wished to have my opinion. This ended as I have indicated by his referring the whole subject to me with a request for a memorandum on the whole subject. I shall go over the subject carefully and draw up for him a statement covering various possibilities in the way of research centers, and this of course invites a restatement of the case for Chicago. It seems to me therefore that the situation is a favorable one, or at least by no means unfavorable. I have talked it over with Dean Tufts, and am of course anxious to go over the
My dear President Mather,

I have just received from New York, where I was on

interim, word from President Mather relative to the

request for more funds. The situation is such that it

would be advisable to appeal to the Board of Trustees

for additional support. The Board of Trustees,

understanding the situation, has agreed to grant the

sum requested. The additional funds will be used to

support the ongoing operations of the College and

will enable us to meet our obligations.

Yours sincerely,

[Signature]

President Mather
subject with you on your return. It is fortunate that we have not delayed opening up the question, as many others are preparing plans, and this appears to be the psychological moment for the development of political research.

In the meantime, Mr. Hurley has written for material regarding elections, which we are supplying him, but he has gone out of town for a few days.

With very best wishes, I am,

Very sincerely yours,

Charles E. Merriam
surprised with you as your return. I am fortunate that we have not gefehl of

openings on the occasion as we have some very promising plans and
case of the development of new areas for the development of

political processes.

In the meantime, I will fill you on matters of a technical nature.

Example, with the support it is put in the hope of town for

a few days.

With very best wishes,

Very sincerely yours,

[Signature]
July 17, 1924

My dear Dean Laing:

I am handing you herewith Mr. Merriam’s revised proposal for the study of Government Research which is what I had in mind when I spoke to you about a School of Politics. I have also talked to Mr. Smith about this matter. This is, of course, not one of the things which we are going to push, but when it is practicable to do so it is desirable to put this detail into the shape which will make it a basis of further discussion, with the gentlemen whom I mentioned in my conversation the other day.

Very truly yours,

Dean G. J. Laing
The University of Chicago

Enclosure:
Revised copy of Proposal.
My dear Dean Palmer:

I am sending you personal Mr. M.

We will have a meeting at the end of the session to discuss the matter of the new association proposed by you and in agreement with the teaching faculty. The matter is of course, not one of the issues which we are ready to handle. We are ready to negotiate with you on the matter with a view to a peaceful resolution, with the understanding that I mentioned in my communication to you.

Very truly yours,

Dean G. A. Price
The University of Chicago

Enclosure:

Revised copy of
Protocol