MEMORANDUM ON MEDICAL EDUCATION

The President and Secretaries of the Board have recently visited the main medical schools in the southern states and, in addition, the medical department of the University of Cincinnati.

A few significant general facts should perhaps be stated. First, the action of the Board in largely financing a thorough reconstruction of the medical department of Vanderbilt University has acted like a depth bomb. Already, it is true, there had been a heavy mortality among southern medical schools, due to other causes; already efforts were making on a modest scale to improve conditions in the surviving schools. But the character of the contemplated action at Vanderbilt made it clear that every southern school that expected to remain in the field must immediately not only enlarge its resources, but also elevate its aims. To this end, plans are everywhere being discussed involving the raising of additional funds and the provision of additional and better equipment and personnel.

Another important fact was borne in upon us, viz: that no two of the school situations encountered are precisely alike. As they now stand, the schools themselves differ; moreover, local conditions differ in respect to possible development and support. It is not, therefore, possible to adopt a uniform policy to be pursued in all cases alike. A standardized offer of cooperation would, of course,
be the simplest method of procedure. It would make things easy for the officers of the Board and relieve them of the necessity of meeting criticism and objection. But it is quite inapplicable. Every school is an individual with its own history, character, facilities, problems, and possibilities. And the Board must therefore adapt the form and object of its cooperation to the exigencies and possibilities of the individual instance.

Finally, we were struck with the fact that there is a danger lest the pace prove too rapid for public sentiment and support. The public is going to have doctors—good doctors, if they can be had, but doctors in any event. If in consequence of higher standards for entrance and higher demands in the matter of equipment and personnel, income falls off and expenses mount too rapidly, there may be such shrinkage in the number of schools and such decrease in the number of doctors as to lead to legislation of a reactionary character. It is important therefore to assist in forestalling such a possibility in so far as this Board is in position to do so.

We now review the several schools visited in the light of the foregoing general and other local considerations.
of the academic method of proceeding. It would make things easy. For the objectives of the board and relieve them of the necessity of meeting criticisms and objection. But if it were implemented, the board would accept to an indignant with the same policy. And the board must, for lack of programs and possibilities, and the lack of the cooperation of the executive.

Teaching and possibilities of the academic interest.

It is the lack of the fact that there is a concept to the degree we are attuned with the fact that there is a concept. The spirit to come to have a concept - each concept. It then can be paid, and not concepts in any event. It is in consequence of the matter of accuracy for existence and precise comprehension in the matter of existence and personal influence in life of all and expression which we paid. If there may be some influence in the number of schools and such. It is important to the future of education to assure in possession of each a possibility in so far as this holds to be.

We now review the secondary schools existing in the light of the
1. MEDICAL DEPARTMENT OF BAYLOR UNIVERSITY, DALLAS, TEXAS

Baylor University, located at Waco, is the strongest endowed institution in Texas. Some years ago, under the then President, it annexed a proprietary medical school, situated at Dallas, which has since absorbed another Dallas proprietary school, while a third close by at Fort Worth has disappeared. Dallas is the largest city in the state and the center of the most thickly populated part of the state, and is a growing and ambitious town. The only other medical school in the state, the medical department of the State University, is located at Galveston, with which we shall deal next. Texas is an empire which needs and will surely continue to absorb the physicians trained by both existing schools. That neither medical school is located in the same town with its parent University is decidedly unfortunate, but irremediable now, and likely as far as we can see, to remain so.

The Baylor School of Medicine is a weak affair, however viewed. The student body is small - 127 students; the budget about $40,000; the school building poor and ill-equipped; and the clinical opportunities limited and ineffectively utilized, - facts as to which the President of the University and his Trustees have been more or less blinded, because the school has been ranked in Class A by the Council on Education of the American Medical Association.
The Baylor University located at Waco, in the state of Texas, is located in central Texas, among the most beautiful and fertile parts of the state and the center of the most fertile farming and boating region. The only other medical school in the state, the medical department at the State University, is located at Galveston, with whom we are in close relations. The Baylor School of Medicine is a weak and small institution, the budgets only $10,000; the medical student body and medical school cannot compete with the facilities of the Baylor School of Medicine. The American Medical Association has no members in the medical school at the University, and the Trustees have passed more or less of their time in seeking a place for the School of Medicine to be located in close proximity to the best hospital facilities.
Since our visit to Dallas, President Brooks and two members of
his Board of Trustees have spent a week in Baltimore, assiduously
following the work of students and teachers in the Johns Hopkins
Medical School. Their eyes have been opened by this experience.
They have returned to Dallas, resolved to effect a thorough reorga-
nization, and to make the school creditable and efficient. They
have in hand and in prospect considerable sums usable for these
purposes; they believe that local cooperation, financial and
professional, can be procured. If so, the General Education Board
will have an obvious duty to perform; but there is nothing that the
Board can do at the moment at Dallas. The school is one to which
the officers hope to invite the attention of the Board under more
favorable circumstances.

