CROSS REFERENCE SHEET

Name or Subject: General Education Board

Regarding

Date

File No.

SEE

Name or Subject

Murphy, Starr J.

Flexner, Abraham

File No.

File cross reference form under name or subject at top of the sheet and by the latest date of papers. Describe matter for identification purposes. The papers, themselves should be filed under name or subject after "SEE."
July 15, 1905.

The University of Chicago

President Robert L. Kelly,
Earlham College,
Richmond, Ind.

My dear Sir:

Your recent letter has come to hand.

It is understood that no plans have yet been formulated for the distribution of money in connection with Mr. Rockefeller's recent gift of ten million dollars to the General Education Board. The work of formulating plans is in the hands of the General Secretaries, Mr. Wallace Buttrick and Mr. Starr J. Murphy, the former for the Southern states, the latter for the Northern and Western states. Communications concerning the subject should be addressed to one of the other of these persons at 54 William Street, New York.

It is understood that no money will be distributed within the next twelve months and that this period will be taken up in perfecting plans.

I am sure that we shall be glad to receive any suggestions which you may have to make in reference to the subject in general.

Yours very truly,

H. P. Judson
July 16, 1908

President Robert J. Kelly

Harlem College

Mr. George R.

Your recent letter has come to hand.

I am unable to commit myself as to plans made at the time of the
preparation of an address on the subject of the General College and
the General Educational Board. I have been written to by the
President of the General Educational Board, Mr. W. H. Smith, the
former for the Southern States, and the latter for the Western and
Western States. The subject has been introduced to one of the

I am unable to say that no money will be forthcoming within the
next two years or that any period will be taken up in preparing
plans.

I am sure that we shall be glad to receive any suggestions which
you may have to make in reference to the

Yours very truly,

W. J. Judson
President William R. Harper,
The University of Chicago,
Chicago, Ill.

My dear sir:— I write to ask the privilege of a brief conference with you in reference to Mr. Rockefeller's recent gift of $10,000,000 to educational institutions. Judging from the newspaper reports it seems that Earlham College can abundantly meet all the requirements imposed by Mr. Rockefeller. We have the location, the permanency, the prosperity, the modern faculty, the ideals, and are producing a worthy product.

If you will be kind enough to indicate a date and hour I will be on hand promptly and will not encroach unduly upon your valuable time.

Please allow me for myself and for your many Earlham friends to express a word of congratulation upon the rapid improvement in your health.

Very Sincerely,

[Signature]

[Handwritten Signature]
July 16th, 1909

Mr. Geo. S. Benson, M. D.,
President and Professor of Science,
The University of Chicago,
Chicago, III.

My dear Sir:—

I write to bring the privilege of a personal acquaintance to the President of the University, in the hope that you may be interested in the work of the late President of the University of Chicago.

I have the honor to be,
Very truly yours,

[Signature]
Mr. Starr J. Murphy,

26 Broadway, New York.

My dear Mr. Murphy:

I have delayed answering your letter of August 16th in order that I might get together a list of institutions which we have definitely and directly studied in the different states. We know pretty much all there is to be known about this list. I have excluded a good many names where our information was only partial.

I have myself given some thought to the question you suggest in your letter. It is a difficult proposition. I have asked myself the following questions: 1) Would it be a good idea to make the state division the basis of study, or would it be better to work out a zone system with certain large institutions as the center. There things to be said in favor of both of these propositions. 2) In case the state or zone
Mr. Murphy:

I have received your recent letter of August 13th in which you state that I might get together a list of institutions with which we have had relations and geometry students in the different states. We know pretty much all there is to be known about this list. I have exchanged a good many names with one information.

I have merely given some thought to the suggestion you make in your letter. It is a difficult proposition. I have never myself the following definition: I would like to be a book there to make the state of the science of study or make it better to work out a more systematic with certain large institutions as the center. There figures to be said in favor of some others would be proportionate. S.) In case the area of some
system is agreed upon, will then be made in more than one or two states, or in more than one zone system at a time? What is the practical way in which we shall go to work to accomplish the thing contemplated in the last six words of the letter given to the public? the words referring to the securing of an educational system.

I do not think we need to give ourselves much trouble in the matter of the secondary schools. At the same time we do not wish to help colleges that have not reached a certain standard unless, to be sure, we can see that with the help we will give them they will be able to reach that standard.

I wish very much that we could have an afternoon together to discuss this whole matter. I am greatly interested in it and would like very much to talk it all over with you. It is possible that I may go to New York in the month of September; in this case I shall hope to have that pleasure.

Yours very truly,

H. P. Judson
Saturday in early hours, will understand about no more than one or two aspects of one or more than one scene at a time. What is the present case in which we are to work to accomplish the thing contemplated in the last six months? The letter plan to the printing of the9

letter article to the secretary of an association system.

I do not think we need to give ourselves much trouble in the matter of the secretariat service. At some time we go out with the help of colleagues that have not received a careful training into these to be sure we can see what with the problem we will give them then will be able to reason from that standpoint.

I will very much that we could have as afternoon together to discuss this whole matter. I am looking forward to my monthly trip very much to talk it over with you. It is possible that I may go to New York in the month of September; in this case I shall hope to have that pleasure.

Yours very truly,

[Signature]
August 18th, 1905.

Dear Dr. Harper:

In thinking over the work of the General Education Board which we must take up next fall, I am trying to arrive, in my own mind, at a satisfactory standard for determining whether a given institution is an institution of higher education or not. It seems to me that we will be obliged to fix some standard for differentiating the higher education from secondary education. It occurs to me that the College Entrance Examination Board must have given this matter careful and detailed study. Do you know whether they have any material on this subject which would be accessible, or do you know of any other material which would throw light on this question? If you could refer me to any, or could get time to give me your own views on the subject, I should deem it a favor. Perhaps your department of Affiliated Work might have something on the subject.

With kindest regards,

Very truly yours,


President William R. Harper,
University of Chicago,
Chicago, Ill.
Dec 29, 1923

Dear Dr. Miller:

In finishing over the work of the General Education Board which we
must take up next Fall I am thinking of returning to my own work and a
constitution to act as a consultant in the selection of new scholars.
If I have to advise the Committee to take some
higher education or not. It seems to me that we shall do little to
improve the social status of the higher education from economical
standpoint for if there are still a large number of the higher education
at present to take any amount of money and may have
it come to be that the College Entertain Examination Board must have given
this matter another and further study. Do you know what they have
made on this subject which would be applicable to your own or any other
matters. I believe that there is no time to give me your own views on the subject, but I
would like to have you report me to
the President. Perhaps your department of Aliquot Work might have something on
it.

With kindest regards,

Very truly yours,

[Signature]

President William A. Harper
Univ. of Chicago, Ill.
March 29, 1907.

Mr. Charles L. Hutchinson,

The Corn Exchange National Bank,

Chicago, Ill.

My dear Mr. Hutchinson:

Your favor of the 27th inst. is received. I know about the work of Lombard College and hope that the Board will be able to do something for it. We have not yet discussed the Illinois institutions, but Mr. Buttrick hopes to take up the study of this stage in the early future. The unfavorable part of the proposition of assisting the Galesburg institution is the existence in the same place of another college. It would seem that one college might be sufficient. Is the proposition of a union between Knox and Lombard entirely chimerical?

Very truly yours,

H. P. Judson
Harry Pratt Judson, President,  
University of Chicago,  
Chicago.  

Dear Dr. Judson:-  

You know all about the work of Lombard College at Galesburg. You also know that I am interested in it, and so I write to you to ask favorable consideration, if possible, of a request from the College for assistance from the General Education Board. I do not need to say more.  

