The reasons for requiring vaccination of graduates are the same as those for requiring it of undergraduates: the protection of the individual and the protection of the University community. Protection of a mature individual might conceivably be left to that individual; not so protection of the community. Two arguments have been urged against vaccination of graduates, first the inadvisability of interfering with individual rights and preferences, second the probable loss of students in the graduate school if a vaccination regulation were enforced. We cannot share the apprehension that students in noteworthy numbers would be deterred by a vaccination requirement from coming to the University. This apprehension is a personal opinion and is not based on the experience of our own or any other institution.

So far as the preferences of unvaccinated students are concerned, it must be remembered that these students, like the corresponding undergraduates, are in an unvaccinated condition not because they have themselves so elected but because the matter was decided for them in childhood by the ignorance or neglect of their parents. No satisfactory lines can be drawn between graduates and undergraduates in age, in general intelligence or in ability to judge scientific evidence. A graduate student with smallpox is as contagious as an undergraduate.

The smallpox situation in the United States is especially serious at the present time. Opposition to compulsory vaccination of school children by certain groups of our population, following a long period of relative exemption from the virulent type of the disease, has resulted in the accumulation of a high proportion of unvaccinated individuals who, from the standpoint of infection, constitute a mass of explosive material ready for the spark. The recent increase in the
The reason for our present emphasis on the University is the need for a comprehensive university education. The University is a place for the pursuit of knowledge and the development of research. It is a place where we can learn about the world and its problems. The University is also a place for the exchange of ideas and the development of new knowledge.

We come to the University with a variety of backgrounds and experiences. Some of us have had previous education, while others have not. However, we all share a common goal: to develop our knowledge and understanding of the world.

The University is a community where we can learn from each other. We can share our experiences and ideas, and work together to solve problems. This is the essence of the University. It is a place where we can learn and grow, and where we can contribute to society.

The University is important because it is a place where we can learn about ourselves and the world around us. It is a place where we can develop our skills and knowledge, and where we can contribute to the advancement of knowledge.

The University is a place where we can learn from the best minds in the world. It is a place where we can be challenged and inspired, and where we can develop our own ideas and perspectives.

In conclusion, the University is an important institution in our society. It is a place where we can learn and grow, and where we can contribute to the advancement of knowledge. The University is a community where we can learn from each other and where we can make a difference in the world.
prevalence of smallpox throughout the United States is causing great concern among health administrators.

Speakers at the June, 1923, meeting of the American Medical Association considered our smallpox danger distinctly alarming. Victor Heiser, of the International Health Board, a man of wide practical experience with smallpox, declared that "this condition of affairs (i.e., decreasing vaccination) is a serious menace, as is well illustrated by the increasing virulence of smallpox. The disease was five times as dangerous in the United States in 1922 as it was in 1920". Louis I. Dublin, one of the leading American authorities in vital statistics, said "I want to emphasize the point made by Dr. Heiser that we are face to face with a most alarming situation".

In view of all these facts, the special danger from smallpox at the present time, the possibly disastrous consequences to the reputation of the University of an outbreak of virulent smallpox starting within its walls, the impossibility in such a matter as vaccination, to say nothing of the fairness, of drawing a line between graduate and undergraduate bodies, as well as the desirability of having the University take the position of an enlightened leader rather than that of a timid objector, we strongly urge the adoption of a vaccination requirement for all graduate students.

Owing to the peculiar administrative difficulties of registration in the summer quarter, and taking into account the relatively slight prevalence of smallpox in summer, it might be advisable, on administrative grounds, to modify this requirement for a time for summer quarter students. Eventually it should logically be extended to these also.

Signed: Edwin O. Jordan

Dudley B. Reed
My dear Miss Breckenridge,

Perhaps you remember that last year we organized a Social Hygiene Council with representatives from the leading clubs and many of the prominent social agencies. Everyone approved of the idea, but it remained a thing on paper until this Fall when we were fortunate enough to secure a fund which now enables me to carry on more intensive educational work among women and girls.

The council itself, we hope, by being representative, and by meeting once a month for the discussion of various phases of Social Hygiene will build up an intelligent group on this subject, and in its turn will be able to support with more vigor the many reforms that are so much needed.

