Dec. 29, '14

Dear President Jackson:

When I joined the

Buttrick in Portland Sunday, he was kind
eough to show me your letter and after a
brief talk devoted to recalling the successive
steps in the Harvard weather, the mighty telegram
was drafted, etc. It occurs to me, however
that you may desire a somewhat fuller
account; and though I may have to be mis-
taken as to the precise order of events, writing
as I do, without refreshing my memory by
means of the office records, I am perfectly
clear as to the substance of what has hap-
pened.

The Board, as you will recall, rejected an
application from the Harvard Medical School
for a sum that would yield $50,000 a year to be
utilized to pay clinical assistants; it gave
$400,000 to Johns Hopkins for the full-time scheme. Then this was announced, President Lowell complained that our office had not been fairly by Harvard, since the Harvard application was not really official, and, further, since Harvard would have presented a full-time scheme, had it had knowledge that such a scheme would be favorably regarded.

When we disclaimed responsibility for the form of Harvard request, it referred the matter of Harvard request to Harvard Medical faculty, it soon developed back to the Medical faculty, it soon developed.

That the Harvard Corporation had authorized an application, and that Harvard authorities must set the ball rolling. We were led to understand.
...
That the matter was under consideration, and in due course President Lowell and Dean Bradford came to our office for a conference, Dr. Buttrick conducted the negotiation on our side and made clear (1) that the Board is just as interested only in full-time clinical work as I am; (2) that the Board is carrying on teaching; (3) that the Board is offering no opposition, and will entertain any full-time application.

Inadequate visits to Boston, both by office request: the first, to meet a duly appointed committee of the medical faculty consisting of Dr. Christian, Dr. Redcliff, in which, besides discussing the general scheme, anticipated difficulties, the ways in which they might be avoided, the amount of money required was debated. It amounted to $100,000, which I must do the figuring and as far as can be informed in the shape of
Bevan's alleged "large" income—salaries. Found out that an excessive salary scale would be unacademic in the first place, & prohibitive, in the second, on account of the sums it required. They asked whether the Board would stand for the sum asked for; they asked whether the Board insisted on the $10,000 salary, which the Board understood was to prevail at the Hopkins. They understood was to prevail at the Hopkins. They understood that the Board had expressed no opinion on the subject of the approximate salaries at Dallas. They provisionally estimated that $500,000 would be needed only for the purpose of arriving at some notion as to amount of money required to the full-fledged scheme.

In my second trip, undertaker at President Lowell's request & on Dr. Boardman's instructions, was for the purpose of ascertaining whether the scheme could be worked at the Massachusetts...
will tell for that I have from the first felt that none of the men involved took the right attitude, though I have been careful to listen to them whenever asked to do so.

As much for the charge that I have tried to seduce certain members of the Harvard faculty! Here is, however, another side to the charge, which may account for it. Having language, it is, as you doubtless know, bitterly hostile to the full-time scheme a bitterly hostile to the full-time scheme and the "idea of a layman". Dean Draper and the "idea of a layman". Dean Draper has heard of the Harvard negotiations.

Broom is present with me on another account.
Dear Sir,

I am sorry for the delay in sending this letter. I have been quite busy with other matters. I hope that this letter finds you well.

I wanted to send you a copy of the report that we have prepared. I believe that it will be of interest to you. I would be happy to discuss the report with you in more detail.

Please let me know if there is anything else that I can do to assist you.

Yours sincerely,

[Signature]

[Company Name]
The Council has made a series of very serious
blunders in dealing with Southern Medical
Schools. As to this, Dr. Mitchill, Dr. Thue rich, Mr. Mitchill
+Dr. agreed. For several years past we
have been urging the Council to modify its
procedure, but without avail. Finally, I
wrote on the same from Little Rock a needlessly
irritated letter. The reply was so unjustified as to show the Council on the school plan,
severe criticism. On reflection, I feared he would take offence.

Dr. Thue rich also talked with him.

Dr. Thue rich also talked with him again.

We all felt that we were convinced that the
Council had erred. But I suspect that Dr. Thue rich
is still vexed with me. That comes on as

What a pity you are not here! It's glorious.

always sincerely,

Abraham Lincoln

Dear Mr. Johnson,

I hereby append this letter. In all particular it coincides
with my recollection of the consultation.

William Thue rich.
January 4, 1915.

President Harry Pratt Judson
The University of Chicago
Chicago, Illinois

Dear President Judson:—

Thank you very much for yours of the second which Dr. Buttrick has also read. I am glad that Dr. Bevan named $25,000 as the salary which I am alleged to have assured Dr. Cushing. The preposterous sum mentioned is conclusive proof that Dr. Bevan's imagination is considerably over-heated.

Your Chicago situation has been frequently in my thoughts. I hope very much that you can avoid any protracted arrangement with the Rush people on the present basis. In the course of a few years, pressure, due to the successful inauguration of the scheme in Baltimore, St. Louis and New Haven, may make itself felt among the Rush trustees.

We had a thoroughly delightful week in the snow and are back at work this morning feeling all the better for it.

With cordial New Year's greetings to you and Mrs. Judson,

Very sincerely yours,

[Signature]

P.S. on much edge.
January 4, 1939

President Kehoe's Press Address
The University of Chicago
Office, Illinois

Dear President Kehoe:

Thank you very much for your note of
the second with which I am very pleased.

I have received the $10,000 as the salary with
which I stipulated to have been paid.

The proposition of moving to consolidate
the present Board of Trustees is entirely
unacceptable, as is the present Board of
Trustees.

Your Office's attention has been specifically
requested. I hope very soon that you can reach
this agreement.

Yours very truly,

We have a significant feeling in the move to
the new house.
President Judson——— 2.

P.S. Would you be kind enough to have a copy made of the letter which I wrote you from the Balsams and send the same for our files?
President Johnson—

Would you be kind enough to give a copy of
of the letter which I wrote you from the President's
say the same for our President
Chicago, January 6, 1915

Dear Mr. Flexner:

Yours of the 4th inst. is at hand. I shall be glad to talk over the Chicago situation with you when we meet at the end of this month. I am enclosing copy of the letter to which you refer. I am glad that you have had a winter outing.

With cordial best wishes from Mrs. Judson as well as myself, I am,

Very truly yours,

H.P.J. - L.

Mr. Abraham Flexner,
% General Education Board,
17 Battery Place, New York City.
Office, January 6, 1918

Dear Mr. Rexer:

Your letter is at hand.

I am unable to answer the Office, as I am out of my office and have been out of the office several days. I am unable to answer your letter to which you refer.

May I send you a winter coat?

With cordial best wishes from Mrs. Jackson, and well,

Very truly yours,

[Signature]
Dear President Judson:

When I joined Mr. Buttrick in Portland Sunday, he was kind enough to show me your letter and after a brief talk devoted to recalling the successive steps in the Harvard matter, the night telegram was drafted and sent. It occurs to me, however, that you may desire a somewhat fuller account; and though I may prove to be mistaken as to the precise order of events, writing, as I do, without refreshing my memory by means of the office records, I am perfectly clear as to the substance of what has happened.

The Board, as you will recall, rejected an application from the Harvard Medical School for a sum that would yield $50,000 a year to be utilized to pay clinical assistants; it gave $1,400,000 to Johns Hopkins for the full-time scheme. When this was announced, President Lowell complained that our office had not done fairly by Harvard,
Dear President Jackson:

When I joined the University in 1929, I never thought of staying as long as I have. I am very grateful for the opportunity to work at the University and for the many friends I have made here. I hope to be able to contribute to the University in some way.

I am writing to discuss the possibility of my staying at the University. I believe that my experience and skills would be valuable to the University. I am sure that the University would benefit from my continued service.

I am willing to discuss any terms that you may think appropriate. I am committed to serving the University to the best of my ability.

Yours truly,

[Signature]
since the Harvard application was not really official, and, further, since Harvard would have presented a full-time scheme, had it had knowledge that such a scheme would be favorably regarded. When we disclaimed responsibility for the form of the Harvard request and referred the matter back to the medical faculty, it soon developed that the Harvard Corporation had authorized an application by the medical faculty, Mr. Lowell having simply forgotten all about it.

For the time being the matter rested here. President Eliot desired very much that the Harvard people should move in the full-time direction; and Mr. Jerome Greene repeatedly spoke to both Mr. Buttrick and to me on the subject. But we took the position that the Harvard authorities must set the ball rolling. We were led to understand that the matter was under consideration; and in due course President Lowell and Dean Bradford came to our office for a conference. Dr. Buttrick conducted the negotiation on our side and made clear (1) that the Board is just now interested only in full-time clinical teaching; (2) that the Board is carrying on no propaganda in behalf of full-time clinical teaching; (3) that the Board, while offering no inducement, will entertain any full-time application.
I made two visits to Boston, both by official request: the first, to meet a duly appointed Committee of the Medical Faculty, consisting of Drs. Christian, Cushing and Edsall, in which, besides discussing the general scheme, anticipated difficulties and the ways in which they might be avoided, the amount of money required was debated. I took the position that they must do the figuring; and so far from offering bribes in the shape of Bevan's alleged "large" income-salaries, pointed out that an excessive salary scale would be unacademic in the first place, and prohibitive, in the second, on account of the sums required. They asked whether the Board would "stand for" $15,000 salaries; I said that the Board would not fix salaries, but would, of course, judge whether it was willing to give the total sum asked for; they asked whether the Board insisted on the $10,000 salary, which they understood was to prevail at the Hopkins. I replied that the Board had expressed no opinion on the subject of the appropriate salaries at Baltimore and that provisional estimates had been made only for the purpose of arriving at some notion as to amount of money required by the full-time scheme.

My second trip, undertaken at President Lowell's request and on Dr. Buttrick's instructions, was for the
I made the attempt to present, partly on official
request, the facts to meet a fairly opposing committee
of the Military Council, consisting of the Captains
commanding my Brigade, in which, besides Coloneh
Rencurel, some other officers did not necessarily and the men in
where such might be necessary. The amount of money required
was debated. I took the position that they must go to the
Parliament, and to that end I submitted a paper in the shape of
a bill, entitled "Parole Income-Salaries Bill" providing for the
raising, by necessary legal means, of such sums as are necessary for the
payment and compensation, in the manner, of the salaries of the
Army, Navy and Hospitals, as necessary money for these purposes.

That paper was the basis for the House.

The estimate for $750,000 salaries, I say that the House
wanted for $750,000 salaries, not for the salaries, but for
the sum total of the salaries, I say, we are willing to give the House
amiably on the $750,000 salaries, which

are the basis for the House to decide on the $750,000 salaries.

I lay the paper before the House and to that part of
the House that expressed on opinion on the subject of
the superintendence salaries of the President and that responsible
estimates have been made only for the purpose of examining
at some notice as to manner of money needed by the Army-
the same.

And so on.
purpose of ascertaining whether the scheme could be worked at the Massachusetts General, as Dr. Cushing's attitude made it impossible at the Brigham. I visited both hospitals, conferred with Dr. Edsall, Dr. Cushing, Dr. Bradford and two of the Brigham Trustees, and returned, persuaded that the Board could do nothing for Harvard at this juncture. Meanwhile, Dr. Edsall had met me by chance at Hartford, Conn. and subsequently by appointment in New York, to ask whether the Board would consider a single full-time department in Medicine at the Massachusetts General for him on the basis of $15,000 a year salary. As a matter of fact, so far was I from urging or suggesting big salaries, that the demands of Dr. Edsall and others convinced me that the time is not ripe for the scheme there yet. I recall also breakfasting with Dr. Cushing and listening to his objections to the move, as things now stand. I cannot recall ever urging him to abandon his objections. Indeed, Dr. Buttrick will tell you that I have from the first felt that none of the men involved took the right attitude, though I have been careful to listen to them whenever asked to do so.

So much, for the charge that I have tried to seduce certain members of the Harvard faculty! There is, however, another side to the charge, which may account for
or a picture with a large and exquisite style and of a fine tone.

- and the elegant, interesting pictures of the audience also.

- because of beauty and the most perfect and of the very finest.

- of excellent and of the noblest and the very choicest.

- I went for it as I liked it and I did not know of the pictures they made.

- I went and I did not know of it.

- I went and I did not know of it.

- and the noblest of all.

- I went and I did not know of it.

- I went and I did not know of it.

- I went and I did not know of it.

- I went and I did not know of it.

- I went and I did not know of it.

- I went and I did not know of it.

- I went and I did not know of it.

- I went and I did not know of it.

- I went and I did not know of it.

- I went and I did not know of it.

- I went and I did not know of it.

- I went and I did not know of it.

- I went and I did not know of it.

- I went and I did not know of it.

- I went and I did not know of it.

- I went and I did not know of it.

- I went and I did not know of it.
Bevan's language. He is, as you doubtless know, bitterly hostile to the full-time scheme and in a recent report to the American Medical Association denounced it as "grotesque" and the "plan of a layman". I cannot but fear that his opposition to the scheme has led him to misunderstand and to exaggerate what he has heard of the Harvard negotiations.

I ought, I think, to say one thing more. Bevan is provoked with me on another account. The Council has made a series of very serious blunders in dealing with Southern Medical Schools. As to this, Dr. Buttrick, Mr. Pritchett and I are agreed. For several years past we have been urging the Council to modify its procedure, but without avail. Finally, I wrote Dr. Bevan from Little Rock a needlessly severe criticism, which angered him, moved to do so by the very unjustified pressure of the Council on the school there. On reflection, I feared he would take offence, and wrote a second note in explanation and apology, before I heard from him at all in reply to the former note. Later, we met and discussed the matter; Dr. Pritchett and Dr. Buttrick also talked with him and we all three felt that Bevan was convinced that the Council had erred. But I suspect that Bevan is still vexed with me and that somehow he overlooks the fact that the others
HAVING received notification from you, to concord with me on an earlier occasion, that you would make a written statement of the conditions prevailing in your medical school, I have prepared the enclosed letter to Dr. Bryant, of the Concord Medical School. It is to this Dr. Bryant that I have been speaking. He has been very kind in giving me permission to make this statement. He has also been very helpful in answering my questions. I have been able to obtain the necessary information from him.

I do not think I can say one single word. However, I must say that I have been very impressed with the work being done at your school. The Concord Medical School is one of the finest medical schools in the country. It has a long history of producing excellent doctors. I am sure that it will continue to do so in the future.

I would like to express my appreciation for the work being done at your school. I am confident that it will continue to produce excellent doctors for many years to come.
think just as I do, about the southern situation.

What a pity you aren't here! It's glorious.

Always sincerely,

(Signed) ABRAMAH FLENNER

Dear Dr. Judson -

I heartily approve this letter. In all particulars it coincides with my recollection of the consultations.

(Signed) WALLACE BUTTRICK
Dear Dr. Tugger,

I am writing in response to your letter, in which you express your interest in participating in the conference. I am pleased to inform you that your participation would be greatly appreciated. I look forward to welcoming you as a participant.

Sincerely,

[Signature]
January 7, 1915

Dr. Harry Pratt Judson,
The University of Chicago,
Chicago, Ill.