The College has recently raised $100,000, although the money has not yet all been paid in. I think it will be. I had intended writing one or two other members of the Board, but will content myself with calling your attention to this request from Lombard, for I know that it will have the consideration which it merits.  

Very truly yours,
Dear Mr. Alger:

You know all about the work of the
College at Gettysburg. You also know that I am
interested in it, and so I write to you to ask
favorable consideration for a request from the
President for assistance from the General
Subscription Board. I do not need to say more.

The College has recently raised
$10,000. Although the money has not yet all
been paid in, I think it will be. I have therefore
written one or two other members of the Board,
but will content myself with calling your attention
now to this request from Gettysburg, for I know that it
will have the consideration which it merits.

Very truly yours,

[Signature]
April 2, 1907.

Dear Mr. Hutchinson:

Your favor of the first inst. relating to Lombard College is received. Your suggestion as to moving the college is an interesting one. Of course I suppose considerable must have been put in the present plant. Many suggestions have been received by the Board with regard to establishing a new college in a good place. Such suggestions are of course considered on their merits, and in many cases I think the Board will be willing to aid. It has been our experience, however, that it is not advisable to take the initiative in the matter, that is, we don't think it wise to put ourselves in such a position as to be finally responsible for carrying the college. If there is a real demand in a certain place for a college and the people of that locality are willing to do their part, then the Board would consider carefully the advisability of giving suitable aid in the matter. Of course Galasburg is practically occupied by Knox College, Jacksonville has Illinois College; there is no college, so far as I know,
April 8, 1907

Dear Mr. Hume:

Your favor of the first inst. noted.

The offer to Knox College is received with your suggestion as to making the college as an institution one of course must have been put in the present way. I suppose some consideration must have been given in the Board of Directors to satisfactorily dispose of suggestions such as a new college in a good financial position, and in many cases I think the Board will be willing to do it, if the Board can see its way to do it. I am deeply in sympathy with the Board, however, that it is not advisable to take the initiative in the matter, that if we don't think it wise to put our college in such a position as to be financially responsible for examining the college. If there is a real demand for a college, and the people of Knox College are willing to give the Board money considerate consideration the Board, I am perfectly willing to go to the Board. May God bless you, and may Knox College, Leanonville, and Illinois College, there is no college, so far as I know.
at Quincy and it seems that a good one located there would have a very advantageous position. There has been some talk of increasing the extension work that has been carried on across the river from Quincy in Iowa. A well established college, however, in Quincy would be much more effective for that whole vicinity. It seems to me that this is worthy of careful consideration.

Very truly yours,

H. P. Judson

Mr. Charles L. Hutchinson,

The Corn Exchange National Bank,

Chicago.
at Grinnel and it seems that a good one located there might have a very significant position. These have been a few talks of increasing the extension work that has been carried on since the Kansas Iowa Grinnel College however, at Grinnel might be even more effective for that whole activity. It seems to me that this is worthy of certain consideration.

Very truly yours,

H.J. Hurdon

Mr. Charles R. Hutchinson
The Grinnell Normal and Junior College

Chicago
My dear Mr. Judson:

Thank you very much for your prompt reply to my letter concerning the work of Lombard College. I realize the unfavorable position of Lombard at Galesburg. For a long time I have been in favor of moving Lombard College to some other location where there is need of such an institution. Possibly your Board may know of a City in Illinois like Elgin or Quincy where such a College is needed, and perhaps with the assistance of your Board and the citizens of such a Town the Trustees of Lombard might be induced to move their institution. I should be in favor of such a plan. However, this is purely my personal feeling and I do not know how it would strike the Trustees. I am inclined to believe it would impress them favorably.

Very truly yours,

[Signature]

Harry Pratt Judson, President,
University of Chicago,
Chicago.
My dear Mr. Juneau:

Thank you very much for your prompt reply to my letter concerning the work of expanding College. I realize the importance and necessity of expanding College at present. I am aware of the position of expanding College at present. For a long time I have been eager to return to campus where I can continue to teach and work. I am not at all sure as such an institution as the University of Chicago is needed. However, I am happy to hear that the Trustees are planning to make more of the University. I am not sure how it would work, however, I do not know how it would work.

With best wishes,

[Signature]

Kendrick Platt Johnson, President
University of Chicago
Chicago
May 28, 1910.

Dr. Harry Pratt Judson,
The University of Chicago.

My dear Doctor Judson,

I have at last summoned up sufficient courage to write an appeal to the General Education Board for the help about which I wrote you a year ago. If the petition is considered at all, may we count on your kindness and broad charity to help it along?

Very truly yours,

Sister Helen Angela.
June 30, 1949

Dr. Henry Priest, Jr.,
The University of Chicago,

Mr. Gear, Doctor Jugson,

I have at least enough of intelligent competence to
write an article to the General Education Board for the help you pointed
out in which I wrote you some years ago. If the position is considered at all,
may we count on your kindness and possible opportunity to help if alone?

Very truly yours,

[Signature]
May 31, 1910

My dear Sister Helen Angela:

Your favor of the 28th inst. is received. The matter will come up doubtless in the meeting of the Board next autumn, as the May meeting last week closed up all pending business. Of course Mr. Buttrick will present whatever comes, and I shall be interested in the matter.

Very truly yours,

Sister Helen Angela,
College of Saint Elizabeth,
Convent, New Jersey.
April 14, 1909.

Mr. Harry Pratt Judson,
The University of Chicago.

Dear Mr. Judson,

Since my return home, finding my quarters overrun by other classes and my equipment for research all inadequate, I have experienced a feeling of helplessness and discouragement. This week I visited some of the eastern colleges, and the sight of Mr. Rockefeller's benefactions to these institutions has well nigh added envy to my other bad feelings.

I have conceived the bold idea of writing to him for help. Do you think it would be of any use? I have been told that he does not give to Catholics, but it seems to me that if he were told of our great plans and narrow circumstances, and if I were to add that Dr. Coulter has expressed considerable interest and concern for my investigations, he might do something for us in our effort to erect a hall for our science teaching. I have used the fellowship money you so kindly awarded me in the purchase of apparatus.

May I beg you, if you do not consider the matter altogether hopeless, to help us get our petition before Mr. Rockefeller?

Sincerely yours,

Sister Helen Angela.
April 20, 1909

Dear Sister Helen Angela:—

Your favor of the 14th inst. is received. I am interested to know of your work, and ambitions. I cannot say of course whether an application to Mr. Rockefeller would have a result. In all events, his gifts for education are given through the General Education Board, and if you should write to him I am sure that your letter would be referred to the Secretary of that body.

Mr. Wallace Buttrick, 2 Rector St., New York

I may say that the Board has already made
April 20, 1908

Dear Esther Hellen Andrews:

Your favor of

the 14th instant is received. I am in-

fected to know of your work, and empl-

ote. I cannot say of course whether an

application to Mr. Rockefeller would have a

result. It may amount to a slight for

additional service given through the General

Recessive Board and if you apply with the

recommendation of that body, to whom I am sure that your letter would go

referred to the Secretary of that body.

Mr. William H. S. Board, I hope to.

I may say that the Board has already made  

grant to Archbishop Ireland's college in St. Paul, which makes clear one point to which you refer.

With sincere best wishes, I am,

Very truly yours,

Sister Helen Angela,
Convent of Saint Elizabeth,
Convent, New Jersey.
Grant to Appropriation, Evening College in
St. Palt, which will be clear one point to
you later.