Among those represented at our meeting on November 16, were The Association of Jewish Charities, the Central Free Dispensary, the Chicago Parent-Teacher Association, Conference of Jewish Women, Council of Social Agencies, Illinois Home and Aid Society, Illinois Federation of Women's Clubs, Chicago Woman's Club, Illinois State Hospital, Illinois Society for the Prevention of Blindness, Institute for Juvenile Research, Juvenile Court, Juvenile Protective Association, and The Women's City Club.

We are very anxious to have the Women Deans of Northwestern University, and the University of Chicago meet with us, as we want the Council to be all-inclusive.
November 8, 1933

[Paragraph starts]

We have the honor to address you as a constituent of the Social Hygiene Council of Chicago, Illinois. We wish to bring to your attention the importance of the subject of social hygiene and its relation to public health. The Council is composed of representatives from various organizations interested in this field.

We hope to make our presentation as comprehensive as possible to ensure that we cover all aspects of the subject. Our goal is to inform you about the various aspects of social hygiene and its impact on public health.

We appreciate your time and attention. We believe that a better understanding of social hygiene will lead to improved health outcomes for all.

Yours sincerely,
The Social Hygiene Council of Chicago, Illinois
I would very much appreciate it if you would take up this matter with Miss Talbot, and see if arrangements can be made to send a representative to our next meeting.

Sincerely yours,

Dr. Rachelle Yarros

R.S.Y./B.

Miss S.P. Breckenridge,
Green Hall,
University of Chicago.
I would very much appreciate it if you would take up this matter with Miss Tapper and see if arrangements can be made to send a representative to our next meeting.

Sincerely yours,

[Signature]

R.S.V.P.

Miss M. B. Scudder

Dean, School of Office Work

University of Chicago
Dr. Rachelle Yarros,
321 Keckn Building,
306 W. Michigan Ave.,
Chicago, Illinois.

Dear Dr. Yarros:

Miss Breckinridge has given me your letter concerning membership in the Social Hygiene Council. Any authorization to represent the University would have to come from the President, to whom a letter setting forth the details of the plan and the obligations involved might be sent.

I may add that various groups in the University have always taken the position quite definitely that so-called "social hygiene" should be a part of the general educational program, and I doubt very much whether we could do more with association with the institutions which you name than we are now doing.

With friendly greetings,

Very truly yours,
The University of Chicago
Office of the Dean of Women

Dear Mr. Anderson,

In response to the Society's request for an examination of the facilities for women's instruction and living, I was asked to examine the College of Chicago. The report is enclosed.

I have had the opportunity to visit the facilities, and I am impressed by the excellent condition of all the buildings. The dormitories are well-maintained, and the classrooms are equipped with modern amenities.

I would like to suggest that the administration consider the possibility of extending the program to include more courses in the sciences.

Please let me know if you need further information.

Sincerely yours,

[Signature]
December 23, 1923

President Ernest D. Burton
Harper Library

My dear President Burton:

Some time ago you asked me to report upon the enclosed request from the Business Manager and Editor-in-Chief of the Maroon for an increase in the subsidy paid to the Maroon. I have delayed my reply in order to acquaint myself thoroughly with the facts and conditions involved, and am now ready heartily to recommend that for the rest of the present school year all tuition be granted to six members of the staff—namely, the two News Editors, the Sports Editor, the Women's Editor, the Circulation Manager, and the Advertising Manager. It means a total increase in subsidy for the two quarters $500 to $750.

It means also that the Editor-in-Chief and Business Manager, to whom part tuition has been granted heretofore, cancel their request for such part tuition upon the understanding that full tuition be granted to their six associates, being willing to take their chance of compensation from the profits which they hope to make.

I do not recommend (as they request) the grant of tuition to the "Whistle" writer, for I think that his department has been distinctly inferior to the high standard maintained by the rest of the paper, and that it is not essential to the semi-official service which the Maroon as a whole renders and renders very well.

It is indeed the excellence of the standard maintained by the Maroon through the Autumn that leads me to favor, in general, the grant of what they ask. For the Maroon this Autumn has not only been far better than ever before in the years of my connection with the University—more complete, more accurate, more discriminating, and more dignified—but it has been an invaluable help to me by its constant and intelligent support, both in news articles and in editorials, of what I have tried to do. And this support has been given, I believe, simply and solely because the editors desire, just as truly as we do, the development of healthy and improved conditions of life and work among the undergraduates of the University of Chicago. Furthermore, the editors are planning certain new experiments which I regard as very promising.