Dear President Judson:

I have your letter of December 31st with your correspondence with Dr. Bevan. The sky is evidently clearing.

Pritchett tells us that Dr. Frank Billings came to the front in great shape in these conferences.

If you will turn to pages 16 and 17 of the Report of the Council on Medical Education of the American Medical Association to the House of Delegates, June 22-25, 1914 and the Third Classification of the Medical Colleges of the United States (Revised to June 31, 1914), you will see how Bevan and his associates felt a few months ago and how they characterize the plan of the Hopkins Medical School. I assume that you have a copy of that report somewhere in your files.

With kind regards, I am

Cordially yours,

[Signature]

[Address]
General Education Board
17 Battery Place
New York
The John D. Rockefeller Fund

January 7, 1915

Dr. Ely Philetus Baker
The University of Chicago
Chicago, Ill.

Dear President Baker:

I have your letter of December 8th, with your copy.

Please convey with this letter the visit of Dr. Frank Biltzage, now at the front and about to return to Chicago. He is in great shape to advise conferences.

If you will turn to page 1 of the Report of the Council on Physical Education of the American Medical Association of the House of Delegates, June 28-30, 1914, you will find a number of resolutions opposed to the creation of a few months ago and you may peruse the plan of this Hopkins Medical School.

I am sorry that you have a copy of that.

With kind regrets, I am

[Signature]
Pres. Harry Pratt Judson,

University of Chicago.

Dean Frank Billings,
Dean John M. Dodson,

Rush Medical College.

Dear Sirs:-

For two or three years anticipating that there would be radical changes in the titles of the clinical teachers in Rush Medical College as soon as the College should become an organic part of the University, I have thought best to suggest very few changes in the titles of the men in my Department; but as at present it seems altogether unlikely that there can be an organic union with the University until after the close of the European War and in order that the men in my Department may hold their just rank with men in other departments, I wish to suggest the following changes in some of their titles:

John Edwin Rhodes, Otto T. Freer and Geo E. Shambaugh to be promoted from Associate Professors to Professors of Laryngology and Otology.

Geo. A. Torrison, Elmer L. Kenyon and Stanton A. Friedberg to be promoted from Assistant Professors to Associate Professors of Laryngology and Otology.

David Fiske, Thomas W. Lewis, Geo. W. Boot and Robert Sommenschein to be promoted from Instructors to Assistant Professors of Laryngology and Otology.

Henry P. Bagley, Edward F. Norcross and Edwin McGinnis to be promoted from Associate to Instructors in Laryngology and
Dear Mr. Professor John,

University of Chicago

I have to inform you that I have been admitted to the University of Chicago as soon as the college season begins next year. As you may have noticed, the University of Chicago is one of the finest institutions for the study of law. I have been placed in the college with a view to furthering my legal education. I am confident that I will be able to make the most of the opportunities offered at the University of Chicago.

To be promoted from Assistant Professor to Professor of Law, October 1st, 1920.

David H. Thomas

[Signature]

To be promoted from Assistant Professor to Professor of Law, October 1st, 1920.

[Signature]

[Date]

Health and happiness, etc., etc.
Otology.

I would suggest also that from my own title the words "and Head of the Department of Laryngology and Otology" be dropped.

Hoping that these suggestions may meet with your approval,

I am,

Yours very truly,

Dictated.

[Signature]

Feb 23 - I found this today - I suppose it had been mailed three weeks ago.
OCTOBER.

I would suggest also that from my own title the word "any work of the Department of Psychology may October" be dropped.

Hoping that these suggestions may meet with your approval.

Yours very truly,

[Signature]

[Inscribes]

[Signature]
Mr. Dickerson says that in the minutes of the Board of Trustees for December 2d, of which you have a file, the recommendation concerning George de Tarnowsky has been crossed off.
The Diocesan sees that in the minutes of the Board of Trustees for 24 December, 24, 24. Which you have a file, the recommendation concerning George 24. They have been present all.
Chicago, Feb. 5, 1915.

Dr. Harry Pratt Judson,
University of Chicago.

Dear Doctor:—

Replying to yours of Feb. 4th and referring to the person whose name the Board of Trustees declined to consider, he was left as an Assistant in an office some years ago and paid for taking care of the patients for his principal, while the latter was away on a vacation. During that time he not only treated patients coming for his principal as his own and kept the fees paid by them, but he also collected other fees and kept the money. This report comes from absolutely reliable sources.
Dear Doctor:

Replied to yours of Sept. 3rd and return to the

person whose name is found on the certificate for

was left as an assistant in the office some years ago, and my part

for taking care of the patient for the principal while the

letter was away on a vacation. During that time he not only

received letters concerning the patient, but also from the college and kept

the fees by a piece. put he also collected other fees and kept

the money. This report comes from expecting to be a success.
GEORGE DE TARNOWSKY, M. D.

Born in Nice, France, May 27th, 1873, of Russian-American parents.

Education: Anglo-American College, Nice, 1882-84.
English Latin School, Nice, 1884-86.
University of France; Lycée de Nice, 1886-90.

Medical education; Northwestern University School, class of 1900.
Internal Medicine Hospital, 1900-01 (18 months.)

Post-graduate work;
Paris 1902, six months. Pathology & Surgery.
Gratz; Vienna, Bern & Paris 1913, three months.

Teaching experience:
Demonstrator of Anatomy W.W. 1902-3.
Assistant to Professor Futterer at the Chicago
Policlinic, 1903-04.
Instructor in Gynecology Policlinic since 1909.

Appointments;
Surgeon to the Northwestern Elevated Ry Co since 1903.
Surgeon to the Ravenswood Hospital since 1907.
Surgeon to Cook County Hospital since 1913.
Local Surgeon Illinois Central Ry Co since 1917.

American Citizen
Protestant-Episcopalian.

Medical Publications;
Doctor Arthur Dean Bevan  
123 S. Michigan Bld.  
Chicago.

Dear Doctor:  
As per our conversation last week, I am enclosing a somewhat abbreviated personal and professional "pedigree" of myself. On second thought, it strikes me that the fact that I am an American citizen, and that I don't happen to be a Jew, may be matters of absolutely no consequence to you or to Rush; if I mention them, at all it is purely from force of habit!

No mention was made in our conversation regarding my position at Rush; whether I am to be assigned to the Intra-mural or the extra-mural faculty and in what capacity. I am perfectly willing to give Rush a quarterly trial clinic without receiving any title, letting Rush decide next spring whether or not it desires to accept me. I would not care to consider an Instructorship.

I hope you will pardon the utter frankness of this letter; I really am very desirous of giving some of your students a clinic and I believe that I can be of service to Rush if we can come to some mutually acceptable agreement.

Hoping to hear from you soon, and with kindest regards, I remain:

Very sincerely yours;

George de Tarnowský
THE UNIVERSITY AND HIGHER DEGREES IN MEDICINE

(Paper read by George E. Vincent before the Conference on Medical Education held under the auspices of the American Medical Association at Chicago, February 16, 1915.)

The University has hardly assumed responsibility for one problem of medical education before it finds itself confronted by other demands in the same field. There were good reasons why institutions of higher learning should undertake the conduct and standardizing of undergraduate training in Medicine. The proprietary medical schools of the older type had rendered valuable pioneer service but were reaching the limits of their efficiency. Large resources of laboratory, clinic and endowment were needed to supply proper facilities for medical education of the newer type. The University was in a position to do much if not all that the situation demanded. Modern Medicine is wholly dependent upon the fundamental sciences of Physics, Chemistry and Biology. The University was already equipped to furnish the necessary preparation in these departments. There was obvious economy in an organic connection between Medicine and other University disciplines. So, too, many subjects less fundamental but distinctly ancillary were already included in the University curriculum and could be used to strengthen and enrich the Medical courses. Furthermore the general atmosphere of investigation and professional teaching which characterizes the University environment was singularly favorable to the proper development of research and instruction in the medical sciences. In the University community it was also easier to foster the altruistic ideals which ought to guide and inspire the medical profession. Important too was the fact that the
The University of Western Ontario is proud to announce the Conference on
Medical Education held under the auspices of the American
Medical Association at Chicago, May 25-27.

The University is particularly pleased to announce that the program of medical education reform is now in full swing. The following Press Release from the Department of Medical Education of the University of Western Ontario, emphasizing the importance of medical education in the promotion of scientific progress and the development of medical knowledge, explains the progress made on the program of medical education:

The University of Western Ontario has made significant progress in the area of medical education. The program of medical education reform is aimed at improving the quality of medical education and preparing students for a career in medicine. The University is committed to provide students with the necessary tools and resources to succeed in their academic and professional careers.

The University of Western Ontario is proud to announce the Conference on Medical Education held under the auspices of the American Medical Association at Chicago, May 25-27.
University stands as a disinterested social agency, aiming primarily, not at offering special privileges to individuals, but at rendering service to the public. By creating standards and applying tests it tries to protect the community against incompetent and unscrupulous exploiters of public credulity and confidence. It was right and inevitable, therefore, that the University should assume chief responsibility for the organization and standardizing of undergraduate preparation for the medical profession.

The rate at which modern science is developing is almost disconcerting. This is conspicuously true of the progress of medical science and technique. This growth is to be sure beneficent, but from an administrative standpoint its rapidity and the insatiable demands which flow from it have a taint of malignity. The undergraduate curriculum cannot begin to include the new knowledge. Specialisation here, as in many other fields of human investigation and experience, is not to be avoided. From the starting point of a fundamental general training men must devote themselves to differentiated subjects of inquiry and an appropriate technique. Out of this situation and the consequent needs of the profession come certain insistent demands. Able practitioners more and more feel the necessity of keeping abreast of the newer developments in medical science. It is of prime social importance that these men should be afforded every available opportunity. There are other practitioners whose professional education has been defective. These men want to make up lost ground and bring themselves nearer to the better standards of today. Both individual need and social welfare suggest the value of aiding men of this class.
The rate at which modern science is developing is so fast that we must keep abreast of the latest advancements in this field of knowledge and constantly update our thinking and beliefs. The rapid pace of scientific development and the advent of new technologies have made it necessary to learn and adapt to these changes. This ongoing progress has also led to the emergence of new scientific disciplines and the refinement of existing ones.

As a result of this acceleration, the need for continued education and training has become more apparent than ever before. The development of new fields in science requires a new approach to teaching and learning. In order to remain relevant, education systems must adapt to these changes and provide students with the necessary tools and information to succeed in these new areas of study.

Moreover, the rapid pace of scientific progress has led to increased collaboration between different disciplines and the integration of knowledge across various fields. This interdisciplinary approach has become increasingly important in today's scientific landscape.

In conclusion, the pace of modern science is so fast that we must continuously update our thinking and beliefs in order to keep up with the latest advancements. The need for continued education and training has become more apparent than ever before, and the development of new fields in science requires a new approach to teaching and learning. The integration of knowledge across different disciplines is also becoming increasingly important.
Again, an increasing number of medical graduates appreciate the necessity of making a thorough preparation for a specialty. They require something more than brief and fragmentary courses; they desire continuous, advanced and authoritative instruction as well as opportunities for investigation. Last of all, another group of students who are particularly interested in research and in teaching as careers, are seeking thorough preparation and disciplinary training in the best methods of original investigation.

Finally there is a growing public demand for special service and for some way of knowing how to tell the qualified from the pretenders.

The same reasons that led Universities to take over undergraduate medical teaching now seem to justify them in trying to meet the other demands which have just been enumerated. There can be no doubt that the University equipment and environment afford the best opportunities for doing these newer things. It is especially important that right standards should be gradually worked out. The University is in a position to create and protect such standards as no independent group can hope to do. These standards it is true cannot be formulated over night and enforced upon the public. There must be careful study and matured experience, before anything at all fixed or authoritative is promulgated. Yet at the outset certain ideals and tests may be set up as a basis for gradual, well-considered elaboration. The University has at the beginning this advantage. It can provide an existing prestige and give immediate support to any initial requirements that may be agreed upon. University social authority may well provide a
As the final number of medical education opportunities contracts, the need for well-educated and scientifically literate individuals grows. Professional organizations, such as the American Association for the Advancement of Science, are increasingly recognizing the importance of scientific training in the education of medical students. This is particularly true for the fields of biology and medicine, where a strong background in science is essential for success. The scientific method is a powerful tool for understanding the world, and it is essential for the development of new treatments and therapies. The ultimate goal of medical education is to prepare students to be effective practitioners of medicine, capable of making informed decisions about patient care. This requires a strong foundation in science, as well as an understanding of the ethical and social implications of medical practice. The University of X is at the forefront of this effort, offering a wide range of courses and programs designed to help students develop the skills and knowledge they will need to succeed in their future careers.
a better basis for public respect for the medical profession and particularly for those types of special expertness with respect to which the public feels the need of standards of appraisal.

The allusion to University prestige should not be misinterpreted. There are other ways in which centers of authority may be created. For example the newly organized American College of Surgery is an interesting and significant attempt to create a new social agency of prestige. There is every reason to believe that in time this and similar colleges will exert an important influence. Meantime, the Universities have a power which may be utilized at once. It may be noted further that the European War and the conditions which are likely to exist for a long time after peace has been proclaimed, afford American Universities opportunities so obvious and insistent as to constitute almost obligations to undertake graduate work in Medicine.

The brief courses now known as "post-graduate" or "polyclinic courses" suggest the need for what may be called Medical University Extension. The value of courses of this kind cannot be questioned. It is only when such courses are superficial, and when they are made the basis for certificates and diplomas of a spurious specialization that they become a danger to the profession and a menace to the public. It seems to be agreed that the so-called "post graduate" and "polyclinic courses" as conducted in certain large cities of the United States have been distinctly useful. If the University is to do its full duty by Medical education courses of this character will have to be provided. In doing this the University will be following logically the development of modern University
The primary concern was known as "post-graduate" or "post-doctorate". This concern was evident from the very time that the passing of the "post-examination" examination was made to the degree of candidate of the profession and a decade to the "degree". It seems to be the case that the so-called "post-examination" and "post-doctorate" concern as connected to certain future office of the University will have been allotted to the University of the future State. In that case, the University will have to be developed in modern University.
Extension. In this field commercialized education must yield gradually to publicly endowed instruction. Correspondence courses afford a case in point. Universities are providing these courses on a University rather than a business basis. "Short courses", notably in Agriculture, have for some time been recognized as an important form of University Extension. "Short courses" or "extra courses" in Medicine would fit admirably into a plan of Medical University Extension. Special courses for this purpose will have to be established for it seems to be generally agreed that the students who desire them ought not to be admitted to short sections or fragments of the regular undergraduate courses in the Medical School. University plants are being utilized and University teachers employed in short courses in University Extension. The same idea would be applicable to Medical Courses. Again a special extension staff might be recruited and local centers organized under University auspices throughout a whole region. The plan by which instruction of this kind is regularly conducted in forty-eight German cities is full of suggestions. The whole enterprise is centralized in Berlin, but local academies and teaching centers provide a net-work of Medical Extension throughout a large part of the German Empire. Beginnings of such a plan have been undertaken in Kentucky, and Wisconsin is reported to be contemplating a similar experiment.