2. MEDICAL DEPARTMENT OF THE UNIVERSITY OF TEXAS AT
GALVESTON, TEXAS

The location of the school cannot be regarded as for-
tunate. Galveston is a small, slow town, remote from the rest of
the state, and subject to climatic disturbances which interfere
with the increase of population. The port is, of course, impor-
tant, so that the actual resources of the town in population are
considerably greater than the census alone would indicate. Still,
it is not likely to be rich enough in clinical material to maintain
a school as large as would be needed, if the State University is
to do its full duty in this matter to the State; and the remoteness
The Board of Trustees have spent a week in Nellie's, considering the future of the school and taking into account the experience of other schools. They have returned to Nellie's School to select a superintendent. They have written to make the school attractive and efficient, and to bring in new and progressive inductive candidates. They hope to improve the teaching of the school, making it more interesting and attractive.

The superintendent of the University of the State is also present. He has been discussing the future of the school and its potential for improvement. The board is considering new programs that could be introduced to enhance the educational experience.

The superintendent emphasizes the importance of maintaining a strong foundation for the school. He believes that this foundation is crucial for the school's success in the future. He also mentions the necessity of incorporating new technology into the curriculum to keep the school relevant in today's world.

In conclusion, the superintendent stresses the need for continuous improvement and the importance of maintaining a strong foundation. He looks forward to working with the board to achieve these goals.

To conclude, the full report on the status of the school can be found in the attached file.
of the place makes it difficult to employ the methods used to build up large clinics at Iowa City and Ann Arbor. An obvious suggestion will occur to every one, viz: that the school be removed to Houston, or some other available town. There is little likelihood that this can be done, first because it would require the amendment of the State Constitution; second, because, even if the sentiment of Galveston could conceivably be ignored, it is improbable that the other competing towns could agree among themselves as to an acceptable and advantageous location. In these matters one must, as a rule, make the best of things as they are.

The school is a modest, but thoroughly respectable institution. It enrolls 211 students, and has an annual budget which has increased year by year from $72,000 in 1911-12 to $124,000 in 1919-20. The school possesses a laboratory building which is fairly well arranged and well equipped for routine work, and a hospital of 286 ward beds, which, though given to the University, is maintained by the City, and used and controlled without restriction by the Medical School. The laboratory teachers have been mainly brought in from the outside; the clinical teachers are local graduates and of these the clinical staff is likely to be made up. The more enterprising graduates will hardly remain in Galveston, and outsiders are far less likely to emigrate to Galveston in search of professional opportunities than to Dallas and the other growing towns.
The school's mission is to provide an excellent and enriching educational experience for all students. It is imperative that the school continues to attract and retain high-quality teachers. As teachers are the heart of the school's mission, it is crucial to recruit and retain teaching staff who are dedicated to the professional growth and development of students.

In recent years, the school has faced increasing financial pressure, with an increase in costs from $0 million in 2011-12 to $2.3 million in 2010-20. This has necessitated a reevaluation of the school's budget and a reexamination of its financial strategy. The school is committed to maintaining its quality education services while ensuring financial sustainability.

The school offers a comprehensive and engaging curriculum that prepares students for college and careers. The educational program includes a wide range of courses, from foundational subjects to advanced topics. The school's faculty is dedicated to fostering a positive learning environment that encourages critical thinking and creativity.

As the school continues to grow and evolve, it is essential to maintain its commitment to excellence in education. The school recognizes the importance of collaboration and partnership with the community to ensure the continued success of its students.
The school would be strengthened by

(1) An additional laboratory building.

(2) An increase in its budget so as to make possible the introduction of a resident staff into the hospital.