Before the end of the year, I hope a proposal looking toward the establishment of the Maroon upon a sounder official and financial basis may be laid before you. For the time being I hope very much that you may find it possible to provide for the increase in subsidy herein recommended.

Very truly yours,

Ernest H. Wilkins
Dean of the Colleges
December 27, 1923

My dear Mr. Pierce:

May I express to you my appreciation of the excellent spirit and the efficient manner in which you have conducted the Maroon during the Autumn Quarter? No doubt if I were in a critical mood I could find some things to criticize adversely as I have no doubt you yourself could. But in this letter I want merely to say that I greatly appreciate the attitude which you have repeatedly taken in your editorials on matters of University policy.

Wishing you a Happy New Year,

I am,

Very sincerely yours,

Mr. Russell Pierce  
335 West 64th Street  
Chicago, Illinois
December 5th, 1938

Mr. George W. Beers,

Secretary.

My dear Mr. Beers:

May I express to you my appreciation of the excellent spirit and the efficient manner in which you have conducted the War Department's affairs. I am quite sure that I have not been in a position to appreciate sufficiently what I could find some excuse to criticize sincerely, but I have the utmost respect for you and your department. I really appreciate the assistance which you have been able to render to your superiors in the interest of service to Almighty God. May you have a happy New Year.

I am,

Very sincerely yours,

[Signature]

Mr. George W. Beers
Secretary.

GPO 999898

Office of the Secretary
The Hollywood
Southern Pines, N. C.,
February 1, 1924.

Mr. N. C. Plimpton,
Auditor,
The University of Chicago,
Chicago, Illinois.

My dear Mr. Plimpton:

I enclose a letter from Dean Wilkins of December 26th referring to a letter from the Editor and Business Manager of the Maroon which is undated and presumably written a few days earlier than Mr. Wilkins' letter. I have never replied to the letter of Mr. Landau and Mr. Pierce. If I remember correctly, I asked them to me that the Editor and Business Manager were making a considerable profit from the business. As however, my memory is not quite clear and I could not state accurately what I want from them, may I inquire if you would be willing to write to them referring to the letter to me and saying that I desired you to procure for me certain information? What information I wanted, you could yourself state more accurately than I.

If you think wise to carry out this plan, I should be glad to have you send me the information which you get together with any comments and recommendations which you are yourself moved to make.

Very sincerely yours,
Mr. M. C. Fink von
American Institute of Chicago
Chicago, Illinois

My dear Mr. Fink von,

I enclose a letter from Dean Willing of the University of Chicago, which I believe may be of interest to you. It is dated September 20th, and refers to the letter from the President of the American Academy of Arts and Sciences, Professor Willing, dated March 30th. The letter from the President of the Academy is not enclosed, but I enclose a copy of the letter from Professor Willing, which you may find interesting.

I hope to hear from you soon. I am a great admirer of your work and I am always looking for new ideas and new approaches. I think it would be interesting to have your comments on my recent article. What do you think of it? What information do you have? How can you assist me in my research?

I look forward to hearing from you soon.

Very sincerely yours,

[Signature]
The University of Chicago
Office of the Dean of Women

March 5, 1924.

Dear Dean Tufts:

In regard to the enclosed correspondence I feel the hesitation which is implied in the various letters about our undertaking a study of the nature proposed. I enclose some further correspondence which may interest you. I wonder if you remember a conference called at the request of a commission appointed by the Y. W. C. A. and whether you have ever seen their report made after a tour over the country. I remember that the reaction of our representatives to their plan was not very favorable. The stories which came to me of the effects on the men in the Student Army Training Corps who were given instruction in sex hygiene indicated that the results were far from satisfactory, even if not harmful. I think you will not be surprised to have me suggest that the first point to attack would be the departments of sociology and psychology with a view to ascertaining the methods by which sex instruction is offered to college students through those departments. The next point would be to discover whether any considerable number of young people of the present day are ignorant of the subject.

As to a person to serve for the University on the National Committee, I am not sure, unless it should be Mr. Kingsbury.