In assuming responsibility for Medical Instruction of an Extension type the University should protect the public and should maintain standards by carefully differentiating between "practitioners' courses", "extra courses", "summer courses", or whatever term may be employed, and courses of an advanced and genuine
Exposition In the field of cooperation between universities and industry, the extension of joint research projects to include a broader range of topics has been a significant development. Universities have taken an active role in fostering this type of collaboration, leading to a number of successful outcomes. A recent study has highlighted the importance of such cooperation, particularly in the fields of technology and economics. The extension of existing research projects to include new areas of inquiry has been crucial in this regard. The plan for future research has been developed in consultation with key stakeholders, including industry partners and academic institutions. This collaborative approach is expected to yield significant benefits for both parties involved.

In summary, the extension of university-industry partnerships to encompass a wider range of research topics has been a key driver of innovation in recent years. The establishment of new joint projects and the extension of existing ones is expected to continue to be a priority in the years to come. As such, universities and industry partners are encouraged to continue to collaborate in order to maximize the potential benefits of this type of cooperation.
graduate character. The use of the term "post-graduate" is unfortunate and ought to be abandoned. It is a source of constant confusion. Postgraduate applies to the student and is a time designation; the emphasis is on post; while the word graduate has come to describe a kind of advanced work distinctly above and beyond the undergraduate type of instruction. It is to be hoped that some such term as "practitioners' course" or "polyclinic course" may be substituted for the term postgraduate. The University should also raise the minimum length and improve the character of courses for which any sort of recognition will be given. The University Medical School should in every feasible way make its laboratories and clinics accessible to ambitious and intelligent practitioners, but the institution should be extremely careful with respect to any formal recognition which is given to individuals who take advantage of these opportunities. It is the duty, therefore, of the University, to guard conscientiously the issuance of formal certificates of proficiency. The public will not sharply distinguish between such certificates and the diplomas which may be granted for work of a very different character and quantity. Harvard has set an admirable example by announcing that after June 1st of this year certificates will be issued only to students who have spent at least eight months in full time study.

Although Universities recognize their obligation to provide "practitioners'" or "polyclinic" courses, they are peculiarly concerned in the development of advanced or truly graduate instruction. Teaching of this type must be tested by the best standards that prevail throughout the Graduate School of
the University. The instruction should be planned for practitioners or other graduates who can devote at least a year to advanced study. The many American physicians who have been accustomed to spend a year in study abroad represent a group who more and more will look to American Universities to provide the opportunities which have been heretofore been sought in Europe. True graduate policies will concern themselves most of all with those students who are able and willing to devote a period of two or three years to advanced study and research. Such men would be preparing themselves for specialties based upon careful scientific investigation, rather than upon mere technical skill. Advanced instruction of this sort would also appeal to those who are interested in the career of investigation and teaching. One of the strongest appeals which this graduate work makes to the University is the hope that it will increase the supply and improve the training of Medical teachers. Is it too much to expect that in the groups of advanced students there will begin to appear that longed for clinical teacher who will be willing to devote himself to medical investigations and teaching on terms comparable with those on which his laboratory colleagues can be induced to devote their lives to this career? Is there no escape from the idea that all clinical teachers must have training in private practice?

Furthermore the University would welcome advanced graduate teaching because of its reaction and influence upon the Medical School as a whole as well as upon the Graduate School of the entire University. It must not be forgotten that Medicine has long since ceased to be a drugging art and has become one of the biological sciences. The formal recognition of Medicine as one of the legitimate subjects of graduate work would have an important bearing upon
The University, the Institution, is planning to expand by adding new academic programs and facilities. The main American universities have seen significant growth in recent years, and more are expected to follow. The expansion will allow students to pursue a variety of fields and degrees, offering more opportunities for learning and development. The recent trend towards more scientific and technical training is expected to continue, with a focus on practical application and real-world problem-solving.

In addition to the academic programs, the University is also expanding its research capabilities. With the addition of new laboratories and facilities, students and faculty will have access to cutting-edge technology and resources. The University is committed to maintaining high standards of excellence in all areas of its operation, from teaching to research to service.

In conclusion, the University is poised for significant growth and development. With new programs, facilities, and research opportunities, students and faculty alike will have ample opportunities to continue their education and contribute to the advancement of knowledge.
research and advanced teaching in every department of the University. It is hardly necessary to do more than mention the influence of the graduate work upon University Hospitals. The clinical material would be more effectively used, and the staff, including the Internes would be stimulated. This would involve better and more intelligent service for the patients themselves.

In planning graduate work of an advanced sort the University must not be misled by analogies with other types of graduate teaching. It would be an unfortunate mistake prematurely to impose upon advanced Medical instruction a fixed curriculum. Even the undergraduate curriculum has suffered from traditional rather than rational growth. In the words of Dean Blumen: "The growth of most Medical curricula has been stalactitic rather than logical, by accretion rather than by selection". The graduate curriculum ought not to be allowed to suffer from this tendency. As a matter of fact the conditions are all against a formal and fixed curriculum. The number of students would not in many cases justify the organization of regular classes and courses. Moreover the expense would be prohibitive and there would not be enough teachers available. The work, therefore, for a considerable time must be informal and individual, of the apprenticeship type. The graduate students would naturally constitute a corps of men spending the larger part of their time in close personal contact with the leading men of the Medical School Staff. The work, moreover ought to involve the development in the student of resourcefulness and individual initiative. He should have, under proper regulation, the fullest possible access to laboratories and clinical material. He should be set problems and held to responsibility. In other words, the work should be conducted in the true
Research and survey work in various departments of the University of the Aligarh Muslim University have shown that the University is in great need of more research work and more research workers. The University has a large number of research scholars and students who need guidance and support to carry out their research work effectively. The University has also established several research centers and institutes to provide a conducive environment for research. In these centers, researchers are encouraged to engage in collaborative research projects and to publish their findings in reputable journals. The University also provides financial support to researchers through fellowships and grants. The University is also working towards establishing more research centers and institutes to cater to the growing demand for research. Overall, the University is committed to promoting research and innovation and is making significant efforts to achieve this objective.
graduate spirit rather than in the didactic fashion once traditional if not appropriate in the undergraduate courses.

The necessarily individual character of graduate work in Medicine has important implications and consequences. Undergraduate teaching demands class instruction and centralized clinical facilities. Graduate activities must lay the stress on problems, specialized opportunities, and leadership in investigation. Graduate students may, therefore, be encouraged to seek men, materials and methods whenever these are to be found, provided only that the direction and oversight of competent investigators can be guaranteed. Various institutions public and private can be utilized and credit toward higher degrees or certificates granted for work done under accredited auspices. The University of London and the University of Cambridge recognize in this way certificates from certain cooperative clinics in London. The University should make its object the discovery and organization of all possible agencies for giving graduate students the best opportunities for individual work under the most stimulating conditions.

The social and economic basis for graduate work deserves consideration. The increasing cost of Medical education to the student as well as to the University has been frequently challenged. It is asserted with a good deal of force that the body of Medical students represents economic selection rather than the survival of the best type of ability. The proposal, therefore, to add two or three years to the period of medical preparation raises serious questions. The pressure upon graduates to enter medical practice is naturally strong. When a successful practice has been secured the temptation to maintain this is hard to resist. Nevertheless it is well known that many men,
The necessity of maintaining contact with the academic community.

If not supported in the academic community, the necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.

The necessity of maintaining contact with the academic community.
after four or five years of practice, surrender a large part of the advantages gained and spend a year or more in foreign study. There are other men who seem ready to continue graduate work after taking the first degree in Medicine. Some of these men have private means, but most of them can continue only with the aid of a stipend. It seems likely, therefore, that as in the case of all graduate work, fellowships and teaching assistantships will have to be provided by the University in order to cooperate with the men who are willing to devote so long a time to thorough medical preparation. The employment of such fellows and assistants is not to be regarded as a device for supporting graduate students at the expense of the undergraduates. In many ways these fellows would be helpful to the younger students, could give individual attention to them and perform a useful function in supplementing the work of the regular staff. The further possibility of discovering and developing special teaching aptitudes in these fellows will be readily apparent.

The University of Minnesota medical school has made a beginning in establishing teaching fellowships. Such fellowships involve ordinarily a appointment for three years on a stipend of $500 for the first year, of $750 for the second, and $1000 for the third. It is too early to make prediction as to the outcome. All that can be said is that for the present year five or six excellent men have accepted these fellowships; the outlook is distinctly promising.

Graduate medical work ought to have an important bearing as has already been suggested on the problem of securing medical teachers; especially in developing a new type of clinical teacher. Heretofore no career other than practice has been open to the men whose special interests were in the clinical field. Teaching with them has been
The University of Minnesota Medical School will make a beginning in establishing the teaching fellowships. Such fellowships increase the opportunity for graduate work of high caliber of $600 for the first year, $1,200 for the second, and $1,800 for the third. It is too early to make a statement as to the outcome. All that can be said is that the money has been spent on the expectation that the fellowship has provided the necessary experience and education for a successful medical career.

These fellowships will be taught by members of the University faculty. The University faculty will make a beginning in establishing the teaching fellowships. Such fellowships increase the opportunity for graduate work of high caliber of $600 for the first year, $1,200 for the second, and $1,800 for the third. It is too early to make a statement as to the outcome. All that can be said is that the money has been spent on the expectation that the fellowship has provided the necessary experience and education for a successful medical career.

These fellowships will be taught by members of the University faculty. The University faculty will make a beginning in establishing the teaching fellowships. Such fellowships increase the opportunity for graduate work of high caliber of $600 for the first year, $1,200 for the second, and $1,800 for the third. It is too early to make a statement as to the outcome. All that can be said is that the money has been spent on the expectation that the fellowship has provided the necessary experience and education for a successful medical career.
more or less incidental to the practice of their profession. Medical education owes a great debt to hundreds of practicing physicians who have given generously of their time and effort to the building up of Medical Schools in the United States. But it is recognized that the conditions are changing and that the old plans must yield to new policies and practices. The payment of clinical teachers is one of the most important, as it is one of the most baffling of the present problems in Medical education. The experiment at Johns Hopkins University Medical School and the proposed experiment at Washington University will be watched with much interest. What effect a high clinical salary will have on University administration generally it is hard to say. If a large clinical salary is to be regarded merely as a temporary adjustment to existing conditions, the difficulties may not be serious, but if such a salary scale is accepted as normal, the effect not only upon laboratory investigators and teachers, but upon the members of the faculties in Law, Engineering, and other professional schools will be watched with considerable solicitude by those who are responsible for University budgets. If, therefore, a new type of clinical teacher can be developed who will measure himself, not with successful practicing physicians, but with his colleagues in the University, a great advance will be made in Medical education. Certainly the development of graduate work will aid rather than hinder such a solution. This should not be interpreted to mean that the practitioner is to be ultimately eliminated from medical teaching, especially from graduate work in Medicine. So far as one can now see such teachers will always be needed for rounding out the Clinical Curriculum and notably for directing graduate work in the various special fields.
more or less irrelevant to the practice of their profession. We may
expect to see a great deal of haphazard practice beginning up
now; there will be given momentarily to print the whole story of
the profession. In the United States, but it is recognized that
the conditions are changing, and that the problem must be
solved by a policy of official research in one or
the most important, as it is to one of the most painful of the
problems in medical education. The educational work at some
importance. The department of June 18th of
the University of Michigan 800 and the educational department at
Washington University will be watered with much interest. What
attain a high
official status will have no University of Michigan College.
attain a high
official status will have no University of Michigan
College.
attain a high
official status will have no University of Michigan
College.
attain a high
official status will have no University of Michigan
College.
attain a high
official status will have no University of Michigan
College.
attain a high
official status will have no University of Michigan
College.
attain a high
official status will have no University of Michigan
College.
attain a high
official status will have no University of Michigan
College.
attain a high
official status will have no University of Michigan
College.
attain a high
official status will have no University of Michigan
College.
attain a high
official status will have no University of Michigan
College.
attain a high
official status will have no University of Michigan
College.
attain a high
official status will have no University of Michigan
College.
attain a high
official status will have no University of Michigan
College.
The policy with regard to University degrees for graduate work should be conservative. There is danger of putting too much faith in degrees. One must have a good deal of sympathy with those who rebel against formal academic honors. Some one has said: "A degree is a title of dignity, not a badge of proficiency". There is some support for the contention that the degree is neither of these things. The academic world appraises pretty accurately the value of a degree. The degree of Doctor of Philosophy, for example, is not deemed a token of proficient scholarship or of great achievement. It indicates merely that one has become familiar with scientific method, has been given a preliminary apprenticeship in the technique and spirit of advanced work, and has been regarded by a group of scholars as giving promise of ability to do independent and authoritative work. The Ph.D. is a license to undertake a task rather than a guarantee that one will accomplish it. Degrees nevertheless have undoubted value. They are made the basis for academic selection. There is danger no doubt of applying such a standard too rigidly. Nevertheless to appoint to an academic position a man who has not received his doctor's degree is regarded either as a questionable practice, or as a distinct tribute to the individual's capacity and independent resourcefulness. Moreover the degree is one of the devices for recognising and maintaining standards. In the Medical field it would be a way of indicating that a Medical teacher, for example, must be more than a practitioner. With the introduction of graduate work in Medicine it would become the custom not to appoint as a teacher or investigator one who had not done advanced work of the sort which could be recognized by a degree.

There is room for difference of opinion as to the wisdom of
multiplying special degrees. In behalf of such degrees it may be urged that they would have a special and distinguishing character that would indicate correctly the type of work for which they were granted. On the other hand there is danger of misunderstandings and of unscrupulous imitation when the number of different degrees becomes so large that the public is confused. The tendency in academic life seems toward a few well-understood marks of distinction. Such degrees fall into three classes: first degrees, i.e. various forms of the Bachelor's degree, second degrees, the several Master's degrees, and third, the degree of Doctor. Here the standard graduate degree is the Doctor of Philosophy. The degree of Doctor of Public Health is ranked with the Ph.D. Medical degrees are not quite in accord with academic practice. To be sure we now have a baccalaureate basis of B.S. for the Medical Degree and it is equally true that in length of time the M.D. is nearly equivalent to the Ph.D. So far as academic standards go, however, the M.D., from the graduate point of view, approximates the M.S. It would be convenient if there might be, as in England, the degree of Bachelor of Medicine, to be followed by the degree of Doctor of Medicine, as a higher degree, but it would be quite futile to attempt such a readjustment. It would be repugnant to the general traditions of American life and especially offensive to the medical profession.

If higher degrees are to be granted they should be given only in recognition of full time work extending over a period of two or three years. In other words, the academic standards for higher degrees ought to be maintained. As to the character of these degrees it would seem wise to employ Master of Science, Doctor of Science, and Doctor of Philosophy to appraise the different types of graduate
In recognition of the many sacrifices made and the dangers faced by medical professionals, we are grateful for their service. In order to show our appreciation, we have created a special recognition program for these heroes. In addition to the formal ceremony, we will be providing a plaque of honor, a copy of the Medical History of America, and a certificate of recognition. We hope this small gesture will serve as a token of our appreciation.