With sincere best wishes, I am,
Very truly yours,

[Signature]

[Address]

[City, State]
CONFIDENTIAL

To the Members of the General Education Board:

At the regular meeting of this Board, held May 28, 1914, a special committee was appointed, consisting of Messrs. Greene, Buttrick and Flexner, for the purpose of making "a fresh survey of the field of educational effort and progress in the country with a view to recommending to the Board at its October meeting those lines of educational investigation or promotion which promise to be the most fruitful."

In pursuance of this instruction, the Committee will in this report describe briefly the main currents of present day educational activity in this country; characterize the former and present endeavors of the General Education Board in reference thereto, and mention briefly a number of more or less urgent educational tasks, out of which a few might be selected for prosecution by this Board. In general, the Committee may be permitted to say in advance that its reflections have confirmed its confidence in the sound judgment with which this Board has in the past decided on its policies and the fruitful outcome which has resulted from them. The steps which the Committee will recommend involve, as will appear, nothing that is at variance with the previous efforts of this body.
HAITECIRCo.  

To the Members of the General Corporation Board.

At the October meeting of the Board, Part III of the Corporation's By-Laws will be taken in a special committee meeting to consider the following resolutions:

1. Resolution for the purpose of amending the existing By-Laws.
2. Resolution for the purpose of deleting certain provisions.
3. Resolution for the purpose of adding new provisions.

The purpose of this meeting is to review and discuss the aforementioned resolutions. A vote of approval or disapproval of each resolution will be taken at the October meeting.

Photo files of the aforementioned resolutions are available upon request.

In the absence of the information, the Committee will:

- Review and discuss the current state of the Corporation.
- Consider the impact of the proposed changes on the Corporation's operations.
- Address any concerns or questions raised by the members.

Any discussion or concerns can be brought to the attention of the General Corporation Board in writing.

In conclusion, the Committee would like to express its appreciation for the efforts of all members and look forward to a successful meeting.

Thank you in advance for your participation. The Committee will be happy to answer any questions and provide further information.

Yours sincerely,
The Committee.

Date: September 30, 20__

To be read during the October meeting of the General Corporation Board.
Two main currents of activity may be discerned in contemporary American education: (1) in the direction of extending current facilities so as to make them universally available; (2) in the direction of improving educational processes by means of criticism, comparison and experiment. These may be termed, for the purpose of this report, extensive and intensive activities, respectively. While to some extent they necessarily play upon each other, so that extension itself tends to profit by improvement, the activities in question are nevertheless on the whole capable of separate consideration.

Extensive activities, in the sense in which the term is here used, consist in providing common school, high school and college and professional school facilities, according to accepted standards, for the sections of the country that have hitherto lacked them, through indifference or poverty, or that have been so lately settled that they could not have been developed before now. Intensive activities represent the constructive effort to make precisely these educational institutions and processes more responsive to our social, economic, and professional needs. Effort in this direction attempts to analyze current dissatisfactions with our educational results; to compare these results with results elsewhere obtained, in respect to efficiency of outcome, cost in time and money; and on the basis of criticism and experimentation to work out processes more effective, more economical, more nearly suited
to our national need and genius. Constructive or intensive efforts would also involve an attack on problems which have not hitherto been submitted to systematic educational treatment.

A review of the activities of the General Education Board shows that the Board has fruitfully participated in both these movements. Its largest work,—the increase of college and university endowments,—has been in the main an extensive activity designed to furnish college and university opportunities of the approved type to sections of the country as yet unsatisfactorily supplied; the Professors of Secondary Education have endeavored to stimulate and guide the development of high schools in a section of the country which has hitherto lacked them; the farm demonstration agents have undertaken to purvey to adult southern farmers what is already known as to better methods of agriculture; the rural school agent is to bring southern school administration and southern rural education up to the best standard obtainable with existing resources.

Intensive or constructive in aim have been the recent gifts for the purpose of developing a new method and organization in medical education; the support given to the Harvard Graduate School of Business for the purpose of training a new type of business man; the appropriations aiming to develop industrial education in Negro schools. Finally, the Board has authorized an important constructive educational experiment
Continuing on a continuum to act upon, maintain and expand our position of leadership in a world of constant change and challenge. Our institutions must continue to lead and innovate in education, research, and service.

The importance of maintaining a strong and diverse faculty and staff cannot be overstated. Our success in preparing future leaders depends on the dedication and commitment of our faculty and staff.

I firmly believe that the Pontifical University of Notre Dame is well-positioned to make a significant contribution to the future of higher education and to the world. Our mission is to provide a superior education that will prepare our students to be leaders in their respective fields.

Thank you for your continued support and commitment to the mission of the University.
in the shape of an ideal rural school.

The Committee does not, therefore, recommend any new kind of activity and interest. Our survey of the past shows that the Board's work reflects both the main currents of present day educational interest. Of the efforts above mentioned, however, not all are now at their maximum of activity. The Board has completed a large part of what it can do in the matter of farm demonstration in the South, while it has just made a successful beginning of the same work in the North. The increase of college endowments will for some time probably call for smaller sums than have been hitherto required. The present is therefore a propitious time for the consideration of other opportunities for useful service; and it is hoped that the following suggestions may stimulate discussion in this spirit.

1) **Extensive Undertakings:**

(a) **Rural Education.** The Board has made an appropriation for the support of rural school agents in the southern states and in three states in other sections. A general movement in this direction, taking in the whole country, will probably soon be perceptible. This movement would be facilitated and its sound direction be made more likely, if every state were encouraged to make or to have made a thorough study of its present situation. Comparison and emulation would
The Commission gave not preliminary recommendation, but the final

report. The comprehensive and exhaustive analysis of the

activity and interests of the Board, as well as the detailed

recommendations of the expert panel, have

been thoroughly reviewed and accepted by

the Commission. The final report was

presented to the Board for its consideration.

The increase of college enrollment will require more faculty and

staff to handle the increased student load. The

Commission recommended the establishment of a committee to

investigate and formulate a plan for the

development of the college. The committee

will be composed of faculty, administrators,

and students. The recommendation will be

submitted to the Board for approval. The

commission also recommended the

establishment of a campus newspaper and

a radio station. These initiatives will

contribute to the educational and cultural

life of the college.

The following university

recommendations

are

1. The faculty must have an

understanding of the

importance of the

academic role in the

society.

2. The faculty must be

involved in research and

innovation.

3. The faculty must be

involved in the

college community.

4. The faculty must be

involved in the

community.

5. The faculty must be

involved in the

professional development.
begin as soon as several such surveys were available through publication. In three states,—Wisconsin, Ohio and Vermont,—surveys have already been made, the first two under the auspices of the New York Bureau of Municipal Research, the last by the Carnegie Foundation. The former were hastily and superficially made; the latter was a painstaking effort, carried on, however, under conditions not altogether favorable. For, though the State requested the survey, the study was made by outsiders who could devote only parts of their time, at intervals, to the work. It is believed that, in the present temper of the public mind, state surveys made in a scientific spirit would greatly stimulate progress. The Board has been requested by the Governor and by the Department of Education to make such a study in Maryland. There is an obvious advantage in undertaking such a task under the conditions thus created. The Committee therefore suggests that this invitation be accepted, and that the Board further consider the advisability of later financing a few typical state surveys in other sections of the Union. In Maryland, a state appropriation of $5,000 would defray part of the expense; elsewhere the Board would have to supply funds, in part or whole, and general direction; much of the detailed work would be done on the ground and through state officials. Previous experience warrants the belief that other states would in time follow
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suit at their own expense. The outcome of a state survey would be a program arrived at in conference with local authorities and outlining the successive steps that require to be taken for the improvement of educational facilities.