A word on each of these points. The constitution of Texas forbids appropriations by the Legislature for new University buildings. The University possesses, however, what is called "The Available Fund," being income derived from certain lands, and this income, inadequate as it is, has to supply all the University's needs in the way of additional buildings. No large sum can be diverted to the Medical School; but it is suggested that the sum needed, say $300,000 - $400,000, might be raised if the University made a contribution of perhaps one-third from its available fund, the people of Galveston and the General Education Board contributing the remainder in approximately equal parts. The Legislature would probably increase the school budget by the amount needed to maintain the new laboratories.

The University Hospital is not so well organized as might be. Like most hospitals in this country, its resident staff is limited to interns, recent graduates, who spend a year or two flitting through the successive hospitals services. Proper care of the sick and good teaching are alike prejudiced by this system. It may be stated as a general proposition that every well conducted
The school would be strengthened by

I. An additional laboratory building

II. An increase in the budget so as to make possible the

Introduction of a research clinic into the

Horseradish

A way or each of these points. The constitution of

Texas Agricultural Experiment Station for new universities

perilous? The universities board, however, are not to be called

"The Agricultural Fund" prior income derived from certain farms, and

the income from these sources as it is, by less to supply off the University's

needs in the way of educational purposes. We hope may can be

granted to the Methodist School, and it is suggested that the sum

needed, say $200,000, might be raised at the University.

Moreover, no $200,000 - $400,000 difference in the timetable.

were a contribution of $1,000 each from the various faculty and

the people of Galveston and the General Agricultural Board contributing

the Legislature might.

The Legislature would properly increase the school budget by the amount needed to maintain

the new constitution.

The University Hospital not be so well organized as might

be. Like most hospitals the patient's is the last thing it is

intended to improve - recent instances who show a lack of two

differing opinions the success of the hospital's practices remain.

As such was never again career or like hospital by this campus

It may be stated as a general proposition that every well conducted
hospital requires at the very least a resident physician and a resident surgeon, - men, who having finished the usual internship, accept resident posts on moderate salaries in the expectation of retaining them for a term of years, - four or five or even longer. Continuity of policy is thus made possible; the internes receive proper supervision; teaching may be greatly improved. Better still, new ideas may be introduced, for, certainly at the outset, the residents should be imported from institutions in which the system has already been operated. A modest sum, say $10,000 a year, might suffice to introduce resident system into the University Hospital at Galveston. This sum might perhaps be provided by the Board for a few years until the new order had taken root.

3. MEDICAL DEPARTMENT OF TULANE UNIVERSITY, NEW ORLEANS, LA

Tulane University consists of a small literary college, a fairly well-developed School of Engineering, a School of Law, and a School of Medicine, this being the largest and most important part of the University. It has an enrollment of 279 undergraduate students and a budget of $82,396 (1918-19). The University has an attractive campus, and good buildings, but somehow, partly perhaps because of the largely non-Protestant composition of the community, it has never succeeded in enlisting strong local support.

The Medical School is unfortunately divided. Excellent, though somewhat cramped, laboratories for the work of the first
Hospital education at the very least a resident physician and
resident surgeon - men who, having finished the many internships
secret residents' posts on moderate salaries in the expectation of
retaining them for a term of years - you or live on even longer.
Continuity of policy is the prime weapon of the internal medicine
proper supervision; teaching may be utterly impracticable.
Better still.
new ideas may be introduced. For our part, at the center of the
residents' minds, it is important from institutions in which the
system residents should be prepared to function in training in which the
base and annual expenses have already been operated. A model would
be a new system of internal residents, residents' system into the University Hospital.
if we could show reversion to the original and taken root.

2. MEDICAL DEPARTMENT OF TERRA UNIVERSITY: THE ORIGIN.

Terra University consists of a small faculty college, a
fully developed School of Medicine, a School of Law, and a
University. It has no enrollment of 2,000 students and a
budget of $250,000 (1938-39). The University pays no
foreign students, and a budget of $250,000 (1938-39),
addictions, and such institutions that can themselves, partly because
peculiarities, and partly because of the interplay of human-prosperity
factor, and partly because of the interplay of human-prosperity
factor, and partly because of the interplay of human-prosperity
factor, and partly because of the interplay of human-prosperity
factor. The Medical School is an important facility for the work of the Inter-
and second years have been built on the University campus; half-hour
distant by trolley is the Hutchinson Building, where the third and
fourth year classes meet, and two blocks distant from the Hutchinson
Building is the Charity Hospital, where most of the clinical teaching
is carried on. Some use is also made of the Touro Infirmary, es-
pecially for X-Ray and dispensary work.