If you have any questions or would like to nominate a healthcare professional, please contact the Medical History of America at 123-456-7890.
work in Medicine. These degrees have a well recognized status and would bring medical graduate work into complete accord with the other graduate work of the University. In case it seemed well to recognize the different specialties, the diploma itself might indicate the particular field in which the work toward the degree had been done.

There is one important reason for using the conventional degrees for recognition of advanced work in Medicine. The distinction between laboratory and clinical work would be less sharply drawn than it is at present. This seems to be highly desirable for it is more and more obvious that laboratory work which is not in constant relations with the clinical side is likely to become abstract, academic, and sterile. It is quite as true on the other hand that clinical work that does not keep close to the laboratory is in danger of tending toward empiricism and mere technique. It would be a great gain if graduate work in Medicine and the degrees which were granted in recognition of it could consciously emphasize the importance of keeping the laboratory and the clinical sides in constant and reciprocal relationship.

In conclusion, we may summarize the situation as follows. The University must assume its obligations toward all types of medical education; it must distinguish consciously and carefully between Medical Extension and genuine graduate work in Medicine; it must develop graduate courses in an informal and flexible way so as to utilize accumulating experience wisely, take advantage of all facilities, and avoid a premature conventionalizing of advanced work in Medicine. Finally, the University should adopt a cautious, conservative policy with respect to higher degrees; it should aim at coordinating graduate work in Medicine with the graduate work of the institution as a whole, and should recognize this work in practically the same way that all types of advanced study are signalized.
These germs have a well-recognized shape and may want to be observed in every work into complete studies with the other. When plants have no other work to do, observation reveals the microscope. The microscope may be an important tool in the identification of different plants. The microscope may be used in plant life to observe the shape and size of the plant.

There is one important reason for making the connection between plants and other work in botany. The connection between plants and other work in botany may be found or lost in some zones. If it is a reason, it may be an important part of the identification of work in botany. If it is not a reason, it may make a difference in the identification of work in botany. If it is not a reason, it may make a difference in the identification of work in botany.

There are many connections and more connections. There are many connections and more connections. It makes a difference in the identification of work in botany. It makes a difference in the identification of work in botany. It makes a difference in the identification of work in botany.

In conclusion, we can summarize the attention as follows:

The connection may mean the difference in the need of methodology. The connection may mean the difference in the need of methodology. The connection may mean the difference in the need of methodology. The connection may mean the difference in the need of methodology.

My thanks to everyone who has helped me in the preparation of this manuscript. My thanks to everyone who has helped me in the preparation of this manuscript. My thanks to everyone who has helped me in the preparation of this manuscript.
May 1, 1915

Dr. Franklin H. Martin
30 N. Michigan Avenue
Chicago

My dear Dr. Martin:

I presented the resolutions of the Universities Committee on Medical Education to the Board of Trustees of the University of Illinois at their meeting held on Tuesday, April 27, 1915.

As there seemed to be some doubt as to the authority of the Board to enter into any such agreement as was proposed, the President of the Board of Trustees of the University submitted the matter to the Attorney General of the state for an opinion. His opinion was sweeping and conclusive to the effect that the Trustees of the University of Illinois could not enter into any such an agreement, as is proposed, with any other institution.

This would seem to close the way to such cooperation as has been suggested.

I desire to call attention to the fact, however, that the standard of admission to the Univer-
null
F.H.M. = -2

University is already fully up to that which the Universities Committee proposes, and I have no doubt that the Trustees of the University of Illinois will continue to hold high advanced this reasonable standard of medical education.

Faithfully yours,

(Signed) Edmund J. James
The University of Illinois has made a strong effort to establish the
University Committee on Courses, and I have no
objection to the fine work of the University of Illinois
with continuing and other fighting and progressive resolution.

Respectfully submitted,

[Signature]

The University Committee on Courses,

[Address]
October 21, 1915.

Dr. Harry Pratt Judson,
University of Chicago,
Chicago, Ill.

Dear Dr. Judson:

I enclose a copy of a letter from Dr. Janeway, in which he discusses the working of the full-time system.

Very sincerely yours,

Abraham Flexner

AF-MRS
October 21, 1912.

Dr. Henry Krauss,
University of Chicago,
Chicago, Ill.

Dear Dr. Krauss,

I enclose a copy of a letter from Dr. J. Newby to whom we enclose the manuscript of the full-film scheme.

With high respect,

[Signature]

[Handwritten note]
The essential aims of the full time system of clinical instruction are the better training of physicians to be fully equipped scientific practitioners of medicine, especially the better training of the few to be future medical teachers and investigators; and such promotion of investigation in clinical medicine as shall make clinical departments as productive of new knowledge as are the other departments of the University. A single year is obviously quite inadequate to judge of the success of any plan in accomplishing such aims. The real success or failure of the plan will be best appraised from the careers of the men who now are receiving their training on the staffs of such departments. If the Professorships of Medicine in our best schools ten years from now are being filled from the ranks of these men, and, under their influence, our American medical clinics are becoming actively investigative university departments, then the whole time system will have demonstrated its effectiveness. This, I should judge, would require not less than ten years to determine.

At the present moment, certain definite gains are clear to me. The opportunity for combining a large experience at the bedside with time and facilities for the conduct of research is far greater than in my experience has been possible under any other form of organization. This is particularly true for the head of the department and his more mature assistants, especially the associate professors. These are the men who, under the former system, would have been obliged to devote a considerable amount of their time to the support of their families by some form of practice. The associate professors also get an unusual training in the
teaching of clinical medicine, and, I believe, will be the best arguments for the full time plan when they, in their turn, become heads of clinics.

The presence of these men and of the professor in the hospital at all times certainly creates an excellent spirit throughout the whole staff, leads to a greater uniformity in the care of patients, and makes possible the planning of investigations which require a period of years for their completion. This was always difficult, if not impossible, under the old system, where the head of the department was too busy to be constantly familiar with the investigations which were going on, so that the subordinate members of the staff would tend more toward uncoordinated independent studies. I believe that the greater intimacy of members of the staff with the professor must prove helpful, but this depends so largely upon the personal qualifications of the professor that he is not the person to express an opinion upon it.

Seen from the standpoint of the professor, the advantages are:

first, the possibility of really supervising the work of the clinic, and carrying on the executive and teaching duties of the head of a university department without a constant sense of inadequacy. It had become impossible to do this with even a limited amount of time devoted to private practice, because the very attempt to limit practice involved the perpetual making of decisions as to what to do and what not to do, and the emotional strain of conflicting duties. The disadvantage, from the standpoint of the professor, is the temptation to laziness, where work is no longer done under high pressure with the necessity of meeting absolute time engagements.

From the standpoint of the patients, it is possible that their study by
I called on Mr. Smith today, and I was pleased to find that he had made good progress on his project. He showed me some of the early sketches and prototypes, and I was impressed by his dedication and attention to detail. I encouraged him to continue his work and to keep pushing forward. We discussed some potential improvements and suggested a few ideas for future development.

The project seems to be progressing well, and I believe that Mr. Smith has the skills and determination to see it through to completion. I will be sure to follow up with him in a few weeks to discuss the next steps.

Overall, I am optimistic about the project's future, and I am confident that Mr. Smith will be able to deliver a high-quality product.
a larger number of men, with more elaborate methods, while ensuring a
more complete diagnosis, may have the disadvantage of occasionally inter-
fering with their routine care by the internes and nurses. This, however,
I am convinced, is less likely to be the case than where the younger
members of a department are enthusiastically conducting independent
researches under a chief who is able to give much less time to the conduct
of the hospital service. So far the teaching of the medical students goes,
I can only say that a year has convinced me that our students, under this
plan, gain more effective, practical bedside instruction, a wider outlook
on the whole fields of medicine and surgery from their constant contact
with their teachers, and a greater stimulus to the investigation of many
unsolved problems than any students I have come in contact with before.
For the student I can see no disadvantage.

Very sincerely yours,

(Signed) Theodore C. Janeway
A larger number of our inhabitants are in close contact with more complicated diseases, many cases of the various diseases of the body, and more often, cases of life and death, and often the time of the delivery of a baby is a time of extreme anxiety for the family. In these cases, it is often difficult to maintain the patient's health.

I am convinced that in these critical situations, the presence of a knowing and experienced doctor is crucial. The medical profession plays a vital role in ensuring the health and well-being of our communities. In many cases, the advice and support of a doctor can make all the difference in a patient's recovery.

We must continue to support and promote the role of the medical profession in our communities. The work they do is essential, and we must ensure that they have the resources and support they need to do their job effectively.

For further assistance, I can be contacted here...
December 10, 1915.

Dr. H. P. Judson,

University of Chicago, Chicago.

My dear Dr. Judson:-

President James of the University of Illinois has some suggestions about medical education in Chicago and a possible merger of Rush Medical College with the University of Illinois that I think our trustees should hear at first hand. So I have asked President James to come to our next meeting and bring with him one of his trustees, and let us hear what he has to say. The meeting, as you know, will be on Friday the 17th, at 12:30, at the Chicago University rooms in the Corn Exchange Bank Building. I hope you may be present.

Very truly yours,

J. J. Glessner
December 14, 1915.

President Harry Pratt Judson,
The University of Chicago.

My Dear President:

I am sending with this schedule of minimum requirement for medical colleges adopted by the State Board of Health, which affect the question mentioned in the committee yesterday. Also copy of the statute.

Mr. Hogan, the attorney of the board, says that the President and Secretary at least, he is sure, are very favorable to work in The University of Chicago and that if the present schedule shall prove inadequate he is confident they will change it to meet necessary requirements to encourage work in the University and that if the statutes of the state leave the matter in doubt, he is sure the University would have their cooperation in securing any legislation required.

Yours,

Enc.
7381. Standard of preliminary education requisite to admission to medical college - High school diploma - License fee - Colleges in "good standing." 2b. The State Board of Health shall be empowered to establish a standard of preliminary education deemed requisite to admission to a medical college in "good standing," and to require satisfactory proof of the enforcement of this standard by medical colleges: Provided, that the board shall not recognize examinations of applicants for admission to medical colleges, that have been conducted by the faculty or officers of a medical college: And, provided, further, that the diploma of an approved high school or equivalent school having a course of studies requiring an attendance through four school years, or a certificate of having passed a satisfactory examination before the State Superintendent of Public Instruction, or like State officer, in the studies embraced in the curriculum of such approved high school shall be considered satisfactory evidence of preliminary education: And, provided still further, that the Illinois State Superintendent of Public Instruction shall be empowered to exact a fee of five dollars from each applicant for such examination. The board shall also be empowered to determine the standing of literary or scientific colleges, high schools, seminaries, normal schools, preparatory schools and the like, and the board may, in its discretion, accept as the equivalent of one or more of the sessions or terms prescribed in its requirements governing medical colleges in "good standing", attendance in a literary or scientific college in "good standing" as evidenced by a degree from said institution, providing that the standards of said literary or scientific college are fully equal to those of the State University of Illinois.
December 15, 1915

President Harry Pratt Judson,
University of Chicago,
Chicago, Illinois.

My dear Sir, -

The Committee of fifteen is an informal Committee that was suggested by motion of President Harris of Northwestern University at the dinner given by me to Mr. Pritchett in January last. The Committee suggested was to consist of the President, the Dean, and one other medical man from each of the four Universities, namely: Chicago, Northwestern, Loyola and Illinois, and three men at large, the latter to represent the Graduate School of Medicine. The object of this Committee was to formulate a working agreement between the four Universities by which they would cooperate in their medical departments in the matters of; first, requirements for admission of students; second, in curriculum requirements; third, in their influence in establishing higher requirements for license to practice medicine in Illinois; and, fourth, to consider the advisability of establishing a comprehensive graduate school of medicine, to be under the control of the four Universities.

This informal Committee met, as you remember, at my office on several occasions, and the net accomplishments of these conferences were as follows: 1. The University of Chicago, Loyola University, and Northwestern University adopted, through their respective trustees, an agreement embodying the first three counts of the above requirements, namely (a) uniform entrance requirements, (b) uniform curriculum requirements, (c) uniform legislative program on the license to practice medicine in the state, (d) an additional agreement that each of these three Universities would use their combined influence to favor the State University in the matter of state appropriations for medical school requirements, (e) Northwestern University and Loyola University entered into an agreement to cooperate with the Graduate School of Chicago in organizing a comprehensive graduate school, to be known as The Universities Graduate School of Medicine of Chicago. The University of Chicago did not enter into this last agreement. This University, subsequently, however, appointed a Committee to investigate this matter, and finally reported adversely.

In the meantime, on November 27, I had a conference with Mr. Pritchett of the Carnegie Foundation in New York City. I there learned that a brief for a new plan, independent of the plans of the Committee of fifteen, had been submitted to Mr. Pritchett by a member of our Committee who had taken active part in our Committee's proceedings, and that the President of the University of Illinois,
The Committee of Finance is an important Committee, in fact, one of the most important Committees of the University itself. The Committee, under the leadership of its Chairperson, exercises significant authority over the financial affairs of the University, including the allocation of funds, the management of investments, and the oversight of budgetary matters. The Committee is composed of faculty, staff, and student representatives who are elected by their respective constituencies.

The Committee meets regularly to discuss and make decisions on financial matters. Meetings are open to the public, and minutes are posted on the University’s website. The Committee’s decisions are subject to review by the Board of Trustees, which ultimately approves the University’s budget and sets tuition fees.

The Committee’s role is crucial in ensuring that the University is financially sound and able to provide high-quality education and research opportunities to its students. The Committee’s actions have a direct impact on the University’s ability to attract and retain faculty and staff, as well as to maintain a strong financial position.

In summary, the Committee of Finance is an integral part of the University’s governance structure, playing a critical role in the University’s financial health and success.
President Harry Pratt Judson,

#2

who is also a member of the Committee of fifteen, had interviewed Mr. Pritchett and stated that he was not in accord with the plans of the Committee of fifteen.

The calling together of our Committee at this time is to discuss these matters, and if there is a difference of opinion between the members of the Committee which will interfere with its future influence, that it should disband. If, on the other hand, our plans can be adjusted to conform to a better plan, it may be worth while to retain the influence of the spirit of cooperation manifested in the various actions of the Committee. Privately, I do not believe any plan of reorganization of the medical teaching facilities of Chicago will be successful if it does not recognize, as the plan of the Committee of fifteen contemplated, the diversified, entrenched interests represented in our four principal medical schools.

Hoping that the members of the Committee of fifteen representing the University of Chicago will be present at our meeting tomorrow evening, I am

Yours very truly,

Franklin H. Martin
We are not aware of any recommendations of the Committee of Inquiry that have been published yet.

We encourage any interested parties to contact the Committee of Inquiry for further information.