(b) It is suggested further, that, as state education is destined to develop on county lines, the General Education Board might well in one or more states cooperate in organizing a single county which would serve as a model for an entire state. In a selected, representative county, by cooperation with state, county and local agencies, the Board could assist in developing an adequate county educational system, including agricultural clubs, county training schools and other features. If a county of increasing wealth is selected, the entire expense will soon, according to the Board's experience, be borne by the county, just as soon, that is, as the demonstration is persuasive. In connection with such a model county organization, the ideal rural school, pictured by the Chairman and authorized by the Board, could be realized more effectively, indeed, than in isolation. The county model would thus tend to influence other counties as a whole, and the model school would in the same way tend to re-shape the separate schools. Thus, extensive and constructive activities assist one another.

The committee believes that the Board might well consider the advisability of extending its work in the field of Negro
education, in accordance with the recommendations contained in the report of the special committee appointed to deal with the subject. That Committee, in our judgment, rightly decided that the public schools must be developed as the main reliance, and the Board concurred in this conclusion. Looking to this end, three specific recommendations were made:

1. The appointment of State Supervisors, of whom seven are in the field, requests from other states being now under consideration;
2. Contributions for the support of county industrial teachers, a work that has been undertaken by the Jeanes Fund, which will be referred to in the next paragraph;
3. Contributions for the industrial equipment of county training schools for teachers. Applications for such aid have already been received, but no contributions have been made by the Board. In our judgment, some of these applications should now be acted on favorably.

The work of county supervision recommended by the special committee has been undertaken by the Jeanes Fund, whose income has been utilized to support county industrial teachers. The success of this work has been very striking; but the fund's total income of $40,000 is far from adequate to meet not only the need, but the actual demand that the Negroes themselves are making. It is our opinion that the General Education Board might well make a contribution to the income of this
Fund with a view to extending the scope of its work.

The situation in respect to the higher education of the Negro is extremely difficult. A college for Negroes is needed to train those who will lead the race in its efforts to educate and improve itself. But not a single institution is now strong enough to perform this function satisfactorily. The waste and duplication are particularly distressing because the resources would be meagre enough, even if concentrated. The Committee raises the question as to whether the Board could not wisely take hold of the most promising Negro college, Fisk University, and endeavor to develop it until it is fairly adequate to its task. Diplomatic efforts to consolidate other institutions with it might be informally made by the officers of the Board. A single institution thus rounded out would profoundly influence the general situation.

The Board has, as has already been mentioned, made an important contribution to the improvement of ideals in clinical education. Though this is called an experiment, it is, as Dr. Welch remarked, impossible to see how giving one's entire time to a difficult task can possibly be experimental. It is probable, therefore, that the best medical schools will ultimately go upon the full-time clinical basis. But such action is impossible until the laboratory branches are adequately equipped, organized and supported. Of something like thirty
medical schools upon which the country will probably rely for its physicians, comparatively few are as yet strong enough on the laboratory side. As a preparation for the full-time basis on the clinical side, would it be wise for the Board to make conditional contributions to the upbuilding of the laboratory departments?

In this connection the question of medical education for Negroes naturally arises. If, as has been urged above, college training is provided for carefully selected Negroes, it is inevitable that some of those thus trained will enter the professions; and there appears, indeed, to be a distinct opening for the well trained Negro physician. At this time a few Negro physicians who are men of unusual ability or who have enjoyed exceptional opportunities are leading prosperous and useful lives in certain Southern communities. The Committee suggests the advisability of considering whether the Board may not wisely undertake to assist in bringing to efficiency the most promising of the medical schools for the training of Negro physicians.

The preceding examples all lie close to present activities of the Board and suffice to indicate possibilities in the way of enlarging the Board's field of operations. On the intensive side, the situation is more difficult, and in some ways, more important.
In the connection of the concept of reactive adaptation,

you have seen various studies. It has been noted before,

college students in reactor for reactive adaptation. However,

it is important to note that some of these studies analyzing cell activity,

the bone density, and green space. Increased to a certain

extent for the well-being of Massใหญ่, the average height of 60

have shown significant improvements in measuring bone density.

The concept of reactive adaptation may have an

important role in our daily lives in maintaining health. It is

likely that exercise can help maintain the structure of bone,

Hence, we need to make sure to maintain the activity of the

appropriate and proper type of exercise for the best results.

The concept of reactive adaptation, the close to become evident

will be of the most suitable for improving osteoporosis.

In the way of exercising the body's ability to absorb calcium,

intensity, it is the absorption to make efficient, and in some

more important.
Education is a field in which those engaged are as a rule altogether absorbed in a practical routine. In consequence, (1) experience remains largely the affair of the individual; it is not subjected to criticism, does not profit by stimulus derived from other sources, and even if valuable, obtains no authoritative publicity. (2) Innovation is precarious, unsystematic, and largely unrecorded.

As a matter of fact, education is, like government, a social science in which there is something to be found out; there is room for experiment and readjustment, and above all, opportunity for profiting by the successes and mistakes of others. The funds available for education are, however, for the most part, not adequate to the demands of routine work. In consequence, persons who might do original or critical work are usually utilized for routine purposes, and the literature of education is mostly of inferior quality.

Two or three agencies, notably the Carnegie and Sage Foundations, are now doing some valuable work in the field of educational research, but the amount to be done is so great and the need of illumination so urgent, that it is worth asking whether the General Education Board might not undertake the publication, from time to time, of educational monographs dealing with certain important phases of educational experience in a thoroughly scientific spirit. Among the subjects
RECOMMENDATION: The finding of which access control is not

appropriate to a situation within a particular context is not

straightforward. In some cases, the presence of a control may not

provide sufficient assurance. However, when access to sensitive

data is critical, it is important to consider the implications of

the introduction of a new control mechanism and to carefully

evaluate its effectiveness in achieving its intended purpose.

In a matter of fact, access control, in the government,

society remains in which access to sensitive data is

appropriated to a growing extent and with great care.

The range of access to information of the government,

however, for certain parts of the government and certain

problems, bears in mind the need to acquire or attain.

In this regard, it may be necessary for the government to

adopt an overall strategy for managing the balance and the

dissemination of access to information in the interests of

decision-making and the protection of the government and the

country. The recommendation here is to focus on the

management of resources and the establishment of

long-term strategies for the effective management of the

government's information resources and the achievement of

access and confidentiality.

Two of three scenarios: notably, the centrality and scope

of the recommendation put the emphasis on the need to

reflect on the need for information on matters that are

in the interest of the government. The generalisation needs

to be considered in line to time of administration resources

and the implementation of administrative strategies for

security with a focus on important elements of accessibility.
regarding which critically collected material is urgently needed and as yet almost entirely unobtainable come first of all those activities on which huge and increasing sums are being annually expended with more or less unsatisfactory results. In the field of popular education, a few such topics would be:

(1) State Educational Administration, including surveys and comparative studies already touched on.

(2) City School Boards.

(3) Surveys of selected City School Systems.

(4) The training of teachers.

(5) Industrial Education.

In the field of higher education:

(1) University Administration in America.

(2) A critical study of several typical American colleges from various standpoints—administration, teaching efficiency, cost, etc.

(3) The higher education of women in the United States.

(4) Agricultural and Mechanical Colleges.