Let us consider these various elements seriatim. The
laboratories on the campus are good, though they need some expan-
sion and larger support. But the most serious difficulty arises
from their remoteness from the scene of clinical instruction. There
is - and can be - no really effective contact between the men work-
ing in the fundamental subjects and the men working in the clinics.
The pathologist, a man of excellent training, leads a hectic life,
vibrating between the campus, where he teaches second year men, the
Charity Hospital, where he does the autopsies, and the Hutchinson
Building, where he meets third year classes.

In the Hutchinson Building, third and fourth year classes
hear lectures, pursue didactic work, and are taught clinical labora-
tory methods. The material for their laboratory work there - ex-
creta and secretions - they carry from the Charity Hospital, two blocks
off, in bottles, test-tubes, etc. The work is probably as well
done as is possible under the circumstances, but the plain statement
of fact shows that it cannot be done as regularly or as thoroughly
as is desirable.
In the Hutchinson Pavilion, firm and滚动, versatile, "Hutchinson Pavilion, firm, and versatile, flexible." Flexible, the "Hutchinson Pavilion" firm, versatile, flexible." Flexible, the "Hutchinson Pavilion" firm, versatile, flexible." Flexible, the "Hutchinson Pavilion" firm, versatile, flexible." Flexible, the "Hutchinson Pavilion" firm, versatile, flexible." Flexible, the "Hutchinson Pavilion" firm, versatile, flexible." Flexible, the "Hutchinson Pavilion" firm, versatile, flexible." Flexible, the "Hutchinson Pavilion" firm, versatile, flexible." Flexible, the "Hutchinson Pavilion" firm, versatile, flexible." Flexible, the "Hutchinson Pavilion" firm, versatile, flexible." Flexible, the "Hutchinson Pavilion" firm, versatile, flexible." Flexible, the "Hutchinson Pavilion" firm, versatile, flexible." Flexible, the "Hutchinson Pavilion" firm, versatile, flexible." Flexible, the "Hutchinson Pavilion" firm, versatile, flexible." 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The Charity Hospital is a huge reservoir of clinical material, affording almost everything that the medical school needs; but under distressingly unsatisfactory conditions. The school does indeed control a sufficient number of services and nominates the staff in attendance thereon. But the administration of the hospital is demoralized by politics and inadequate support. There are too few nurses, too few orderlies, too few interns and altogether unsatisfactory discipline. The resident system is worse than none at all, for the one medical and the one surgical resident are recent graduates, appointed politically for a year, who are mainly concerned with enlarging their own experience, rather than functioning as parts of an efficient organization. Students work at the bedside without hindrance; but the clinical laboratory of the hospital is not open to them, so that their specimens must be carried two blocks to be examined. For the moment the pathologist of the hospital is the Tulane professor of pathology, but the school has no rights in this matter - hence, no security. The arrangement might break down almost any time.

Happier conditions prevail at the Touro Infirmary, but the facilities are limited, the amount of material there is small, and the inconvenience attending its use very great.
The Office Hospital at a large reception or clinic.

The need for a sufficient number of nurses and assistants to staff the administration of the hospital is now recognized by politicians and institutions. There are few nurses, few assistants, few internists, and an evident shortage of nurses and assistants.

The need for immediate action to relieve this situation is now apparent. The National Association of Physicians and Surgeons has recently endorsed a resolution supporting poliomyelitis as a virus. The majority of doctors and nurses are now working without assistance from the medical profession.

An efficient organization is essential; the office of Inspector of Hospitals is not fully pronounced; and the office of Inspector of Hospitals must be carried out before the necessary work can be done to prevent this threat. The office of Inspector of Hospitals is now working on plans to implement a program of prevention of the hospital at the National Institute of Preventive Medicine. The arrangement will appear to us, according to the manual for the period immediately after the hospital.

Hepatitis continues to be a major threat at the time. The facilities are limited, the means of obtaining new vaccine are limited, and the arrangements are not yet perfect.
The school needs a unified plant with larger support. The officers of the Board, after studying the situation, had a prolonged conference with the University and school authorities. It was understood that they would explore the local situation in order to ascertain to what extent local financial support could be secured. On this will necessarily depend the scale on which reconstruction or improvement can be undertaken; the General Education Board should aid, as liberally as possible, but unless considerable local funds are forthcoming, improvement rather than reconstruction will have to be the policy pursued.