Yours sincerely,

[Signature]
Chicago, December 15, 1915

Dear Dr. Martin:

Your favor of the 15th inst. is received. As I remember it the Committee of Fifteen made five recommendations to the various universities in Chicago. The Board of Trustees of the University of Chicago and the Board of Trustees of the Rush Medical College jointly adopted same resolutions, approving the first four of those five suggestions but expressing the opinion that they could not see their way to concur in the fifth. That is where the matter rested, and I supposed the Committee of Fifteen had finished its work. My engagements will make it impossible for me to be present to-morrow night. If Dr. Billings and Dr. Bevan should be there of course they are fully in touch with the situation.

Very truly yours,

H.P.J. - L.

Dr. Franklin H. Martin,
50 N. Michigan Ave., Chicago.
May 22nd, 1916.

President Harry Pratt Judson,
University of Chicago,
Chicago, Illinois.
Dear President Judson:

Complying with our understanding in my interview with you Thursday I set down briefly the points in reference to the matter, which our faculty request you, with President James, and President Harris to take up with the Illinois State Board of Health.

About two years ago the Illinois Board made a ruling that every medical school in Illinois should send to Springfield a certified list of all matriculants in the freshman class each year accompanied by the original credentials of high school work for each student. The only warrant for such action under the law, that we can discover is the clause which states, "The Board is empowered to establish a standard of preliminary education deemed requisite to admission to a medical college in "good standing", and to require satisfactory proof of the enforcement of this standard by medical colleges." Obviously this authority is granted, and this duty imposed on the Board with reference not to medical schools in Illinois, but to all medical schools no matter where located whose graduates seek admission to the examination for licensure in Illinois. Compliance with the requirement that the original high school credits of matriculation in the medical school would be in many cases very difficult, and in some impossible. The universal practice among colleges who admit students from other colleges into advanced standing is to accept the certificates of the statement of the college from which he comes that he was admitted to that institution with so many units of high school work taken in such and such a high school. The original high school credits are, therefore, either in the files of the college which he attended, or have been destroyed. The Registrar
May 29th, 1919

Professor Henry A. Jenison
University of Chicago
Chicago, Illinois

Dear Professor Jenison:

Compliance with our understanding in my letter to you concerning your request to make an introductory presentation at the meeting of the American Historical Association at the University of Illinois on April 16th. The presentation will be on the topic of "The Early History of the University of Illinois." I have been informed that the presentation will be limited to one hour, and I have prepared the following outline:

1. History of the University of Illinois
   a. Foundation
   b. Growth and Development
   c. Notable Figures

2. Current Activities
   a. Research
   b. Undergraduate and Graduate Programs
   c. Athletics

I have attached a copy of the presentation outline for your review. Please let me know if you have any comments or suggestions. I look forward to hearing from you.

Sincerely,

[Your Name]
of the University of Illinois, Mr. Brown, The Registrar of the Northwestern University Medical School, Mr. Patterson, and Mr. Payne, Recorder of the University of Chicago, and myself had an interview with the President, the Secretary and the Clerk of the Illinois State Board of Health in January in which we pointed out the difficulties attended from compliance with their rule, and the fact that the Board had no authority to apply such a regulation to the schools of Illinois unless it at the same time applied the rule to all other medical schools whose graduates are admitted to your examination for licensure. The Board, however, declined to make any change in its rule. Mr. Brown informed us that he was endeavoring to comply though the procuring of the high school credits of some of the students had been a matter of great difficulty. I have been endeavoring to get together the high school credits of the students of the freshman and sophomore classes in Rush, and find it all but impossible to secure some of these. The faculty of Rush thought the matter of so much importance and that compliance with the rule would be so difficult that it would be best to ask the college presidents to take up this matter with the Board, and secure if possible a modification of the rule. It would be much more satisfactory if each autumn, say six or eight weeks after the opening of the annual session each college submitted to the board a certified list of the members of the freshman class stating the credentials on which they were admitted to the school, and then at a later date, convenient to some officials of the Board, the President, or some person designated by him, visit these medical schools, and personally inspect the applications of said student with attached grades. In as much as the Illinois Board's own rule requires that admission to the medical school recognized by them shall have covered one year of college work in addition to the high school it would appear that such inspection of the credentials of such student in the files of the college admitting him would be much more satisfactory and conclusive than a submission of the high school grades.

Yours very truly,

[Signature]

Dean.
Dear Sirs,

The present crisis has reached a stage where it is necessary to take immediate action to prevent the spread of disease. The Department of Health has issued new guidelines that require all schools to implement strict hygiene measures.

Immediate action must be taken to ensure the health and safety of all students and staff. This includes regular disinfection of all surfaces, mandatory use of face masks, and limiting the number of students in classrooms.

I urge you to consider these guidelines seriously and to take the necessary steps to protect the health of our students and staff. Failure to do so could have serious consequences.

Sincerely,

[Signature]
The University of Chicago
Office of the Counsel and Business Manager

November 6, 1916.

President Harry Pratt Judson,
The University of Chicago,

My dear President:

The land occupied by the Rush Medical, if used for general purposes in that locality would probably not be worth over $80 to $100 per front foot, but for the purpose for which it is being used, I think $200 a foot would be a fairly low price. They have 167 feet in round numbers. I think its fair value for the purpose for which it is used might be said to be $35,000 to $50,000. This, of course, takes no account of the buildings.

Yours very truly,

[Signature]
Dear Dr. Bennett,

I am writing to express my concern about the financial uncertainty facing the university due to the current economic conditions. As you are aware, the budget for next year has been significantly reduced, and this poses a real threat to our operations.

I understand that the university is facing a shortfall of over $800,000, and this is a critical issue. I believe that we need to explore all possible options to address this financial gap. One option that I would like to propose is to consider raising tuition fees.

I realize that this is a sensitive issue, and I am open to discussing other possible solutions. Please let me know if you have any suggestions on how we can address this critical financial issue.

Thank you for your attention to this matter.

Sincerely,

[Signature]

[Name]
<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land values. 105 S. Harrison Cor. Wood</td>
<td>42350</td>
</tr>
<tr>
<td>Old building (removed)</td>
<td>25000</td>
</tr>
<tr>
<td>Senn Bldg. (low)</td>
<td>90000</td>
</tr>
<tr>
<td>Concrete - old bldg.</td>
<td>40000</td>
</tr>
<tr>
<td>Senn Hreo Concrete</td>
<td>15000</td>
</tr>
<tr>
<td>Land</td>
<td></td>
</tr>
<tr>
<td>Bldg. cost 100 000</td>
<td>40000</td>
</tr>
<tr>
<td>Concrete</td>
<td>10000</td>
</tr>
<tr>
<td></td>
<td>290425</td>
</tr>
<tr>
<td>2500.00</td>
<td></td>
</tr>
</tbody>
</table>
THE UNIVERSITY OF CHICAGO
MINUTES OF THE BOARD OF TRUSTEES
November 8, 1916

A special meeting of the Board of Trustees, called upon the request of the President of the University, was held in the Board Room, on Wednesday, November 8, 1916, at 2 p.m.

There were present: Mr. Ryerson, in the chair, Messrs. Baldwin, Dickerson, Donnelley, Felsenthal, Grey, Holden, Hutchinson, Judson, MacLeish, Parker, Rosenwald, Scott, W. A. Smith, and Swift; also Messrs. Heckman and Plimpton.

Mr. F. A. Smith sent word of his inability to be present.

President Judson presented the following communication:

Chicago, November 8, 1916.

The Board of Trustees,
The University of Chicago.

Herewith I beg to submit a report on the matter of medical instruction in the University.

Members of the Board will remember that at the June meeting the President of the University reported that the General Education Board had adopted a resolution at its May meeting authorizing the officers of that Board to confer with the President of the University of Chicago in reference to making an appropriation of $1,000,000 toward establishing a medical department in the University. The President of the University was at that meeting authorized to enter into negotiation with the General Education Board on this matter.

In accordance with this authorization I laid before the officers of the General Education Board the situation as I saw it. Their proposition of giving the University of Chicago $1,000,000 contemplated the establishing of a medical school on the Midway, with a hospital, and with proper endowment for the hospital and for a medical staff. This involved, of course, the very desirable purpose of a full-time and properly-endowed medical school under the
immediate control of the University, and in immediate connection with its scientific laboratories. On the other hand, it seemed to me that it was inadvisable not to include the larger field covered by the excellent work already done in the Rush Medical College and in the Presbyterian Hospital, and further that it was highly desirable if possible to associate with such work in some suitable contractual form the important investigative funds already provided in Chicago, and already closely co-operating both with the University and with Rush Medical College, namely, the Sprague fund and the McCormick fund. After some correspondence I visited New York, and had a direct conference with the President and two Secretaries of the General Education Board, at which the whole matter was discussed in detail. As a result of that conference the officers of the General Education Board agreed to take the matter into consideration and delegate Mr. Abraham Flexner, one of the Secretaries, to visit Chicago and report on the conditions there found. Mr. Flexner accordingly early in July spent a week in Chicago, going over the whole field. He became convinced that the larger plan was in every way desirable, and he made also some interesting suggestions with regard to organization. A rough plan was then sketched out by Mr. Flexner and the President of the University and a financial estimate was made based on that plan. This was carried east, and after careful consideration received the approval of Mr. F. T. Gates, the President of the General Education Board. It was then laid before Mr. John D. Rockefeller, Jr., the President of the Rockefeller Foundation, and received his approval. The general outlines of the plan, I may add, had been submitted to the President of the Board of Trustees of the University of Chicago, and received his general approval. The tentative plan which had thus been generally discussed was laid before the Rockefeller Foundation at its meeting on Wednesday, October 25, 1916, and before the General Education Board at its meeting on Thursday, October 26, 1916.

(The Plan in Outline)

The plan in outline is as follows:

I. There shall be an undergraduate medical school established in the quadrangles of the University of Chicago on the Midway. This will involve a hospital of about 250 beds, with an adequate endowment to maintain the hospital so that it shall not be dependent on paying patients, and an adequate endowment for the staff of the College, so that the members of that staff shall not be dependent on commercial practice. When I speak of an undergraduate medical school I mean "undergraduate" with reference to the M.D. degree. It is understood that the standards of admission and the requirements for graduation shall be as high as any in the country, and that as has been intimated the so-called "full-time plan" shall be adopted for the faculty.
II. There shall be a graduate medical school, consisting of the Rush Medical College and the Presbyterian Hospital and such other hospitals as may be considered in connection therewith. Again I say "graduate" with reference to the M.D. degree, the intent being to provide adequate instruction for medical graduates and for practitioners who desire extended work, or who desire to bring themselves into familiarity again with the most advanced forms of medical science. This involves of course carrying out the plan already contemplated as between the University and Rush Medical College, whereby the Board of Trustees of Rush Medical College so far as legally can be done transfer their property to the University; whereby the tenure of the members of the faculty of Rush Medical College at once ends, leaving the Board of Trustees of the University a free hand in the formation of a faculty for the graduate medical school; and whereby the contract between the Rush Medical College and the Presbyterian Hospital is transferred, on behalf of the Trustees of Rush Medical College, and with the consent of the Trustees of the Presbyterian Hospital, to the University of Chicago. It may be said in this connection that there is no adequate graduate medical school of this kind in the United States. There are various wholly inadequate so-called graduate medical schools, none of which have university connections or are organized on an adequate basis. Many thousands of medical men enroll in the medical schools of Germany and of Austria for exactly this kind of work. It is believed that the graduate school thus planned will be of great and increasing value to the medical profession. While a full-time staff for the graduate medical school will be provided, there will also be a part-time staff of eminent practitioners, who can render excellent service in a graduate medical school, while in the undergraduate medical school it is on the whole altogether desirable that the staff shall be composed wholly of full-time men.

III. It is also hoped that contractual arrangements may be entered into by the University with the boards of trustees of such funds provided for medical research as may be willing to enter such an arrangement.

IV. The financial implications of the above scheme are as follows:

The construction and equipment of the hospital on the Midway will involve $1,000,000.

The endowment for the hospital will require $1,500,000.

The endowment for the medical staff for the undergraduate medical school will require $1,500,000.

A new laboratory building for the graduate medical school will involve $300,000.

An endowment for the staff of the graduate medical school will require $1,000,000.

In other words, the total amount of new money to be raised will be $5,300,000. While this is believed to be the minimum sum required, at the same time it is believed, as a result of very careful investigations, that it is
adequate to set the school in operation on a suitable basis.

The above tentative plan, with the financial implications involved, was duly considered, as above stated, by the Rockefeller Foundation and by the General Education Board. The Rockefeller Foundation voted their willingness to contribute toward this $5,300,000 fund, the sum of $1,000,000, in accordance with such arrangements as might be made between the General Education Board and the Board of Trustees of the University of Chicago. The General Education Board voted that they were willing to contribute an additional $1,000,000 toward such fund, and left all details to the administrative officers of the said Board.

It is understood that this sum of $2,000,000 thus contributed to the University of Chicago for the formation of its medical work is to be used wholly for endowment, and is in accordance with the general plans above sketched.

I may say, further, that toward the total sum of $5,300,000 of new money to be raised, the joint committee of the University and of Rush Medical College, of which Dr. Frank Billings is Chairman, which set out to secure $1,300,000, has already good pledges to the amount of $700,000. The sum remaining to be raised then is $2,600,000.

If the entire plan is carried out the capitalization involved may be estimated as follows:

New funds to be provided for endowment, buildings, and equipment, $5,300,000; capitalization of funds expended annually by the University of Chicago in the fundamental medical work already conducted on the Midway, namely, the first two years of the medical school, $2,000,000; the Presbyterian Hospital -- land, buildings, and equipment -- $3,000,000; the Rush Medical College -- land, buildings, and equipment -- $125,000. These sums foot up to $10,425,000. To these may be added with proper contractual relations the capital funds of The Otho S. A. Sprague Memorial Institute, and of the Memorial Institute for Infectious Diseases, founded by Mr. and Mrs. Harold F. McCormick. Of course, also, the land on the Midway on which the hospital will be erected is worth perhaps $500,000.

The above report is respectfully submitted, with the recommendations:

1. That the Board of Trustees of the University approve the general plan above outlined for the organization of the University medical work, leaving details for future consideration.

2. That on the basis of said approval the Board of Trustees accept the offer of $2,000,000 from the Rockefeller Foundation and the General Education Board, it being understood that the financial details will be worked out in agreement between the Board of Trustees of the University and the Board of Trustees of the General Education Board to the satisfaction of both.

3. That the Board of Trustees of the Rush Medical College, of the Otho S. A. Sprague Memorial Institute,
of the Presbyterian Hospital and of the Memorial Institute for Infectious Diseases, be informed of the action thus far taken, and requested to approve in general terms of the plan, involving the various contractual relations to be determined in detail later.

4. That a Committee of seven on the Medical School be appointed immediately by the President of the Board to undertake the task of raising the additional $2,600,000 required. Such Committee shall also give consideration to the matters of detail involved in sections I, II, and III of this report and from time to time shall report progress and make recommendations to the Board.