(5) Dental Education.

(6) University Extension Departments.

(7) Correspondence Schools.

(8) Graduate Schools.

(9) Federal Educational Appropriations.
In the Field of Higher Education

1. University Administration in America
2. A study of student social and intellectual activities
3. Educational trends and developments
4. College administration in practice
5. The higher education of women in the United States

(a) Department of Education
(b) University Extension Department
(c) Recorder's Office
(d) Graduate School
(e) Undergraduate School
(f) Technical School
(g) Business College
(h) Law School
(i) Dentistry School
(j) Veterinary School
(k) Engineering School
(l) Medical School
(m) Teachers College
(n) Normal School
(o) Teachers Training Institute
(p) Teachers College Association
A critical interest in education that may result in processes more economical of time and money is perceptible in certain lines of work that have been developed in such institutions as Teachers College, Columbia, the School of Education of the University of Chicago and elsewhere. This movement, if successful, ought to result in improved educational organization, administration and supervision, and in more effective teaching processes. Though its importance is generally recognized, no agency in the country appears to be interested in lending the necessary assistance. The General Education Board could, if so disposed, be helpful in two ways: (1) by conditional contributions for the purpose of assisting the development in strong colleges of departments of education aiming to train a higher grade of school administrator; (2) by specific appropriations for promising undertakings in the direction of improving teaching processes in special subjects,—reading or science, for example, in both of which interesting work, already started, halts for lack of money.

Perhaps the most serious problem in American education, however, concerns the entire relation of High School and College. Under our present system, our education is both slow and ineffective. It seems by no means improbable that ultimately a strengthened secondary school and a somewhat
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shortened elementary school may forcibly present themselves as an alternative to our present high school and college, following the type of organization in vogue on the Continent. Actually going educational concerns cannot, of course, undertake a fundamental experiment of this kind, though, if a demonstration were made, they might readily enough readjust themselves. It is suggested, therefore, that the General Education Board consider the feasibility of developing for experimental and demonstration purposes a secondary school aiming to train boys more rapidly and more thoroughly than they are now trained for the higher advantages, professional and other, that, in that case, would be furnished by the universities. It is suggested that the Committee be authorized to present a further memorandum on this subject at the next meeting of the Board.

Many of the foregoing suggestions look to the development of a more critical and productive spirit in American education. Aside from the deterrents mentioned,—lack of money, time and stimulus,—the lack of a worthy medium of publication also acts as a depressing factor. There are in America a few popular educational journals, but none of recognized scientific worth. Inability to publish interferes with productivity and leads to sterility. If the Board undertook to assist the development of a scientific interest in education
as a social science, it might also in time undertake the publication of a journal which would render to education a service analogous to that rendered to medicine and its allied sciences by the Journal of Experimental Medicine.

As was stated at the outset, it need, perhaps, hardly be repeated that the Committee does not contemplate any abrupt or wholesale effort on the part of the Board to plunge into the undertakings above suggested. This report rather attempts to suggest and forecast lines of gradual development, as the basis of an active discussion by the whole Board. For the present, the Committee would be inclined to recommend (1) a state survey, (2) the organization of a single county in a single state, (3) an appropriation to the Jeanes Fund, (4) an appropriation to support a piece of educational research, the results, if satisfactory, to be incorporated in a monograph.

In conclusion, it may not be amiss to point out that those experiments involve no large sum, and that the waste will not be large, even should they fail. If, on the other hand, they succeed, they would result in developing a type of organization that the country does not at present possess,—an Educational Institute, which might focus and assist the striving progressive tendencies in education which at present are unorganized and precarious.

Jerome D. Green
Wallace Euttrick
Abraham Flexner
Memorandum of Agreement made this day of 1917, between General Education Board, a corporation organized and created under the laws of the District of Columbia, hereinafter referred to as the Board, the Rockefeller Foundation, a corporation organized and created under the laws of the State of New York, hereinafter referred to as the Foundation, and The University of Chicago, a corporation organized and created under the laws of the State of Illinois, and located in Chicago, Illinois, hereinafter referred to as the University.

Schools, as above provided, is to be used (i) to create and maintain the services of their posts, and (ii) to provide endowment of its Medical Schools.

Witnesseth: In consideration of One dollar by each to the other in hand paid, receipt whereof is hereby acknowledged, the parties covenant and agree to and with each other as follows:

The University having secured subscriptions for its Medical Schools of the sum of Three Million Three Hundred Thousand Dollars ($3,300,000) in addition to its other resources, the Board and the Foundation, each severally hereby agrees, upon the terms and conditions hereinafter set forth, to contribute to the University for its Medical Schools, as hereinafter defined, the sum of One million dollars ($1,000,000) upon condition that the University will agree to set aside each year from its income not less than Eighty thousand dollars ($80,000) for its Medical Schools, all of said sums of Three million three hundred thousand dollars ($3,300,000) subscribed by other persons as aforesaid, and the two sums of One million dollars ($1,000,000) each pledged by the Board and the Foundation, and the said sum of Eighty thousand dollars ($80,000) a year from the income of the University to be used for the maintenance and development of the Medical Schools of the University, in general accordance with the plan set forth in the two memoranda hereto annexed. Of the Three million three hundred thousand dollars ($3,300,000) not exceeding One million three hundred thousand dollars ($1,300,000) may be used to provide buildings and equipment. The Million dollars to be contributed by the Board and the Million dollars to be contributed by the Foundation, and not less than Two million dollars ($2,000,000) from the sum of Three million three hundred thousand dollars ($3,300,000) subscribed as aforesaid or from other contributors, shall be preserved inviolate as endowment of the Medical Schools, the income only to be used.

The University in quarterly payments five per cent (5%) per annum on the sum of One hundred twenty-five thousand dollars ($125,000) shall consist of:

1. A Medical School, including a teaching hospital, a dispensary and such other facilities as may be required, in close proximity to the main University Quadrangle, preferably on property owned by the University on the south side of the Midway Plaisance.

2. A School for post graduate medical instruction to be the University, in general accordance with the plan set forth in the annexed memoranda, shall have been completed to the satisfaction of the Board and the Foundation, the Board and the Foundation will each severally pay to the University the principal of its said pledge of One million dollars ($1,000,000).
established in close proximity to the Presbyterian Hospital and the said foundation, that it will hold, own, and to be conducted in connection therewith so long as the contractual relations between the University and the Presbyterian Hospital may continue, and (3) other institutions to be from time to time contractually or otherwise related in the University for the purposes of medical education and research, the purposes set forth in this agreement and for no other.

The income to be used for the support of the Medical Schools, as above provided, is to be used (1) to create and maintain the Laboratories and the main Clinical Departments of the Medical School near the University, on a full-time basis, that is, the professor and staff in each full-time department are to be paid for their full time and to hold their posts on condition that while engaged in the services of the University, they shall accept no fees for professional services; that while they will be free to render any service required by humanity or science, they will derive no pecuniary benefit therefrom, and that fees charged by the Hospital for professional services rendered to private patients, whether within or without the Hospital, by members of the full-time staff will be used to promote the objects for which this fund is created. In case of patients who pay for professional service, whether such service be rendered by full-time men or by part-time men, in connection with their University duties, the University shall fix moderate fees and shall render bills and make collection of the same. The University shall be free, in so far as it may be found necessary, to supplement the full-time staff by using volunteers or part-time men in the dispensary and the specialties, the intention being to give the full-time staff priority in every respect and to preserve for said full-time staff the free and part-way wards of the Hospital; and (2) to maintain the Post Graduate Schools to be developed in connection with the Presbyterian Hospital, using its discretion full and part-time men.