Yours truly,

Marianne Talbot.
Dear Dear Father,

In regard to the extension of cooperation I feel the imperative need to express my sincere appreciation and thanks for the numerous favors you have extended. I am enclosing some further correspondence which I hope will interest you. I need not emphasize the importance of the letter as it contains a communication concerning a matter of considerable interest to you. I am grateful for the receipt of your letter and for the notification of your visit to this city. I am glad to hear that you have been able to visit and that you enjoyed the stay. I am sure that your trip was most interesting and enjoyable.

I have been informed that the results of the examination were satisfactory, and I hope they will be of great assistance to me in the future. I have been instructed to study the subject of sociology and psychology in a similar manner to the one you have described. I am grateful for the advice you have given me in this regard. I am sure that you will not be surprised to know that I have been working hard on this subject.

I am looking forward to meeting you again soon. I hope you will have a pleasant journey and that you will enjoy the trip. I am sure that you will have many interesting experiences and that you will return with many interesting stories.

Yours sincerely,

[Signature]
March 12th, 1924.

Dean J. H. Tufts,
Faculty Exchange.

Dear Dr. Tufts:

I am returning herewith correspondence which you sent me in connection with cooperation for investigation of the teaching of sex hygiene by the American Social Hygiene Association. This is an extremely important subject and at the present time an extremely difficult one. There is no doubt in my mind that the knowledge of the average college student on this subject is inadequate and too frequently erroneous. I can see no objection to cooperation, provided that the University does not in any way commit itself to any program which may be suggested as a result of the investigation. I believe that local conditions are of immense importance in dealing with this general subject.

I am taking the liberty of sending you herewith a copy of the brief report which I have just prepared at the request of Dean Wilkins. This was done as a result of requests from students for instruction in sex hygiene. I should not want this report to go to the American Social Hygiene Association.

Yours very truly,

J. E. Norton.
March 10th, 1939

Dear Mr. Tuttle,

In connection with your letter of February 12th, I am forwarding you a contribution of my expenses to the American Society of Nervous Diseases.

The American Society is an extremely important and a very successful organization. I have no doubt that the knowledge of nervous disease and the related fields is not only increasing but is an essential part of the education of every medical student.

I am therefore writing to inform you that I have made arrangements to attend the next meeting of the Society in order to present this contribution.

Sincerely yours,

[Signature]

Hyman Association
MEMO ON SEX HYGIENE INSTRUCTION

The problem of teaching sex hygiene is the most difficult problem in the whole field of the teaching of personal hygiene, just as the venereal disease problem is the most difficult problem in public health work. No one will question the statement that a great majority of children reach adult life with little or no knowledge of sex hygiene except that obtained through casual and often unfortunate channels. There is also no question but that the proper place for instruction in sex hygiene is in the home and that such instruction is part of the duty of parents. Since many parents are either unwilling or too ignorant to discuss sex questions with their children some schools and colleges are attempting to supply parental deficiencies.

At your request I have made a limited survey of the teaching of sex hygiene in the larger colleges and universities of the country, and submit this report based on information obtained from 18 institutions. Four others (Columbia, Michigan, Rockford, Lake Erie,) have not replied to my request for information. Of the 18 institutions 6 are men’s colleges, 4 are women’s and the remaining 8 coeducational. The following table summarizes the situation in these colleges and universities:
The problem of sex hygiene is the most difficult in the whole field of sex hygiene. In fact, as the problem becomes more difficult, the proper answer to the problem may be to fulfill the need for more research and data. There is no one who can honestly say that he has made a study of sex hygiene and its relation to child development. It is important to develop the proper place for instruction in sex hygiene in the home and in the school. The early years are the most important, and it is essential to give the children an understanding of the facts of sex. Parents should be prepared to discuss these matters with their children, and schools should be prepared to supply parents with helpful information.

At present there is a need for a limited number of experts in the field of sex hygiene. It is necessary to develop a research center and to maintain a national advisory committee. Information on this subject should be made available to parents and schools.