It is my opinion that if this plan is carried out the result cannot fail to be of enormous benefit not merely to the University but to the entire city of Chicago, and to medical work throughout the central west and throughout the nation. As I look at it, the three chief enemies of human society in our day are disease, poverty and crime. These three are closely related; each is a cause of both the others; each is an effect of both the others. If any one of the three is attacked successfully the results are felt in the other two. Of these three the most vulnerable to attack is disease. There is a nearer unanimity of interest in supporting efforts in that direction; there is therefore greater help to be obtained; and the results when obtained are the most fruitful and far-reaching.

The plan contemplated of course does not mean necessarily a large undergraduate medical school. It is believed that it is not the function of the University to pour into the medical profession a great number of practitioners. It is believed rather to be the University's function to provide a small number of choice men, highly trained. The plan for the undergraduate medical school, therefore, is based on a maximum number of students of not to exceed 350. In other words, it is intended to select very carefully the best applicants for admission, and to provide instruction only for that number which can be instructed properly in accordance with the most advanced methods of modern medical science. It may be added in this connection that in the present autumn there were at least 400 applicants for admission to the Johns Hopkins Medical School; 200 of these candidates were rejected immediately. From the remaining 200, all of whom might properly have been admitted, the faculty were able to select their maximum of 90 for the first-year class, so as to secure those who seemed to be in the highest degree qualified. It should be added that all these 400 applicants for admission to the Johns Hopkins School were college graduates.

It is also a University function to do everything in its power toward the discovery of the causes and of the means for the prevention of disease, which is even more fruitful than measures remedial in character. Therefore this plan impresses me as not merely providing the University with an undergraduate medical school of high grade, worthy of the dignity of the institution; not merely with a graduate medical school fitted admirably to perform an
extremely useful function in the best possible way; not merely encouraging in connection with the work of both the schools investigation into the causes of disease and the means of preventing and of healing; in short it is provision for a great agency of social benefit, almost immeasurable in its possibilities of helpfulness for humanity. Nothing which the University has done, it seems to me, can transcend the importance of this new and most encouraging undertaking.

(Signed) Harry Pratt Judson.

It was moved and seconded to approve the general plan for the organization of the University medical work as outlined and to adopt the four recommendations as presented, and, a vote having been taken, the motion was declared adopted.

In conformity to the action of the Board the President appointed the following trustees as members of the Committee on Medical School: Harry Pratt Judson, A. C. Bartlett, Julius Rosenwald, Andrew MacLeish, T. E. Donnelley, Robert L. Scott and Harold H. Swift.

Adjourned.

J. SPENCER DICKERSON
Secretary.
If we have any observed or observed the comment

by the organization of the University of London

or not, but is also to show the report's documentation

recommend and a case study from the report was

called the report

in conformity to the section of the report the published

supplicant the following statute as member of the committee

I'm on behalf of the School of History, Politics, and Philosophy

dealing with the relevant matters. The committee, report

Our Report

cc: all relevant members of the committee
Chicago, November 8, 1916

The Board of Trustees,
The University of Chicago.

Gentlemen:

Herewith I beg to submit a report on the matter of medical instruction in the University.

Members of the Board will remember that at the June meeting the President of the University reported that the General Education Board had adopted a resolution at its May meeting authorizing the officers of that Board to confer with the President of the University of Chicago in reference to making an appropriation of $1,000,000 toward establishing a medical department in the University. The President of the University was at that meeting authorized to enter into negotiation with the General Education Board on this matter.

In accordance with this authorization I laid before the officers of the General Education Board the situation as I saw it. Their proposition of giving the University
Office of the President
University of California

Governor:

Herewith I beg to submit a report on the
matter of mental instruction in the University.

Members of the Board will remember that at the June
meeting the President of the University requested that the
genesis board had the opportunity and the authority of the Board to
consider with the President of the University any
in reference to working on the appropriation of $21,000,000
for a new department of a medical department in the University.
The President of the University was in accord

as I saw it, then proportion of giving the University

In accordance with the recommendation I hereby
the allocation of the General Education Board for the

University.
of Chicago $1,000,000 contemplated the establishing of a medical school on the Midway, with a hospital, and with proper endowment for the hospital and for a medical staff. This involved of course the very desirable purpose of a full-time and properly endowed medical school under the immediate control of the University, and in immediate connection with its scientific laboratories. On the other hand, it seemed to me that it was inadvisable not to include the very much larger field covered by the excellent work already done in the Rush Medical College and in the Presbyterian Hospital, and further that it was highly desirable if possible to associate with such work in some suitable contractual form the important investigative funds already provided in Chicago, and already closely cooperating both with the University and with Rush Medical College, namely, the Sprague fund and the McCormick fund. After some correspondence I visited New York, and had a direct conference with the President and two Secretaries of the General Education Board, at which the whole matter was discussed in detail. As a result of that conference
of a

of a

of a

of a
the officers of the General Education Board agreed to take
the matter into consideration and delegate Mr. Abraham
Flexner, one of the Secretaries, to visit Chicago and report
on the conditions there found. Mr. Flexner accordingly
early in July spent a week in Chicago, going over the whole
field. He became convinced that the larger plan was in every
way desirable, and he made also some interesting suggestions
with regard to organization. A rough plan was then sketched
out by Mr. Flexner and the President of the University and
a financial estimate was made based on that plan. This was
carried east, and after careful consideration received the
approval of Mr. F. T. Gates, the President of the General
Education Board. It was then laid before Mr. John D.
Rockefeller, Jr., the President of the Rockefeller Foundation,
and received his approval. The general outlines of the plan,
I may add, had been submitted to the President of the Board
of Trustees of the University of Chicago, and received his
general approval. The tentative plan which had thus been
generally discussed was laid before the Rockefeller Foundation
at its meeting on Wednesday, October 25, 1916, and before the
General Education Board at its meeting on Thursday, October
The advice of the General Education Board was taken to take the matter into consideration and to refer it to the President of the University, Mr. A. G. B. Lucas, for his consideration. The committee was then asked to prepare a report on the matter. The committee then met for a week in Chicago, coming over the whole question to gain a better understanding of the situation. It was decided to continue the task of the committee and to make suggestions for the future educational improvements in the college, with special regard to organization and maintenance of the University, and for the President of the University and the University Board. The President of the University Board, Mr. T. E. Cates, the President of the General Education Board, and the members of the General Education Board, attended the meeting of the committee. I was able to attend the meeting of the committee and to take part in the discussion. The committee plan which had been prepared by the General Education Board was adopted by the committee at the meeting on Wednesday, October 25, 1911, and became the General Education Board at the meeting on Thursday, October
26, 1916.

The plan in outline is as follows:

1. There shall be an undergraduate medical school established in the quadrangles of the University of Chicago on the Midway. This will involve a hospital of about 250 beds, with an adequate endowment to maintain the hospital so that it shall not be dependent on paying patients, and an adequate endowment for the staff of the College, so that the members of that staff shall not be dependent on commercial practice. When I speak of an undergraduate medical school I mean with reference to the M.D. degree. It is understood that the standards of admission and of the requirements for graduation shall be as high as any in the country, and that as has been intimated the so-called "full-time plan" shall be adopted for the faculty.

2. There shall be a graduate medical school, consisting of the Rush Medical College and the Presbyterian Hospital and such other hospitals as may be considered in connection therewith. Again I say "graduate" with reference to the M.D. degree, the intent being to provide adequate instruction for
The plan is outline to be followed:

1. Start early on an undergraduate medical career.

2. Enter the Department of the University of Chicago.

The major will involve a possibility of general

medicine and in addition an exposure to various fields.

The experience will not be limited to clinical practice,

where I spend my time full time.

I mean, with reference to the M.D. degree. If I mean, as I have

with the following statement in the admissions to the

University, I mean as much as any in the community, and that

experience will be as important as the calling "full-time plan" apply

as much as the faculty...

3. Then apply for a graduate medical school, completing

at the KP McLean College and the Presbyterian Hospital my

and offer positions as may be connected in connection

with M.D. certification. Then I can graduate with reference to the M.D.

graduate, full-time plan to provide adequate preparation for

...
for medical graduates and practitioners who desire extended work, or who desire to bring themselves into familiarity again with the most advanced forms of medical science. This involves of course carrying out the plan already contemplated as between the University and Rush Medical College, whereby the Board of Trustees of Rush Medical College so far as legally can be done transfer their property to the University; whereby tenure of the members of the faculty of Rush Medical College ends, leaving the Board of Trustees of the University a free hand in the formation of a faculty for the graduate medical school; and whereby the contract between the Rush Medical College and the Presbyterian Hospital is transferred, on behalf of the Trustees of Rush Medical College, and with the consent of the Trustees of the Presbyterian Hospital, to the University of Chicago. It may be said in this connection that there is no adequate graduate medical school of this kind in the United States. There are various wholly inadequate so-called medical schools, none of which have university connections or are organized on an adequate basis. Many thousands of medical men enroll in the medical schools of Germany and of Austria for exactly this kind of work. It is believed that the graduate school thus
medical training and practical work who were already on the staff of the University Hospital. The intention was to create a close relationship between the University and the Medical College, whereby the Board of Trustees of the Medical College, as far as possible, would take charge of the University's medical work.

In addition, the members of the Board of Trustees of the Medical College were also members of the Board of Trustees of the University. The faculty of the Medical College and the University were to be in close contact, and a faculty for the graduate medical school was to be established between the two institutions. It was hoped that this would lead to a closer relationship between the Medical College and the University of Chicago. The Medical School of the kind in the United States.

This system was to be a model for other medical schools in the United States. It is patterned after the graduate medical school in the University of Göttingen and the University of Heidelberg.
planned will be of great and increasing value to the medical profession. While a full-time staff for the graduate medical school will be provided, there will also be a part-time staff of eminent practitioners, who can render excellent service in a graduate medical school, while in the undergraduate medical school it is on the whole altogether desirable that the staff shall be composed wholly of full-time men.

3. It is also hoped that contractual arrangements may be entered into by the University with the boards of trustees of such funds provided for medical research as may be willing to enter into such an arrangement.

4. The financial implications of the above scheme are as follows:

The construction and equipment of the hospital on the Midway will involve $1,000,000.

The endowment for the hospital will require $1,500,000.

The endowment for the medical staff for the undergraduate medical school will require an endowment of $1,500,000.

A new laboratory building for the graduate medical school
planning will be of great and increasing value to the medical profession. While a full-time staff for the graduate medical school will be needed, there will also be a part-time staff of eminent practitioners who can render excellent service in an graduate medical school flavor on the whole of the whole.

Graduates from the medical school will be employed mainly in the medical profession. If a family will be a part-time staff of eminent practitioners who can render excellent service in an graduate medical school flavor on the whole of the whole.

If it is also hoped that consciousness of management may be asserted into the University, with the proper of education and a larger training for medical research to meet the millions of cases of management. The financial implications of thePizza become real as follows:

- The construction and equipment of the hospital on the
  - $500,000
  - $1,500,000
  - The equipment for the hospital and the rate
  - $1,500,000
  - The equipment for the medical staff for the medical
  - $500,000
  - A new laboratory will be added for the graduate medical school.
will involve $300,000.

An endowment for the staff of the graduate medical school will require $1,000,000.

In other words, the total amount of new money to be raised will be $5,300,000. While this is believed to be the minimum sum required, at the same time it is believed, as a result of very careful investigations, that it is adequate to set the school in operation on a suitable basis.

The above tentative plan, with the financial implications involved, was duly considered, as above stated, by the Rockefeller Foundation and by the General Education Board. The Rockefeller Foundation voted their willingness to contribute toward this $5,300,000-fund $1,000,000, in accordance with such arrangements as might be made between the General Education Board and the Board of Trustees of the University of Chicago. The General Education Board voted that they were willing to contribute an additional $1,000,000 toward such fund, and left all details to the administrative officers of the said Board.

It is understood that this sum of $2,000,000 thus
Mill Invoices $800,000

An account for the terms of 1/12, n/30.

In other words, the total amount of new money to be received will be $1,000,000. When paid in full, the sum is to be held, as a minimum, as an investment of the same time to be rolled out of any current investments, and in addition to meet the needs of such current investments as may be needed, to

set the company in operation on a capital basis.

The space conservation plan, with the minimum implications

involved, was quickly conceived as space adequate by the

Reconciliation Committee and by the General Reconciliation Board.

The Reconciliation Committee noted their willingness to

continue toward this $800,000 in concurrence with such arrangements as might be made between the General

Reconciliation Board and the Board of Trustees of the University

of Chicago. The General Reconciliation Board noted that each would

willing to continue as additional $1,000,000 towards each

and, and in turn, for a total of the administrative officials of

the entire Board.

If an agreement can be made of $2,000,000 prime.
contributed to the University of Chicago for the formation of its medical work is to be used wholly for endowment, and is in accordance with the general plans above sketched.

I may say, further, that toward the total sum of $5,300,000 of new money to be raised, the joint committee of the University and of Rush Medical College, of which Dr. Frank Billings is Chairman, which set out to secure $1,300,000, has already good pledges to the amount of $700,000. The sum remaining to be raised then is $2,600,000.

If the entire plan is carried out the capitalization involved may be estimated as follows:

New funds to be provided for endowment, buildings, and equipment, $5,300,000; capitalization of funds expended by the University of Chicago in the fundamental medical work already conducted on the Midway, namely, the first two years of the medical school, $2,000,000; the Presbyterian Hospital - land, buildings, and equipment - $5,000,000; the Rush Medical College - land, buildings, and equipment - $125,000. These sums foot up $10,425,000. To these may be added with proper contractual relations the capital funds of The Otho
contribution to the University of Cape Town to the convenience of the University with the General Play space opened

I may say, in summary, that now the total sum of $28,000 is to be reached by the Joint Committee of $28,000, to be followed by the Joint Committee of $28,000, and the University made to face the charges of $28,000. The sum of $28,000 is to be raised from the sale of $28,000. The sum of $28,000 is to be raised from the sale of $28,000.

In the meantime, the University is to carry on and the contribution

unknown may be estimated as follows:

- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
- $28,000; capitalization of $28,000.
F. A. Sprague Memorial Institute, and of the Memorial Institute for Infectious Diseases, founded by Mr. and Mrs. Harold F. McCormick. Of course, also, the land on the Midway on which the hospital will be erected is worth perhaps $500,000.

The above report is respectfully submitted, with the recommendation:

1. That the Board of Trustees of the University approve the general plan above outlined for the organization of the University medical work, leaving details for future consideration.

2. That on the basis of said approval the Board of Trustees accept the offer of $2,000,000 from the Rockefeller Foundation and the General Education Board, it being understood that the financial details will be worked out in agreement between the Board of Trustees of the University and the Board of Trustees of the General Education Board to the satisfaction of both.

3. That the Board of Trustees of the Rush Medical College of the Otho F. A. Sprague Memorial Institute, and of the Presbyterian Hospital, be informed of the Memorial Institute for Infectious Diseases action thus far taken, and requested to approve in general
A. "Phrasing Memorial Inscriptions" - any or the Memorial Inscriptions

For inscription measure, mounted by Mr. J. McNew, Mr.

Reconstruction. Of course, this is a large number of which

the position will be assigned in March, between 8,000,000.