After appropriate action shall have been taken by the University authorities setting aside for the Medical Schools the sum of not less than Eighty thousand dollars ($80,000) annually from its income, as above provided, as soon as and as often as Four hundred twelve thousand five hundred dollars ($412,500) shall have been collected from other sources, as above provided, the Board and the Foundation will each severally pay to the University in quarterly payments five per cent (5%) per annum on the sum of One hundred twenty-five thousand dollars ($125,000); and at any time on or before January 1, 1923, whenever the University shall have set aside the sum of not less than Eighty Schools, as above provided, and the sum of Three million three hundred thousand dollars ($3,300,000) shall have been collected from other persons for that purpose, as above provided, and the organization of the Medical Schools of the University, in general accordance with the plan set forth in the annexed memoranda, shall have been completed to the satisfaction of the Board and the Foundation, the Board and the Foundation will each severally pay to the University the principal of its said pledge of One million dollars ($1,000,000).
The University covenants and agrees to and with the said Board and the said Foundation that it will hold the said sum of One million dollars ($1,000,000) each to be contributed severally by the Board and the Foundation, and not less than Two million dollars ($2,000,000) from the sum secured from other persons, as aforesaid, as an endowment for its medical schools, the income only of which is to be used, and is to be used for the purposes set for in this agreement and for no other.

If the entire additional sum of Three Million three hundred thousand dollars ($3,300,000) is not paid in in cash on or before January 1, 1925, the other conditions above prescribed having complied with, the Board and the Foundation will each pay its pro rata of the total amount collected up to that time, and all liability on the part of the Board and the Foundation as to the balance of their respective pledges of One million dollars ($1,000,000) each shall terminate.

The terms of this agreement may be modified by the unanimous consent of the three parties hereto. In case either the Board or the Foundation shall be dissolved and cease to exist changes may be made by the remaining parties, and in case both the Board and the Foundation shall be dissolved and cease to exist the University shall be authorized to make such changes in the details of the plan as it shall deem wise, provided that the money shall continue to be used for the general purposes of medical education.

In Witness Whereof, the parties hereunto have caused these presents to be executed under their respective corporate seals and the hands of their appropriate officers, the day and year first above written.
MEMORANDUM OF AGREEMENT made this day of 1917, between GENERAL EDUCATION BOARD, a corporation organized and created under the laws of the District of Columbia, hereinafter referred to as the Board, THE ROCKEFELLER FOUNDATION, a corporation organized and created under the laws of the State of New York, hereinafter referred to as the Foundation, and THE UNIVERSITY OF CHICAGO, a corporation organized and created under the laws of the State of Illinois, and located at Chicago, Illinois, hereinafter referred to as the University,

WITNESSETH:

In consideration of One dollar by each to the other in hand paid, receipt whereof is hereby acknowledged, the parties covenant and agree to and with each other as follows:

The Board and the Foundation each severally hereby agrees, upon the terms and conditions hereinafter set forth, to contribute to the University for its Medical Schools, as hereinafter defined, the sum of One million dollars ($1,000,000), upon condition that an additional sum of Three million three hundred thousand dollars ($3,300,000) shall be paid in cash to the said University on or before January 1, 1920, and on the further condition that the University will agree to set aside each year from the income on its general endowment the income on not less than Two million dollars ($2,000,000) for its Medical Schools, all of said sums so contributed or set aside to be used for the maintenance and development of the Medical Schools of the University, in general accordance with the plan set forth in the two memoranda hereto annexed. Of this sum, not exceeding One million three hundred thousand dollars ($1,300,000) shall be used to provide buildings and equipment. The Million dollars to be contributed by the Board and the Million dollars to be contributed by the Foundation, and not less than Two million dollars ($2,000,000) from the sum of Three million three hundred thousand dollars ($3,300,000) to be raised as aforesaid shall be preserved inviolable as endowment of the Medical Schools, the income only to be used.
The Medical Schools are to consist of (1) the Medical School on the Midway; (2) The Post-Graduate School to be connected with the Presbyterian Hospital, and (3) certain other institutions to be contractually or otherwise related to the University of Chicago for the purposes of medical education and research, as set forth in the memoranda hereto attached.

Of the income of the endowment of Four million dollars (§4,000,000) set aside for the Medical Schools, as above provided, and of the income from the general endowment of the University (being the income on not less than Two million dollars (§2,000,000)) set aside for the Medical Schools, as above provided, not less than three-fourths shall be used for the support of the two Medical Schools and not more than one-fourth for the support of the Hospital, the income for the Hospital to be used for the care and support of the sick, not including the salaries of those members of the Hospital Staff who are engaged in teaching and research.

The income to be used for the support of the Medical Schools, as above provided, is to be used (1) to create and maintain the Laboratories and the main Clinical Departments of the Medical School on the Midway on a full-time basis, that is, the professor and his staff are to be paid for their full time and to hold their posts on condition that while engaged in the service of the University they shall accept no fees for professional services; that while they will be free to render any service required by humanity or science, they will derive no pecuniary benefit therefrom, and that fees charged by the Hospital for professional services rendered to private patients, whether within or without the Hospital, by members of the full-time staff will be used to promote the objects for which this fund is created. In case of patients who pay for professional service, whether such service be rendered by full-time or part-time men, the University shall fix moderate fees and shall render bills and make collection of the same. The University shall be free, in so far as it may be found necessary, to supplement the full-time staff by using volunteers or part-time men.
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staff the free and part-pay wards of the Hospital; and (2) to maintain
the Post-Graduate School to be developed in connection with the Presbyte-
rian Hospital, using in its discretion full and part-time men.

After appropriate action shall have been taken by the University
authorities setting aside for the Medical Schools the income on Two million
dollars ($2,000,000.) from its general endowment, as above provided, as
soon as and as often as Four hundred twelve thousand five hundred dollars
($412,500.) shall have been collected from other sources, as above provided,
the Board and the Foundation will each severally pay to the University in
quarterly payments five per cent (5%) per annum on the sum of One hundred
twenty-five thousand dollars ($25,000.); and at any time on or before
January 1, 1920, whenever the University shall have set aside the income on
not less than Two million dollars ($2,000,000.) from its general endowment
for its Medical Schools, as above provided, and the sum of Three million
three hundred thousand dollars ($3,300,000.) shall have been collected
from other persons for that purpose, as above provided, and the organiza-
tion of the Medical Schools of the University, in general accordance with
the plan set forth in the annexed memoranda, shall have been completed to
the satisfaction of the Board and the Foundation, the Board and the Founda-
tion will each severally pay to the University the principal of its said
pledge of One million dollars ($1,000,000.).

The University covenants and agrees to and with the said Board
and the said Foundation that it will hold the said sums of One million dol-
lars ($1,000,000.) each to be contributed severally by the Board and the
Foundation, and not less than Two million dollars ($2,000,000.) from the
sum to be secured from other persons, as aforesaid, as an endowment for
its Medical Schools, the income only of which is to be used, and is to be
used for the purposes set forth in this Agreement and for no other.

If the entire additional sum of Three million three hundred thou-
sand dollars ($3,300,000.) is not paid in in cash on or before January 1,
1920, all liability on the part of the Board and the Foundation under this
Agreement shall terminate.

IN WITNESS WHEREOF, the parties hereto have caused these pres-
ents to be executed under their respective corporate seals and the hands
of their appropriate officers, the day and year first above written.