Based on the information and research, the following recommendations are made:

1. The establishment of a sex education program in schools
2. The provision of sex education materials for parents
3. The development of a national advisory committee on sex education
4. The establishment of a national sex education research center

In conclusion, sex education is a vital part of the educational process. It is essential for the development of healthy and responsible individuals.
<table>
<thead>
<tr>
<th>Institution</th>
<th>Instruction Offered</th>
<th>Required</th>
<th>Given Separately</th>
<th>With Personal Hygiene</th>
<th>Hours</th>
<th>Remarks</th>
</tr>
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<tr>
<td>Chicago</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td>Formal instruction undesirable</td>
</tr>
<tr>
<td>Harvard</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td>Formal instruction tried and abandoned</td>
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<tr>
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<td>Yes</td>
<td>No</td>
<td></td>
<td>Yes</td>
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</tr>
<tr>
<td>Princeton</td>
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<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td>T-30</td>
</tr>
<tr>
<td>Williams</td>
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<td>Yes</td>
<td>Yes</td>
<td>T-18 S-4</td>
<td></td>
<td>Not satisfactory</td>
</tr>
<tr>
<td>Dartmouth</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td>T-30</td>
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<tr>
<td>Wesleyan</td>
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<td></td>
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<tr>
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<td>Yes</td>
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<td></td>
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<tr>
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<tr>
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<td>Yes</td>
<td></td>
<td>S-1½</td>
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<td></td>
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<td></td>
<td></td>
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<td>Mt. Holyoke</td>
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<td></td>
<td></td>
<td>Yes</td>
<td>T-30</td>
</tr>
</tbody>
</table>

T -- total hours for personal hygiene

S -- hours devoted to sex hygiene
In only three of the 18 institutions is no instruction given in sex hygiene. One of these is Chicago. In two others the instruction is not required. In 11, sex hygiene is given as part of a course in personal hygiene; in 3, separate instruction is given; while at 1 (Minnesota) the lectures for men are given separately, and those for women are part of a course of lectures in personal hygiene. The time devoted to sex hygiene varies from $1\frac{1}{2}$ to 11 hours. In the latter instance the course is elective.

In only three of the 15 universities and colleges is the instruction regarded as satisfactory.

It was the almost unanimous opinion of the directors of physical education consulted that instruction in sex hygiene should be given as part of instruction in the general subject of personal hygiene. It was also their opinion that in general courses in personal hygiene could be greatly improved.

Both of these views coincide with my own. I know of no worse way to impart sex hygiene information than by means of formal lectures to a group of students who are forced to attend. It is also difficult to present the subject to college students under any conditions. The proper place for such instruction is the secondary school, if it must be given in school at all, and then as an integral part of work in biology and hygiene.

The American Social Hygiene Association is making an extensive survey of this subject through a committee of college presidents but their results will not be available
In only cases of the 16 instances is no information given in sex preference. One of these is Chicago. In two others the information is not recorded. In 16 sex preference is given as part of a course in personal hygiene; in 6, separate in-struction is given which of itself (Minneapolis) the teachers to men the rifles optional, and those for women the part of a course of lectures in personal hygiene. The time devoted to sex hygiene activities for 16 is 0. In the factor, insurance the course is optional.

In only cases of the 16 instances was college in the instruction regarding sex education. It was the school administrating opinion of the committee of the principal agreement concerning the instruction in sex hygiene.

In the 16 cases, the principal of the school was supposed to be the principal part in the education of personal hygiene. I have seen their opinion that in general, courses in personal hygiene could be given in the 16 cases. I have seen, or I have known of no more of these few courses of which I am aware. I know of no more way to impart sex hygiene instruction than by means of formal instruction to a group of students who are interested to attend. It was almost impossible to present the report to college students, who had been instructed in sex hygiene at all, for the report states, "It is not granted to me to conduct a committee of the usual by committee. The proper place for such instruction, and sex education is an integral part of work in philosophy and hygiene.

The American Social Hygiene Association is working on a committee of college representatives and their reports will not be available.
for some time. Through a group of trained speakers they get in touch with "100,000 to 150,000 students and faculty members each year." These speakers were not mentioned by any of the physical education directors with whom I have been in touch.