The space required in reconstructing the position, with the

recommendation:

If".

That the Board of Trustees of the University approve

the general plan, and give authority for the organization of the

University membrane work, leaving details for future consideration.

Then, if the Board of Trustees of the University approve

trustee accept the offer of $2,000,000 from the Rockefeller

Foundation and the University Foundation Board, it being understood

that the front quail will be worked on in

establishment between the Board of Trustees of the University and

the Board of Trustees of the University Foundation Board, to the

satisfaction of both.

For the Board of Trustees of the University and the

College of the University Foundation, members of the

Memorial Institute for Instruction in Diseases

section from the fact, may be expected to approve in General
terms of the plan involving the various contractual relations to be determined on in detail later.

4. That a Committee on Finance of the Medical School be appointed immediately, to undertake the task of raising the additional $2,600,000 required.

It is my opinion that if this plan is carried out the results cannot fail to be of enormous benefit not merely to the University but to the entire city of Chicago, and to medical work throughout the central west and throughout the nation. As I look at it, the three chief enemies of human society in our day are disease, poverty, and crime. These three are closely related: each is a cause of both the others; each is an effect of both the others. If any one of the three is attacked successfully the results are felt in the other two. Of these three the most vulnerable to attack is disease. There is a nearer unanimity of interest in supporting efforts in that direction; there is greater help to be obtained; and the results when obtained are the most fruitful and far-reaching.

The plan contemplated of course does not mean necessarily undergraduate a large medical school. It is believed that it is not the
The plan of the present plan involves the various considerations necessary to the establishment of the Medical School.

To form a committee as in the past, I propose to appoint a committee of three members to

appoint the necessary funds for the purchase of land and the construction of the school.

It is my opinion that it is time to consider the

so-called "Medical College Act of 1863". This act was enacted by

the legislature and it is now time to enact the

necessary steps for the establishment of the Medical School.
function of the University to pour into the medical profession a great number of practitioners. It is believed rather to be the University's function to provide a small number of choice men, highly trained. The plan for the undergraduate medical school, therefore, is based on a maximum number of students of not to exceed 350. In other words, it is intended to select very carefully the best applicants for admission, and to provide instruction only for that number which can be instructed properly in accordance with the most advanced methods of modern medical science. It may be added in this connection that in the present autumn there were at least 400 applicants for admission to the Johns Hopkins Medical School; 200 of these candidates were rejected immediately. From the remaining 200, all of whom might properly have been admitted, the faculty were able to select their maximum of 90 for the first-year class, so as to secure those who seemed to be in the highest degree qualified. It should be added that all these 400 applicants for admission to the Johns Hopkins School were college graduates.

It is also a University function to do everything in its power toward the discovery of the causes and of the means for
In the University of Western Australia, a large number of students is enrolled. It is challenging to add the University's reputation by adding a new number of students each year. The demand for the University's courses is high, leading to a significant increase in the number of applications. To manage this increase, the University has implemented measures such as applying for admission early and offering more choices for students.

The University has a high acceptance rate, with many students receiving offers to join. However, the acceptance rate is lower for international students. The University has also implemented measures to support international students, such as providing support services and financial aid.

The University has also increased its focus on research, with many faculty members engaged in cutting-edge research. This has led to an increase in the number of publications and patents. The University has also established partnerships with other universities and research institutions to further enhance its research capabilities.

In conclusion, the University of Western Australia is a strong and reputable institution, with a focus on providing a high-quality education and fostering research. It is an excellent choice for students looking to pursue a degree in the sciences.
the prevention of disease, which is even more fruitful than measures remedial in character. Therefore this plan impresses me as not merely providing the University with an undergraduate medical school of high grade, worthy of the dignity of the institution; not merely with a graduate medical school fitted admirably to perform an extremely useful function in the best possible way; not merely encouraging in connection with the work of both the schools investigation into the causes of disease and the means of preventing and of healing; in short it is provision for a great agency of social benefit, almost immeasurable in its possibilities of helpfulness for humanity. Nothing which the University has done, it seems to me, can transcend the importance of this new and most encouraging undertaking.
the protection of science, which is even more important

and means to remedy it. Therefore this

slight imprecision in agriculture. Hence it

may influence me as not worth pursuing the university

with an undergraduate master of science or high degree, money

or the ability of the institution, not money will a

university master supply sufficient ability to perform an

extraordinary mental function in the past possible with not money

encouragement in connection with the work or paper the teachers

in connection with the science of science and the science of

invention into the science of science and the science of

preventive and protective in respect to the prevention of a

great excess of society benefited hence improvement in the

beautification or nobility for humanity. Hereby which

the university year gone it seems to me can encourage the

importance of this new and more encouraging recognition.
Chicago, November 11, 1916

My dear Mr. Flexner:

The announcement appeared this morning in our papers, and I am sending to you copies in which you doubtless will be interested. In the main they put it in very good shape, although of course interspersed you will find more or less idle gossip, to which you can give due weight. Nothing, however, has appeared which is injurious, and the whole thing is moving pleasantly. As you are aware, we thought it best to postpone action until after election. Wednesday afternoon a meeting of the Board of Trustees was held. The plan was presented, and was very heartily and unanimously approved. On Thursday a meeting of the Board of Trustees of Rush Medical College was held. A communication from the Board of Trustees of the University was presented, outlining the plan, and the action of our Board of Trustees. The Rush Trustees also heartily and
The announcement appears on the
notice to our patients that I have been on a week's
sick leave. I am only able to take care of a few of my
patients, but I have done my best to keep them
interested in my work. I will try to move on when I feel better,
and work as much as I can. I hope you can give me support.
In the meantime, I hope you will think more of these idle days,
while you can give the support and the whole time is
wasting. I am, as usual, the chief of my section, and the whole time is
wasting. I am, as usual, the chief of my section, and the whole time is
wasting. I am, as usual, the chief of my section, and the whole time is
wasting. I am, as usual, the chief of my section, and the whole time is
wasting.
unanimously approved the plan, and agreed to take the action involved at the proper time. On Friday there was a largely attended meeting of the Trustees of the Presbyterian Hospital. A communication was received from the Board of Trustees of the University and the Board of Trustees of Rush Medical College, outlining the plan and stating the action taken in their cases. The matter was fully discussed, and the Board very heartily and with entire unanimity voted approval of the plan, and instructed the President and Secretary to take action in regard to transferring the contract to the University as soon as the matter should be ready. We were not able to get a meeting of the Sprague Board this week, but one will be held in a few days. Meanwhile, members have been approached personally, and have all expressed their warm interest in the whole matter. Mr. Sprague especially is delighted with it. Incidentally he is a member of the Rush Board and of the Presbyterian Board. We will have a meeting of that Board shortly. So far as the McCormick Board is concerned, you know of course that nothing can be done without consulting Mr. and Mrs. Harold McCormick, who are both in Switzerland. All the members of the Board here are heartily in favor
announced approving the plan and scheme to take the sessions inaugurating the proper time on Thursday, the 26th of September, 1945. A communication was received from the Board of Trustees of the University and the Board of Trustees of King's College, and the plans and estimates the sections taken in depth, cause.

The matter was fully discussed, and the Board very favorably, and with entire unanimity, voted approval of the plan and estimates for the treatment and recommended to take action in regard to enrolling the contract to the University as soon as the matter may be ready.

We were not able to get a meeting of the Senate Board this week, but one will be held in a few days, and the members have been sympathizing personally, and have been anxious that there may be interest in the matter.

I am especially grateful for all the help given in the preparation.

As a member of the Board and of the Board.

We will have a meeting of that Board shortly.

Go to the students' Board and be concerned, you know of course that nothing can be gone without consultation.

All the members of the Board have been helpful in this.
of the plan, but for many reasons the approval of the founders must be secured, and at the proper time they will be approached. I was pleased with your statement, issued in New York, and it will have a very good effect here.

A Committee of our Board of Trustees will be appointed and we shall begin operations next week. I say "will be appointed" because there are one or two matters still held under advisement. Mr. Rosenwald, for perfectly good reasons, thought it best not to be Chairman of the Committee, but he will be a member. The chairmanship will be settled within the next two or three days. I am feeling very happy over the whole matter, and sanguine as to the prospects. The announcement comes just at the right time, after the election excitement, so that it will come before the city in an impressive way. I will keep you advised as to the progress of matters from time to time.

With cordial regards, I am,

Very truly yours,

H.P.J. = L.

Mr. Abraham Flexner
General Education Board
61 Broadway, New York City
of the plan, but you may receive the assurance of the

committee that the proper time will

be appropriate.

I was pleased with your statement

raised in New York, and it will have a very good effect.

Here:

A committee of one board of trustees will be appointed

and we shall begin operations next week. I say "will be"

appointed," because there are one or two matters will

necessarily require that there must be an organization of the committee,

because comments to be made to be presented to the committee,

may be will be a member. The organization will be effected

within the next two or three days. I am writing you

about the next two or three months, may see me as to the

proceedings. The announcement comes just at the right time,

after the presentation of your statement, so that it will come before

the city in an impressive way. I will keep you informed

as to the progress of matters from time to time.

With cordial regards, I am,

very truly yours,

H.P.L. - E. A. Petteway

General Execution Board

Ed Petteway, New York City
President Harry Pratt Judson,
The University of Chicago.

Dear President Judson:

Permit me to notify you that you have been appointed Chairman of the Committee on Medical School, called for by the action of the Board of Trustees at the meeting held November 8, 1916. The other members of the Committee are: Messrs. A. C. Bartlett, Julius Rosenwald, Andrew MacLeish, T. E. Donnelley, Robert L. Scott, Harold H. Swift, Martin A. Ryerson, and Frank Billings.

Yours very truly,

[Signature]
Secretary.
Chicago, November 13, 1916

Dear Mr. Flexner:

I am enclosing herewith:

I. The plan submitted by the President of the University of Chicago to the Board of Trustees of said University.

II. The action of the Board of Trustees in accordance therewith.

III. The action of the Board of Trustees of Rush Medical College on the same plan.

IV. The action of the Board of Trustees of the Presbyterian Hospital on the same.

Very truly yours,

H.P.J. - L.

Mr. Abraham Flexner
% General Education Board
61 Broadway, New York City
Dear Mr. President:

I am announcing the following:

I.

The plan submitted by the President of the University of Chicago to the Board of Trustees on May 15th.

II.

The action of the Board of Trustees to accept

University's approval of the President's action.

III.

The action of the Board of Trustees to accept

President's request on the same.

Very truly yours,

[Signature]

Mr. Assistant Treasurer
& General Education Board

Of Proctor, New York City
To the Secretary of the General Education Board:

I. PLAN FOR THE UNIVERSITY OF CHICAGO MEDICAL SCHOOLS

The plan in outline is as follows:

1. There shall be an undergraduate medical school established in the quadrangles of the University of Chicago on the Midway. This will involve a hospital of about 250 beds, with an adequate endowment to maintain the hospital so that it shall not be dependent on paying patients, and an adequate endowment for the staff of the College, so that the members of that staff shall not be dependent on commercial practice. When I speak of an undergraduate medical school I mean "undergraduate" with reference to the M.D. degree. It is understood that the standards of admission and the requirements for graduation shall be as high as any in the country, and that as has been intimated the so-called "full-time plan" shall be adopted for the faculty.

2. There shall be a graduate medical school, consisting of the Rush Medical College and the Presbyterian Hospital and such other hospitals as may be considered in
To the Secretary of the General Education Board:

I plan for the University of Chicago Medical School

1. The plan is outlined as follows:

I. It shall fall to an undergraduate medical school to satisfy the demands of the University of Chicago on the whole. This will involve a possibility of about 800 with an adequate accommodation to maintain the professor

and so forth that all fall not be equal to an paying positions, and an adequate accommodation for the staff of the College, so that the College shall be in a position to do graduate work in commerce.

When I speak of an undergraduate medical school I mean undergraduate "medicine" with reference to the M.D. degree. It is understood that the emphasis of the curriculum and the requirements for graduation fall as much as may in the community and that as have been introduced the so-called "full-time plan" shall be accepted for the faculty.

So that shall fall to be graduate medical school.

The secretariat of the Rush Medical College and the secretariat

Hospital and other similar organizations as may be constituted in the
connection therewith. Again I say "graduate" with reference to the M.D. degree, the intent being to provide adequate instruction for medical graduates and for practitioners who desire extended work, or who desire to bring themselves into familiarity with the most advanced forms of medical science. This involves of course carrying out the plan already contemplated as between the University and Rush Medical College, whereby the Board of Trustees of Rush Medical College so far as legally can be done transfer their property to the University; whereby the tenure of the members of the faculty of Rush Medical College at once ends, leaving the Board of Trustees of the University a free hand in the formation of a faculty for the graduate medical school; and whereby the contract between Rush Medical College and the Presbyterian Hospital is transferred, on behalf of the Trustees of Rush Medical College, and with the consent of the Trustees of the Presbyterian Hospital, to the University of Chicago. While a full-time staff for the graduate medical school will be provided, there will also be a part-time staff of eminent practitioners, who can render excellent service in a graduate medical school, while in the undergraduate medical school it is on the whole altogether desirable that the staff shall be composed wholly of full-
connection possibility. After I see "evidence" with reference to the M.D. degree, the interest played or having same.

information for needle evidence and for presentations who generate evidence work or who desire to present evidence into

familiarity with the most advanced form of medical

success is the transition of cause causing some of the plan

situation contemplated as between the university and hospital.

Medical College's merger the body of trustees of each Medical College to be as in fact can be gone through from

property to the university; whereas the societies of the members

of the faculty of each Medical College of once more, liaising

the body of trustees of the university a free hand in the

presentation of a faculty for the graduate medical school; and

whereby the contract between each Medical College and the

Teaching Hospital is transferred, as per the contract of the

Trustees of each Medical College, and with the consent of the

Trustees of the Teaching Hospital to the University of Chicago. When a half-time staff for the graduate medical

school will be playing, these will also be a part-time

staff at community institutions who can render excellent

services in a graduate medical school while in the manner

graduate medical school if to on the whole satisfactory

graduate and the staff would be complimentary yearly at half-
time men.

3. It is also hoped that contractual arrangements may be entered into by the University with the boards of trustees of such funds provided for medical research as may be willing to enter into such an arrangement.

4. The financial implications of the above scheme are as follows:

   The construction and equipment of the hospital on the Midway will involve $1,000,000.

   The endowment for the hospital will require $1,500,000.

   The endowment for the medical staff for the undergraduate medical school will require $1,500,000.

   A new laboratory building for the graduate medical school will involve $500,000.

   An endowment for the staff of the graduate medical school will require $1,000,000.

   In other words, the total amount of new money to be raised will be $5,300,000. While this is believed to be the minimum sum required, at the same time it is believed, as a result of very careful investigations, that it is adequate to set the school in operation on a suitable basis.

   It is understood that this sum of $2,000,000 contributed to the University of Chicago for the formation of its
It is also proper that contract shall be entered into by the University and the employer of the

mays &s.

may be entered into by the University with the posses of


The main question is how much to another as an investment.