GENERAL EDUCATION BOARD

By

SECRETARY

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THE ROCKEFELLER FOUNDATION

By

SECRETARY

--------------------------------------------------------------------------------------

THE UNIVERSITY OF CHICAGO

By

SECRETARY

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STATE OF NEW YORK } SS.
COUNTY OF NEW YORK } 

On the day of , in the year 1917, before
me personally came to me known, who being by me duly
sworn, did depose and say that he resided in 
that he is the of the GENERAL EDUCATION BOARD, one of
the corporations described in and which executed the above instrument;
that he knew the seal of said corporation; that the seal affixed to said
instrument was such corporate seal; that it was so affixed by order of the
Board of Trustees of said corporation, and that he signed his name thereto
by like order.
STATE OF NEW YORK  
}  SS.
COUNTY OF NEW YORK  
)

On the day of , in the year 1917, before
me personally came to me known, who being by me duly
sworn, did depose and say that he resided in
that he is the of THE ROCKEFELLER FOUNDATION, one of
the corporations described in and which executed the above instrument;
that he knew the seal of said corporation; that the seal affixed to said
instrument was such corporate seal; that it was so affixed by order of
the Board of Trustees of said corporation, and that he signed his name
thereto by like order.

STATE OF  
)  SS.
COUNTY OF  
)

On the day of , in the year 1917, before
me personally came to me known, who being by me
duly sworn, did depose and say that he resided in
that he is the of THE UNIVERSITY OF CHICAGO, one
of the corporations described in and which executed the above instrument;
that he knew the seal of said corporation; that the seal affixed to said
instrument was such corporate seal; that it was so affixed by order of
the Board of Trustees of said corporation, and that he signed his name
thereto by like order.
(COPY)

ALLAHABAD AGRICULTURAL INSTITUTE
(Formerly Department of Agriculture, Ewing Christian College)

Allahabad, U.P., India
July 24, 1919

Mr. Wallace Buttrick
President, General Education Board
61 Broadway
New York, U.S.A.

Dear Mr. Buttrick:

At Mr. Higginbottom's suggestion I am enclosing a copy of an article published in The Agricultural and Co-operative Gazette, June 1919. Since you have so kindly favored us with the reports of the General Education Board we think you would be pleased to see how this work is bearing fruit in India.

We are having very good rains this summer and are very thankful that the famine conditions will soon be at an end.

Yours very truly,

(Signed) L. A. Kenoyer
Vice-Principal
ALIMANHAD ANCOLIYAL INSTITUTE

Faculty of Agricultural College

Aligarh, U.P., India

July 22, 1912

Dear Mr. Rattigan,

At your request, I am enclosing a copy of the report of the Agriculture and Co-operative Committee of Government, June 1912. Since you have so kindly taken up the matter of the co-operative movement, we think you may find this report of interest.

We are pleased to see you take such an active interest in this subject, and we very much appreciate that your taking a practical view.

Yours very truly,

(Signed) A. Rattigan

Vice-President of the Institute
AGRICULTURAL EDUCATION IN THE CENTRAL PROVINCES

(By D. Closton, M.A., B.Sc., Director of Agriculture, Central Provinces, Nagpur)

The two Agricultural Middle Schools to be opened this month at Chandkhuri and Pawarkhera mark the beginning of what promises to be a new era of agriculture in the central Provinces. By working through the more enterprising adult farmers the Agricultural Department has made rapid progress within recent years in stimulating their practical interest in its teaching. Millions of pounds of improved seed are now being supplied annually from seed and demonstration farms managed by Tahsil Agricultural Associations and Co-operative Unions, the members of which have been induced to cooperate for the common weal. A keen demand for new manures and improved implements has arisen; and the silent, plodding tiller of the soil is now beginning to realize, as he never did before, the enormous possibilities there are of increasing his farming profits by adopting the improved methods of cultivation recommended by the Department.

The success achieved in these Provinces in helping the ryot to help himself has been largely due to what I may call the object-lesson system employed in demonstrating improved methods of husbandry. These methods have been demonstrated to him in his own village and on his own land. Hundreds of seed and demonstration farms scattered throughout the Provinces have served their purpose as object-lessons of the best kind, run as they are by the cultivators themselves working under the advice and guidance of the Department. The ryots of Chhattisgarh though the most backward in the Provinces, are now raising profitable crops of cane, cotton and ground-nut on poor lateritic soils, locally known as bhata, because the Department has shown them how to. These waste bhata lands, which have for ages produced only a very inferior crop of spear-grass are now being regarded as the most valuable in the Division, and their value within the last three years has increased tenfold in consequence. The enterprising ryots of the cotton tract are now growing nearly a million acres of that very prolific and
profitable variety of cotton known as Tossum, because the Department has convinced
them that it is the best they have ever tried. In the wheat tract of the north of
the Provinces many thousands of acres are now cropped with improved strains of
wheat and til. We may fairly claim, therefore, that the interest of the cultivators
of the Provinces in improved agriculture has been stimulated, and that the way for
further progress has been prepared.

As a result of the teaching of the Department the more intelligent landholders
are now beginning to demand for their sons an education that will give them power
to understand and to apply effectively the results of the experimental and research
work carried out for them by the Agricultural experts of the Department. They are
beginning to realize, too, that the literary system of education given in their
rural schools at present does not fit their boys for their life's work as farmers.
Influenced by these considerations the Chief Commissioner, Sir Benjamin Robertson,
attaches the very greatest importance to the opening of these Agricultural Middle
Schools on Government Farms.

These schools are primarily intended for the sons of the landed aristocracy
of the Provinces; they will be the training centres for the farmers of the future.
Their aim will be to give a good liberal education combined with a training in the
principles and practice of improved agriculture. The sons of bona fide landowners,
between the ages of 14 and 18, who have passed the Upper Primary Schools, are to
be admitted. On the staff there will be two teachers, both of whom have been
trained at the Agricultural College, Nagpur, and one of whom has also been trained
in pedagogy. For each school a well-furnished hostel, a reading room, library,
museum, and a playground where the boys will play hockey, football and other games
in their spare time, have been provided.

To give the teaching a practical bent each school will have an area of
30 acres, which the boys themselves will cultivate on improved lines. This
To the President of the Board of Education:

At a recent meeting of the Board of Education, the Department was instructed to prepare a report on the status of the educational system in the area. The report will cover the progress made in recent years and the steps taken to improve the educational facilities.

The education system in the area is facing several challenges, including:

1. **Resource Allocation:** The distribution of resources among schools is uneven, with some schools receiving significantly more funding than others.
2. **Teacher Quality:** There is a shortage of qualified teachers, particularly in certain subjects and at certain levels of education.
3. **Infrastructure:** Many schools lack adequate infrastructure, including proper facilities and equipment.
4. **Student Performance:** There is a need to improve student performance, particularly in areas such as mathematics and science.

To address these issues, the Department has recommended several measures:

- **Increased Funding:** Increase the allocation of funds to schools, particularly those in underserved areas.
- **Teacher Recruitment:** Implement a comprehensive teacher recruitment program to attract qualified candidates.
- **Infrastructure Upgrades:** Allocate funds for the upgrading of school facilities, including the provision of necessary equipment.
- **Performance Improvement:** Develop a comprehensive plan to improve student performance, focusing on key areas.

The Department looks forward to working with the Board of Education to implement these recommendations and improve the educational system in the area.

Sincerely,

[Signature]

Director of Education
training in actual farm work will, it is hoped, make them good, practical, self-reliant farmers, and give them at the same time a true sense of the dignity of labour.