The situation at Chicago is stated in a letter from Dr. Reed, a copy of which is appended. I doubt the value of a required course of lectures on sex hygiene. I do believe that opportunity to obtain such information might properly be considered but only in connection with courses in personal hygiene sectioned on the basis of sex, and in which the subject is approached from the biologic standpoint.
for some time. This group of training observers, then get in touch with 100,000 to 150,000 students and faculty members each year. These observers were not mentioned by any of the physical education administrators with whom I have been in contact.

The situation is similar in female in Jesse from D.

Need a copy of which is objection. I hope the value of a reading course of lectures on sex hygiene. I go down that opportunity to gain such information myself privately for a

speech and only in connection with courses in biology

pharmacy selection on the part of sex, and in which she speaks it as approaching from the pharmacy standpoint.
Chicago, February 18, 1924.

Dr. John F. Norton
Faculty Exchange.

My dear Dr. Norton:

Repying to your letter of February 9th, let me give the following statement with regard to sex hygiene instruction at the University:

When I first came here in the autumn of 1911 we started to give ten lectures in Hygiene to the freshman men as a part of the physical culture work. I gave the lectures and we took one of our four days each week for the purpose. Sex Hygiene was included.

About two years later when Dr. Josephine Young was here as woman physician, ten lectures in hygiene were required of all freshmen, the time being taken from freshman English, Dr. Young giving the lectures to the women and I to the men. Sex Hygiene was included in these lectures.

After we had pursued this plan for approximately four years Dean Lovett had in mind a scheme for an introductory course for all freshmen which would include Orientation, Methods of Study, Use of the Libraries and Hygiene. In the expectation of such a course being put into operation we gave up the Hygiene lectures under our department, although in several quarters we did give one or two lectures to freshmen in which a little sex hygiene was included. Then as you know for a number of years I gave an elective course in Hygiene in your department. In that course, since the class was a mixed one, we gave no attention to sex hygiene except venereal disease.

In addition to these activities there have been on several occasions lectures for men and women by outside lecturers.

Mr. Lovett's course never materialized and we have let the matter drop largely through the difficulty in securing a suitable time for a large number of freshmen to meet.

Very truly yours,

(Signed) Dudley B. Reed
Dr. John E. Houston

RECEIVED EXAMINATION

My name is Houston

Representative to your letter of December 26th, I am giving the
following statement with regard to sex hygiene instruction at the
University:

When I first came here in the summer of 1921, we started
the Physical Education course in Sex Hygiene. I gave my lectures and we took one of
the physical education work. Sex hygiene was taught in
one course given each week for the purpose. Sex hygiene was taught in
about two or three Luther college courses, and people who were
being trained in physical education were taught in on this.

Sex hygiene was given in these lectures.

After we had pneumonia here for approximately a
year, we had to make a scheme for an introductory course.
A year and a half later and we had a scheme for an
introduction course, with which we taught all the
students. In our physical education, we taught all the
students to the best of our ability, and we gave the
students as much information as we could. They were not
always certain in the courses, in our physical education, and
our courses were a mixture of the two, and we gave no attention to sex hygiene.

Sex hygiene is a difficult subject to teach, and even we
have found difficulty in teaching it. However, we have
found that our courses have been successful.

In my opinion, social studies are necessary for men and women, in order to
understand themselves and their relationship to society.

Very truly yours,

(Signature)
The University of Chicago
Office of the Dean of Faculties

March 31, 1934

Memorandum to the President:

With reference to the letter of Mr. Fairweather of March 26, there is no doubt that a more adequate system of physical examination and advice would be desirable, and can perhaps be put into operation in connection with our medical development. Every such thing, however, costs money, and in the existing condition of finances we shall probably be obliged to defer any complete provision. One part of the situation which I discovered when considering the proper care of Miss Cutts, the graduate student who threatened to commit suicide, is that we have no provision whatever for any hospital care for students not residents of the halls. I think that most of the small colleges of the country are much better off than we are in that respect.

[Signature]
President Ernest D. Burton,
Faculty Exchange

My dear President Burton:

I cannot speak very intelligently with regard to the case of Miss Valentine as I do not recall that it has been brought to my attention before.

Of course no examination which could be given at the beginning of the year would insure against incapacitation of the student later in the year. I do believe however that a system which included examination of graduate students and occasional health conferences with other students would be of considerable assistance.

I would appreciate very much the opportunity of having a conference with you on this and several other health matters if you can find the time as I think it might be more satisfactory to both of us to talk for a few minutes concerning/health situation.