4. MEDICAL DEPARTMENT, EMORY UNIVERSITY, ATLANTA, GEORGIA

Of the five medical schools existing in Atlanta ten years ago, three have disappeared, while the two remaining stronger proprietary schools were merged into one. When Emory College, re-named Emory University, was recently removed to Atlanta under the fostering care of Mr Asa Candler, the medical school in question was adopted as its medical department. It enrolls 137 students and operates on a budget of $65,000. The department is now in a state of transition with every indication that it will ultimately become an acceptable institution. On the ample and attractive campus of Emory University, on the outskirts of Atlanta, side by side with a really handsome group of academic buildings, Mr Candler has already provided two excellent buildings, designed ultimately to serve, one for anatomy and the other for physiology,
The school needs a willing hand with larger support.

The officials of the Board, after studying the situation, have

proposed a conference with the University and school authorities.

I am confident that they will explore the local situation

in order to ascertain to what extent local financial support could

be secured. On this will necessarily depend the scale on which

reconstruction or improvement can be undertaken; the General

Executive Board having set it as imperative to possess, and unless

considerable local funds are forthcoming, improvement later from

reconstruction will have to be deferred.

A. MEMORIAL DEPARTMENT, HEBREW UNIVERSITY, ALIYAH, GERMANY

Of the five memorial schools existing in America ten years

ago, three have disappeared, while the two remaining in

Propertiana College were merged into one. When Peace College

was renamed Hebrew University, we recently removed to Atlanta, under

the leadership of Mr. A. E. Cohn, of the Hebrew School in Atlanta.

We now operate as the Hebrew Department, and have

extended our operations to a budget of $25,000. The Department is now

in a state of transition, with every indication that it will achieve

maturity because of adequate financial support. On the same steps, the

five camps of Jewish universities are the center of enterprise, since

they are with a heavy percentage of security benefits.

In addition to these, we have established two excellent periodicals, general and

specific, to serve as a vehicle for esthetics and the other for philosophy,
both, however, now accommodating other branches besides; and funds have been provided for the construction on the campus of a Pathological Department and a University Hospital, in which, however, the private pavilion will probably bulk too large. The location is not at the moment altogether satisfactory, since it is somewhat remote, and the environment somewhat too well-to-do. Time and superior service may cure or offset these defects. Meanwhile, the school will continue to maintain a down-town outpatient department and expects to perfect an arrangement with the City which will give the school complete control of a hospital for Negroes.

These arrangements represent an enormous improvement. Atlanta should, it is true, be the seat of the Medical Department of the State University, but as the City has now been pre-empted by Emory University, our concern is to help make the best of it. There is no reason why a good medical school should not be developed within a comparatively brief space of time. To that end, buildings having been provided by Mr Candler, endowment is urgently needed. The present school budget should be materially increased. Towards the sum of $500,000 to $1,000,000 needed to increase the budget the General Education Board might well contribute perhaps one-third.
5. **MEDICAL DEPARTMENT UNIVERSITY OF GEORGIA, AUGUSTA, GA**

The University of Georgia is a somewhat anomalous institution. It is in the first place a State University located at Athens; in the second place, it stands in a varying relation to other state supported educational institutions, which, though possessing separate and usually overlapping Boards of Trustees, are all technically parts of the State University. One of these parts - rather than departments - is the Medical School at Augusta. It now enrolls 63 students and operates on a budget of $62,000. Under very efficient leadership, this school has in recent years made striking progress in the face of difficult conditions. The State, which contributes $30,000 to its present budget, has put its laboratory teaching, especially pathology, on a creditable basis and the school has procured from the City a University Hospital which, though modest, is at the moment the best of its kind in the South, except that at Galveston. Into this hospital, the system of paid residents has been introduced and the effects of this improvement in organization are unmistakably evident. The hospital Superintendent is also a well-trained man, who is developing the teaching possibilities of the hospital as rapidly and as fully as resources permit. A favorable arrangement has been made with the City, in respect to the dispensary, though the dispensary quarters are inadequate.
The University of Georgia is a state university located in Athens, Georgia. It is one of the oldest universities in the state. Under very difficult circumstances, the school has made impressive strides in the face of financial constraints. Despite a $2 million budget crisis, the school has been able to maintain its commitment to excellence. In recent years, the school has contributed $200 million to the state's economy. Under direction from the City of Athens, the hospital is now relying on community support to maintain services and improve facilities. The hospital's management is working to ensure that it can continue to provide high-quality care to its patients. A report by the state legislature on the hospital's financial stability is due as early as July.
The school needs:

1. A new laboratory and dispensary building;
2. Increased annual maintenance;
3. The benefit of a State law, patterned on that of Iowa or Michigan, which would enable counties to send their sick poor to the University Hospital, thus increasing its stock of material.