One of the great difficulties which the Department has to face in opening schools of this kind is the want of agricultural literature suitable for boys; but steps have already been taken to supply this want. An Agricultural Reader and a Book "Lessons on Indian Agriculture" have already been written and are now in the press; the latter book contains lessons on the history of agriculture, on soils, tillage, manures, plant-life, farm-stock, dairying, insect pests and agricultural co-operation. The lessons are beautifully illustrated and have been written in simple language and with a definite object in view, namely, to interest the reader in different phases of rural economy. The aim of both books is to idealize rural life, for, if we give the sons of the soil a vision of something better than they have known in the past, their occupation becomes attractive and more worthy of their attention.

It is hoped that these Agricultural Middle Schools will in course of time develop into Agricultural High Schools which will send students to the Agricultural College, Nagpur, for a still more advanced course in the science of agriculture. Such schools should go far to make our future farmers take a more intelligent interest in their life's work, to attract to this noble profession the best brains of rural areas, and to raise the standard of life and comfort in our village.
To the Members of the General Education Board:

The war has seriously diminished the purchasing power of money. This result has brought hardship to nearly all classes of the community, and especially to those who earn fixed wages or salaries. The prevailing industrial unrest is due in a large measure to the change in the standard of a living wage.

The General Education Board has in my opinion no more important duty than that of studying the effect of the present economic crisis upon the teaching profession and especially upon that branch of the profession with which this Board has been most intimately concerned - the teachers in our colleges and universities.

Before the war the teachers in the leading institutions of higher education were none too generously paid, but they were paid, speaking broadly, upon a scale which gave something approaching a competence to a very devoted class of men, whose material ambition was limited to maintaining themselves and their families in modest comfort, to educating their children and to laying aside enough to promise a bare support in old age. Such is still the ambition of men who seek their chief reward in opportunities for teaching and research and in the fellowship of scholars - a modest competence, a decent living and no more.

This modest competence, this decent living, has been sharply threatened by the high cost of the necessities of life - food, clothing and shelter. In fact, "threatened" is too moderate a word, for the blow has actually fallen and hundreds of teachers are at this
moment anxiously examining their household budgets and considering what sacrifices will be necessary this very year, 1919 - '20, in order to avoid debt, keep children in school, and remain efficiently at work.

What will be the consequences to higher education if considerable numbers of able and devoted teachers find that the essential conditions of their continued efficiency can no longer be met? Some will have to seek the larger financial rewards of business or professional work. Others whose talents do not command a better market will wrestle with poverty and discouragement and make the best of things, but with reduced vitality.

But the worst comes later. The younger men from among whom our faculties must be recruited will not, cannot, seek an academic career. They will even be advised against it by the very men who have chosen and trained them.

The inevitable result will be the loss of the best graduate students and younger teachers and the enforced appointment of second and third rate men to teaching positions.

This is not a priori statement or a prognostication. It is a description of what is going on under our eyes. It will be confirmed by the presidents and the best teachers of our universities. The good men are beginning to leave our faculties and graduate schools today.

Now, if this be true, it is a catastrophe to American education and to American life far more serious than the direct ravages of war. It constitutes an acute pressing problem which the leaders of educational thought must face immediately. I do not see how the
General Education Board can ignore it. In any catalog of priorities of need it must have first place.

But if I am bold enough to hope that the members of the General Education Board will agree with me as to the importance and the urgency of the problem, I am far from ready to suggest with any confidence a course of action for the Board to adopt. An increase in University salaries by 33-1/3% would involve a prodigious addition to endowments. The entire principal of the General Education Board's funds would hardly supply the necessary addition to the endowments of five or six of our leading universities.

Two things the Board can certainly do: it can instruct the officers, or a special committee including the officers, to study the adequacy of college and university salaries under present and probable future economic conditions and the actual or threatened impairment of faculty strength; it can estimate the cost of necessary increases of salary, in terms of new endowment, and thus help to set up the goal toward which the friends of each institution should strive.

Whether the Board can go further, and in its characteristic fashion spur the public to generosity by conditional pledges is a question that can be dealt with when the facts are more definitely known.

I have been strongly in favor of the Board's policy during recent years of devoting a considerable part of its income to promoting certain special educational interests such as clinical medicine, public health education, and the training of teachers. All of these important interests should however, in my opinion, be subordinated to meeting the emergency which this letter has described.
If the event should prove that the leverage of the Board's pledges toward funds to increase salaries brought about the desired result in a considerable number of our best colleges and universities within the next few years, the present crisis would be met and a very real menace to the country's welfare averted.

The result would not be measured simply by the benefit to the institutions helped by the Board. The effective demonstration to the whole country of what are to be regarded as proper standards of remuneration would react favorably upon the state universities and win for them a more liberal support out of the proceeds of taxation.

Respectfully yours,

JEROME D. GREENE.
September 27, 1919

Dear Mr. Rockefeller:

The dispatches this morning announce your magnificent gift to the General Education Board for medical education. I congratulate you upon being able to do, and willing to do so splendid a thing for human needs. The care of the public health, and the training of scientific physicians for that purpose, are certainly the most humane things that can be imagined.

Very truly yours,

Mr. John D. Rockefeller,
Tarrytown, New York
September 7th, 1932

Dear Mr. Rockefeller,

The information you provided concerning your work on behalf of the General Education Board for mental hygiene is received. I congratulate you upon your success in the matter of the proposal for funds. I am confident that the psychological and economic principles involved in the program for 'small towns' will prove to be of great importance.

With every good wish,

Very truly yours,

[Signature]
Dr. Harry Pratt Judson
University of Chicago
Chicago, Illinois

Dear Dr. Judson:

Your letter of the 17th is at hand, and your explanation of the situation is highly satisfactory.

Confidentially to you, for it is not yet announced, I may say that Mr. Rockefeller yesterday made a special gift for increasing salaries of college instructors, with the maximum amount contemplated when Mr. Rockefeller, Jr. spoke with us at the Board meeting. It will impose a most laborious task on the executive officers, but we shall take it up with great enthusiasm.

Mr. Arnett proposes to go with Flexner and me on a trip to the lower South about the first of January, and on that trip we shall be able to make up two or three tentative budgets for submission to the Board at its meeting in February.

Yours always truly,

[Signature]

WB/LFA

All correspondence regarding the business of the Board should be addressed "General Education Board, 61 Broadway, New York City."
January 30, 1920.

Dear Dr. Judson:

Thank you for your letter of January 22nd. I have talked with Dr. Buttrick, and it would appear wise, as you suggest, to carry out the program of making Mr. Arnett a member of the General Education Board and of holding up for the moment, if necessary, further action in regard to Dr. Cole, pending developments with Secretary Lane during the next few months.

You will be interested to know that I have already had a talk with Mr. Fosdick in regard to the Memorial Fund, and while he is tired and wants time before reaching any conclusions, he has nothing definite in mind that appeals to him and I think was interested in the possibilities of this enterprise.

Very cordially,

[Signature]

President Harry Pratt Judson,  
University of Chicago,  
Chicago, Illinois.
February 17, 1920,

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

Dear Dr. Judson:  

I enclose herewith a memorandum dealing with the subject of southern medical schools and the possible action of the Board in reference thereto, which will come up for discussion at the meeting of the Board next week. Dr. Buttrick and I will be happy if you will read and consider it in the interval.

Very sincerely yours,

[Signature]

AF: BSB

All correspondence regarding the business of the Board should be addressed "General Education Board, 61 Broadway, New York City."