The financial implications of the space occupied

are as follows:

The

construction and expansion of the property on the

mays will invade $1,000,000

The expansion for the property with an increase of 500,000

The expansion for the medical staff for the graduate medical

Necessary college with an increase of 1,500,000

A new hospital for the graduate medical

Necessary college with an increase of 800,000

An expansion for the staff of the graduate medical

Necessary college with an increase of 400,000

In order to make the total amount of new money to be

raised will be $3,000,000

be the minimum amount required at the same time it be fulfilled,

as a result of very careful investigation, that it is

necessary to see the college in operation on a suitable scale.

It is understood that this may be $1,000,000 in the formation of the

university or Chicago for the formation of the
medical work towards the total amount of $5,500,000 by the Rockefeller Foundation and by the General Education Board is to be used wholly for endowment, and is in accordance with the general plans above sketched, and is also conditioned on the raising of the entire sum of $5,500,000.

II. ACTION OF THE BOARD OF TRUSTEES ON THE PLAN FOR MEDICAL WORK

At a special meeting of the Board of Trustees of the University of Chicago held November 8, 1916, the President of the University presented a certified copy of the action of the Board of Trustees of the General Education Board at its October meeting, together with the action of the Rockefeller Foundation, and in accordance with such action a plan for medical work in connection with the University. After due consideration the Board unanimously voted:

1. That the Board of Trustees of the University approve the general plan above outlined for the organization of the University medical work, leaving details for future consideration.

2. That on the basis of said approval the Board of Trustees accept the offer of $2,000,000 from the Rockefeller Foundation and the General Education Board, it being understood that the financial details will be worked out in
II. ACTION OF THE BOARD OF TRUSTEES ON THE PLAN FOR MEDICAL WORK

At a special meeting of the Board of Trustees of the University of Chicago with Professor E. N. D. The President of the University present and a committee of the Board of Trustees of the General Education Board of the University present together with the section of the Rockefeller Foundation and in accordance with an agreement reached between the Board of Trustees and the Rockefeller Foundation, a plan for medical work in connection with the University was presented to the Board of Trustees for consideration. After due consideration the Board unanimously voted:

I. That the Board of Trustees of the University approve the General Plan prepared outlining for the organization of the University Medical Work, seizing facilities for future cooperation.

II. That no funds be made available to the Board of Trustees except the offer of $20,000 from the Rockefeller Foundation and the General Education Board, if pending investigation of the financial matters will be worked out in
agreement between the Board of Trustees of the University and the Board of Trustees of the General Education Board to the satisfaction of both.

3. That the Board of Trustees of the Rush Medical College, of the Presbyterian Hospital, of the Otho S. A. Sprague Memorial Institute, and of the Memorial Institute for Infectious Diseases be informed of the action thus far taken, and requested to approve in general terms of the plan involving the various contractual relations to be determined on in detail later.

4. That a Committee of seven on the Medical School be appointed immediately by the President of the Board to undertake the task of raising the additional $2,600,000 required. Such Committee shall also give consideration to the matters of detail involved in sections I, II, and III of the plan heretofore detailed.

III. ACTION OF THE BOARD OF TRUSTEES OF RUSH MEDICAL COLLEGE ON THE PLAN FOR MEDICAL WORK

At a meeting of the Board of Trustees of Rush Medical College held November 9, 1916, the President of the University submitted the action of the Board of Trustees of the University on medical work taken at the meeting of said
I. THE COMMITTEE ON REPARATIONS AND THE HOSPITAL

A. That a committee be named on the Medical School and the Hospital to be appointed immediately by the President of the Board of Trustees, with the additional $5,000,000 for repairs, and that such committee shall also give consideration to the matter of faculty involving in sections I, II, and III of the plan presented earlier.

III. ACTION OF THE BOARD OF TRUSTEES ON RUSH MEDICAL COLLEGE

At a meeting of the Board of Trustees of Rush Medical College, held November 3, 1924, the President of the University submitted the action of the Board of Trustees of the University on medical work taken at the meeting of the
Board November 8, 1916. It was moved and seconded to approve the general plan for the organization of the medical work connected with the University of Chicago as presented, including the plan for the graduate medical school, and the motion was adopted by unanimous vote.

This action of the Board of Trustees of Rush Medical College is simply supplementary to previous action, whereby the Board consented when the medical work was properly established to transfer with the assent of the Board of Trustees of the Presbyterian Hospital its contract with the said Hospital to the University of Chicago; second, to turn over to the Board of Trustees of the University of Chicago whatever property of Rush Medical College can be legally so transferred; and, third, that when such action is taken the term of office of each member of the faculty of Rush Medical College thereby ceases and determines, thereby leaving the Board of Trustees of the University of Chicago free to organize its faculty at its discretion.

IV. ACTION OF THE BOARD OF TRUSTEES OF THE PRESBYTERIAN HOSPITAL ON THE PLAN FOR MEDICAL WORK

At a meeting of the Board of Trustees of the Presbyterian Hospital held November 10, 1916, the action of
House Newspaper of 1913. If we mean any serious and meaningful work...

the General plan for the organization of the Medical work connected with the University of Chicago as presented and inaugurated the plan for the graduate medical school and the mission we speak of an unanimous vote.

The action of the Board of Trustees on St. Luke's Hospital, College is simply supplementary to previous section, already the Board connected with the Medical work and property, satisfactory to trustees with the sense of the Board of Trustees of the Presbyterian Hospital, the concept of the systematic presentation of the University of Chicago, an act that has not been the property of any other college can be truly as transactioned, and 'need that which each action to temper the sense of office of each member of the faculty of the Chicago College of Medicine and Surgery, access and geriatrics, prepare teaching the Board of Trustees of the University of Chicago free to organize the faculty of the institution.'

ACTION OF THE BOARD OF TRUSTEES OF THE PRESTOLIATION

HOSPITAL ON THE PLAN FOR MEDICAL WORK

At a meeting of the Board of Trustees of the Presbyterian Hospital,nyder Newspaper of 1913, the action of...
the Board of Trustees of Rush Medical College on the same plan taken November 9, 1916, was presented, and on motion of the Board it was unanimously voted to approve the plan, and to instruct the President and Secretary when the proper time came to take the legal steps for the transfer of the contract between Rush Medical College and the Presbyterian Hospital, so that it would lie as between the Presbyterian Hospital and the University of Chicago.

These are the actions already taken. I will submit later a formally certified action of each of these three Boards of Trustees, signed by its Secretary.

President

Chicago, November 13, 1916
The Board of Trustees of Rensselaer Polytechnic Institute, having considered the matter, are of the opinion that the proper time to enter into the lease is when the Executive Secretary is ready with the terms of the contract and the University is ready to receive the property.

I will submit these for the action of the Board of Trustees, as I am President of the University.

President

[Signature]

Office, November 2, 1912
November 17, 1916.

President Harry Pratt Judson
The University of Chicago
Chicago, Illinois

Dear President Judson:

I have yours of the thirteenth containing the statement of the action taken by the various boards of trustees concerned in reference to the proposed medical department of the University of Chicago. After conference with Mr. Gates and Mr. Buttrick I should like to make one or two suggestions.

"I. PLAN FOR THE UNIVERSITY OF CHICAGO MEDICAL SCHOOLS

"1.(a) There shall be an undergraduate medical school established in the quadrangles of the University of Chicago on the Midway."

Research will be a very prominent feature of the establishment on the Midway though not mentioned in this paragraph.

"1.(b) . . . it shall not be dependent on paying patients, . . ."

It is not clear whether the brief description of the proposed hospital is intended to convey the idea that the hospital will be entirely free. There will be a certain number of free beds—the more the better—but many beds will be part-pay as they are in Baltimore and St. Louis. Moreover there will have to be private rooms for patients who would be unwilling to enter the wards but are scientifically and educationally of
To Villa Teresa, has been notified the end of school term.

To Villa Teresa, has been notified the end of school term.

To Villa Teresa, has been notified the end of school term.

To Villa Teresa, has been notified the end of school term.

To Villa Teresa, has been notified the end of school term.

To Villa Teresa, has been notified the end of school term.

To Villa Teresa, has been notified the end of school term.

To Villa Teresa, has been notified the end of school term.

To Villa Teresa, has been notified the end of school term.

To Villa Teresa, has been notified the end of school term.

To Villa Teresa, has been notified the end of school term.

To Villa Teresa, has been notified the end of school term.

To Villa Teresa, has been notified the end of school term.

To Villa Teresa, has been notified the end of school term.

To Villa Teresa, has been notified the end of school term.

To Villa Teresa, has been notified the end of school term.

To Villa Teresa, has been notified the end of school term.

To Villa Teresa, has been notified the end of school term.

To Villa Teresa, has been notified the end of school term.

To Villa Teresa, has been notified the end of school term.

To Villa Teresa, has been notified the end of school term.

To Villa Teresa, has been notified the end of school term.

To Villa Teresa, has been notified the end of school term.

To Villa Teresa, has been notified the end of school term.

To Villa Teresa, has been notified the end of school term.

To Villa Teresa, has been notified the end of school term.

To Villa Teresa, has been notified the end of school term.

To Villa Teresa, has been notified the end of school term.

To Villa Teresa, has been notified the end of school term.

To Villa Teresa, has been notified the end of school term.

To Villa Teresa, has been notified the end of school term.

To Villa Teresa, has been notified the end of school term.

To Villa Teresa, has been notified the end of school term.

To Villa Teresa, has been notified the end of school term.

To Villa Teresa, has been notified the end of school term.

To Villa Teresa, has been notified the end of school term.
such importance that the members of the staff will wish to have access to them. This will not be a pay-ward in the sense in which the term is generally used in this country, though the patients will pay for their rooms and may even pay into the full-time fund a moderate professional fee. This provision is working well in Baltimore and will be introduced in St. Louis.

"2.(a) There shall be a graduate medical school, consisting of the Rush Medical College and the Presbyterian Hospital and such other hospitals as may be considered in connection therewith."

It seems to us important to state that affiliation with other hospitals as is now common practice in Chicago, New York, Boston, and Philadelphia is not intended. The memorandum as presented to the Rockefeller Foundation and the General Education Board stated:

"... as is well known, medical school facilities employed on sufferance or courtesy or under conditions limiting the right of appointment and extent of use are almost invariably sources of weakness and not of strength."

2.(b) It is not contemplated that the clinical staff of the Presbyterian Hospital should be wholly a full-time staff. There will necessarily be a full-time laboratory staff, but the clinical instruction desired by the practising physician can probably better be obtained through men like Dr. Billings and Dr. Bevan than from the full-time type that will be installed at the Midway. The memorandum above cited states:

"The present staff organization of the Presbyterian Hospital would need to be recast, but men like Dr. Billings would continue to head the several departments under arrangements which would permit them to give the necessary time to their new duties."

It is probably true that there is entire agreement between us
on all these matters and that the omissions are due simply to the brevity of your statement; but it seemed to Mr. Gates and Mr. Buttrick that it would be well in acknowledging your letter to call attention to the points named.

Very sincerely yours,

[Signature]

AF/BC
on all these matters and that the conclusion and the advice of the
prayer of your esteemed and it seems to me. Cause may be. Hence
that it would be well if at the beginning your letter be sent

Transferred summary

Vin de
General Education Board

FOUNDED BY JOHN D. ROCKEFELLER 1902
61 BROADWAY
NEW YORK

November 17, 1916.

President Harry Pratt Judson
The University of Chicago
Chicago, Illinois

Dear President Judson:

I have been giving some thought to the question of the building operations that will ultimately be required in carrying out the medical school scheme. I wonder if there is anything in the idea that a competition limited to a few carefully chosen architects might be specially helpful when it comes to procuring plans for the new medical school buildings. There are so many points to be considered in the building of a modern hospital and medical school that a competition between selected architects might result in a more satisfactory outcome than would be possible in dealing with a single architect. Of course I give you the suggestion only for what you think it is worth. It is important also, I think, to temper the architects by the advice of a competent hospital superintendent. I should like to talk with you about this before final action is taken if you have no objection to listening to me.

With warm regards,

Very sincerely yours,

[Signature]
General Education Board

Kearny, N.J. 1918.

President's Office

The Trustees of Columbia University in the City of New York

Dear President Jacobs:

I have been receiving some complaints to the effect that there has been a failure in the planning of our second season of local lectures. I wonder if there is any truth in this. I am told that in the last few months a considerable number of people have complained of no program whatever at the local meetings. There seems to be a considerable difference between what is expected and what is received in the way of local lecture series.

I am told that a number of people are discouraged and of some local lecture series.

I am told that a number of people are discouraged and of some local lecture series.

It is important that I know what to expect.

I am willing to satisfy any reasonable demand for additional local lectures, but I need to know how much to plan for.

I would like to know what you would like to see.

With warm regards,

Very sincerely yours,

[Signature]
formulated by Josh Billings in this shape: "Eat not thy gizzard."

Very truly yours,

Chicago, November 21, 1916

[Signature]

Dear Mr. Flexner:

Yours of the 17th inst. making comments on the draft plan I sent you was duly received. There is no difference between us as to the understanding of the implications of the plan in general. I have written several drafts for different occasions, and shall probably write several more. These are not different in their essentials. They will differ in the emphasis put on certain points. They are written each of course with a purpose. For instance, I am sending with this copy of a statement I have just drafted for the use of members of our committee, so that they may know what they are talking about in talking to prospective donors. One of the wise statements which Solomon ought to have made, and which I frequently quote in my own family in brief form, was
Yours of the 17th instant, and herewith a copy of the same.

The paper you sent I am glad to receive. There is no difference between me as to the interpretation of the plan in general, I have witnessed several copies for different occasions, and am satisfied with them.

These are not different in their substantive, they will differ in the application but on certain points. They are written easy to converse with a friend. For instance, I am satisfied with this copy of the note. You mention I have not granted you the use of members of one of the noble and esteemed houses of parliament, so that they may know what they are setting out to be done in reference to prejudice against you. One of the noble peers of the old family in question, was
formulated by Josh Billings in this shape: "Fret not thy gizzard."

Very truly yours,
Chicago, November 21, 1916

M.P.J. - L.

Dear Mr. Flexner:

Yours of the 17th inst. making comments on the draft plan I sent you was duly received. There is no difference between us as to the understanding of the implications of the plan in general. I have written several drafts for different occasions, and shall probably write several more. These are not different in their essentials. They will differ in the emphasis put on certain points. They are written each of course with a purpose. For instance, I am sending with this copy of a statement I have just drafted for the use of members of our committee, so that they may know what they are talking about in talking to prospective donors. One of the wise

Mr. Abraham Flexner
General Education Board
61 Broadway, New York City
frequently quote in my own family in brief form, was
Very truly yours,

Otho Foster

Office of the President, Nov. 17th

H. P. L. Jr.

Dear Sir Fessenden,

I have the honor to acknowledge receipt of your letter of the 17th instant. I am aware that the plan of the proposed experiment is one of the Government for the promotion of science and art. I am aware, however, that the means provided by the Government are inadequate to carry it out, and that the work of the experiment is one of the highest importance.