Sincerely yours,

D. B. Reed - RW.

[Signature]
April 5, 1928

Dear Mr. Smith,

I am preparing for my examination and wished to ask you about the procedure for an appeal to the

Of course, no examination without your approval to stay at the

of the student, I refer to the seat. I refer to the

If a student asks for an examination of

If a student asks for an examination of

I would appreciate any help the

Please have a conference with you on this and explain

If you can find the time and are available for

I am sending you a letter about an

Yours sincerely,

E. Smith

P.S. Keep RG.
President E. D. Burton,
The University of Chicago.

Dear President Burton:

With reference to the case of Miss Valentine whose hospital bill we are attempting to adjust through Dr. Post as discussed at the Expenditures meeting this morning, I should like to raise this question - in Dr. Blatz's opinion, as well as mine, there are other "Valentine" cases, perhaps not to such a serious degree as the Laura Valentine case, on the campus more or less all of the time. They are probably in the graduate schools as well as in the undergraduate departments. Therefore, the possibility of similar experiences exists with a financial outlay to the University.

My question is whether some plan of physical examination or a consultation exists or could be inaugurated whereby the investment made by the student and by the University in the education of a given individual could be shown to be worth while in view of the physical capacity of that individual. In other words, I am wondering if the principle of selective admission and retention should not be applied to the physical capacity as well as to the intellectual and presumably the social capacity of the members of the University receiving instruction.

Since this is directly an educational question it has probably had your attention before and I would not have ventured to raise it now except that Dr. Blatz and others with whom I have conferred about the Valentine case, agreed with me that if possible some attention should be given to the physical qualifications of students which would remove as far as possible the recurrence of cases of the Valentine type.

Very truly yours,

G. O. Fairweather.
With reference to the case of Dr. [Name]

The University of Chicago

Dear President:

I am writing to inform you of a matter of some urgency that has arisen in connection with the safety of a faculty member. Dr. [Name], a professor in our Department of Physics, has recently been the subject of a disciplinary hearing due to allegations of ethical misconduct. Although the hearing has concluded, the individual's status within the university remains uncertain.

I am concerned that the ongoing uncertainty may be negatively impacting the academic environment and the morale of our faculty. It is imperative that we address this situation promptly and transparently.

Please consider taking the following actions:

1. Reaffirm the university's commitment to maintaining a safe and respectful workplace for all faculty members.
2. Provide clear and timely communication to all faculty regarding the status of Dr. [Name] and the steps being taken to resolve the situation.
3. Ensure that the university's policies regarding academic integrity and ethical conduct are communicated and enforced.

I am available to discuss these matters further and provide any additional information or support that may be necessary.

Thank you for your attention to this important matter.

Sincerely,

[Your Name]

Dean of Instruction
The University of Chicago
The Medical Courses

April 10th, 1924.

President Burton,
Faculty Exchange.

My dear President Burton:

I submit herewith some suggestions for the care of physical and moral health of students. They have not been very carefully thought over or discussed. I hope some may be of service as a basis for discussion.

Yours sincerely,

B. C. H. Harvey
Dean.

BCHH:LB
Suggestions for the Care of Physical and Moral Health of Students.

I. To make students realize that the University has a real interest in them:
   a. Print on the back cover of the course-book this statement:

   "The Deans' offices will welcome information concerning accident, serious illness, or emergency affecting any student so that the University can take appropriate action in his aid."

   b. The President's office might ask Deans and Instructors to note the physical condition of students and suggest to all who seem to be in poor health consultation with the University Medical Advisers.

II. To help students who are affected with minor illness, infectious disease, or undiagnosed illness:

   a. A small infirmary might be planned which would make a charge for its service.

   b. Pending the establishment of an infirmary we might utilize the Presbyterian Hospital or other hospitals in the neighborhood. A small fund might be appropriated from which the University could pay all or part of the expense of caring for indigent students. Such payments might be regarded as "Loans in Emergencies". Many members of the Rush Faculty have given their services freely to such students and the hospitals would reduce charges to a minimum.

III. To prevent physical and moral deterioration:

   a. Encourage intramural athletics.

      aa. Make every vacant lot in the immediate vicinity fit for playing indoor baseball or tennis.

      ab. Organize contests in athletics between groups of students. The groups might be:

         1. College of A. L. & S. First Year.
         2. College of A. L. & S. Second Year.
         5. College of C. & A. First two years.
         6. College of C. & A. Third and Fourth Years.
         7. College of Education,
         8. Medical Students.
9. Law Students,
10. Divinity Students,
11. Graduate Students.

The contests might be:

1. Track
2. Jumping
3. Discus Throwing
4. Javelin Throwing
5. Hammer Throwing

Every student should be included so that the performance of the poor ones will hurt the standing of his group. The results should be published in the Maroon.

b. Make all forms of athletic activity available Sunday afternoons.
The committee may present their amendments to the President, and the President will submit them to the Board of Trustees for action. The Board may amend, accept, or reject the amendments. Any action taken by the Board will be included in the final record of the meeting.

Please see the notes or minutes for specific details and minutes of the meeting.
Memorandum to the President, of an interview with Dr. Reed on the provisions for the care of health in the University.

Dr. Reed states that the provisions for proper care of health are not satisfactory.

1. The health committee and the executive officer of that committee are not given necessary authority to carry out certain plans which they deem important. For example, it required a matter of two or three years to substitute paper towels for the roller towels which had been in use and which were recognized as unsanitary. Recently the judgment of the health officers that vaccination should be required of graduate students was overruled by the supposed administrative necessities. [This refers to an action of the Administrative Board. The question of compulsory vaccination of all graduate students was brought up, referred to a committee, and later acted upon by the Board. The health officers believed this very important. The deans on the Committee believed that at the present time when our graduate attendance in the summer seems to be stationary or declining, it would be inadvisable to impose additional restrictions upon registration in the graduate schools.]

2. There is no proper provision at present for three classes of ill health. (1) The student who has a case of one of the milder contagious diseases such as measles. Such a student living in one of the four women's halls of the original campus can be cared for in the infirmary. But other women students cannot be admitted, and the city hospitals will not take such cases. The men, except those living in Hitchcock, are likewise without any provision. (2) Cases of mental trouble will not be received at the city hospitals. Dr. Reed has been obliged in both the above types of cases, to take some of them to his own home, and in other cases to solicit personally a place where the student can remain under observation of a nurse. (3) Cases which need rest and recuperation over a week end.

Dr. Reed understands that the provisions for the new hospital will not include any one of the above three types of cases. He has recommended that a three-story flat building be taken over by the University, provided with an attendant nurse. He estimates that the annual charge (if the cost of original equipment be spread through a five year period), would be about $8000 a year.

Dr. Reed also feels that his personal situation is not very satisfactory. He gives a great deal of his time to this general health work. He does not undertake any private practice.
He is, however, paid only $500 for this part of his work, his other salary being derived from his work in physical culture and athletics. Dr. Reed suggested that I should have a further conference with Professor Jordan, and I am planning to do this.
He is present, but only 600. I can't part with the work, the open area, the lovely trees and the gold in
my hand. I have some work to do. I'm feeling quite depressed.

I've been feeling very depressed, in fact. I'm feeling quite depressed.

I've been feeling very depressed, in fact. I'm feeling quite depressed.
April 15th, 1924.

Dear President Burton:

I am transmitting herewith a plan for the development of a Public Health School. An example of the advantage of bringing the matter up at this time is the desirability of getting the work in Vital Statistics organized in time to start the Hospital and Dispensary records on a proper basis. After consultation with Dr. McLean and Dr. Seem it seems desirable to have study of this problem begin at once. There is agreement that the organization of these vitally important records be placed under the general expert supervision of the Department of Vital Statistics of the School of Public Health. If we were in a position to begin building up work in Vital Statistics by January, 1925, much would be gained.

Very truly yours,

[Signature]

Edwin O. Jordan.

President Ernest D. Burton,
President's Office.
Dear [Name of Recipient],

I am forwarding herewith a plan for the development of a Campfire Health School. In advance of the usual procedure of bringing the matter up at a future time.

I think it's essential that we begin the work in order to make the most of the opportunities we have available. Please consider this plan carefully and let me know your thoughts.

Sincerely,

[Signature]

[Name]

[Title]