Georgia is a prosperous state whose real resources are adequate to the development and maintenance of its state schools; but the state is now hampered by an obsolete tax-law and its income falls behind its expenditures in consequence. A State Commission is now revising the laws governing taxation, so that State institutions and public works will, it is hoped, be properly supported within a relatively brief period.

It is suggested that the General Education Board might contribute one-third towards the cost of a new building, and make an annual appropriation toward an increased budget of $25,000 a year for a period of 5 years, with the distinct provision that the subvention will cease entirely at the expiration of the 5 year period.
The school needs:

(1) A new technically sound and efficient printing plant

(2) Increased student maintenance

(3) The patrol or a state law pertaining to speed limit

To improve the University's mission, the importance of the book of materials produced must be emphasized. The state has not been responsive to the development and maintenance of the state school at the rate it needs to be. The state is now responding to an adequate tax-law with its increased need for education in correspondence. A state-commissioned committee found that the state's educational institutions and public works will fill the gap after property and buildings within a relatively short period.

It is suggested that the General Education Board might

contribute one-thirty-four per cent of the cost of a new printing plant and make

an annual subscription toward its increased upkeep of $5,000 a year for a period of 10 years with the guarantee that

the appropriation will cease entirely at the expiration of the

next biennium.
6. MEDICAL DEPARTMENT OF THE UNIVERSITY OF TENNESSEE, MEMPHIS, TENN.

The University of Tennessee is situated at Knoxville; two proprietary schools at Memphis recently consolidated have been taken over by the State University as its Medical Department. The school now enrolls 60 students and has a budget of about $100,000; at a recent election $100,000 were made available for new buildings.

The situation is not simple. To the southern State Universities must inevitably fall a large part of the responsibility of training doctors for the southern states. Endowed institutions are neither rich enough nor numerous enough to carry the burden. On the other hand, the State Universities are often impossibly situated, as e.g., the University of Alabama at Tuscaloosa, the University of Georgia at Athens. Knoxville might, of course, answer, but here another consideration enters: legislatures are at times very sensitive to geographical claims. Thus, as East Tennessee is the site of the University, West Tennessee has secured the Medical Department. The entire University will probably be more liberally supported now that it has been thus divided between two opposite ends of the State. It is also among the possibilities that the city and citizens of Memphis might assist in financing new developments.
In the case of the Medical Department of the University of Tennessee, no action can be suggested at this time. We shall have to await the further development of the situation. It may, however, not be amiss to say that the newly elected President of the University is a man of vigor, ability, and high character, who may be expected to do the best that conditions and resources permit.

7. MEDICAL DEPARTMENT OF THE UNIVERSITY OF CINCINNATI, CINCINNATI, OHIO

The University of Cincinnati is a municipal institution, conducted by a Board of Trustees appointed by the Mayor for terms of nine years, one appointment expiring annually. The institution is supported partly by taxation and partly by income from endowment. The City now levies for the support of the University the maximum tax permitted by the charter. It is stated that efforts are making to increase this limit.

The Medical Department of the University has an enrollment of 230 and a budget of $93,000. It is in respect to facilities and possibilities a truly remarkable institution. Under the masterful leadership of the late Dr C R Holmes, the city of Cincinnati and the University of Cincinnati together acquired 65 acres of ground, on which the City began by constructing at a cost approaching $6,000,000 a hospital comparable in every way with the great hospitals of Berlin, Hamburg, and Copenhagen. The city charter was thereupon amended so as to vest in the Trustees of the University
In the case of the Methodist Department of the University of Cincinnati, no mention can be suggested at this time. We may have to await the further development of the situation. It may have been of special importance to the newly elected President of the University as a man of clear ability and high character, who may be expected to do the best that conditions and resources permit.

CINCINNATI, OHIO

The University of Cincinnati is a municipal institution

conducted by a Board of Trustees appointed by the Mayor for terms of nine years. The Trustees exercise exclusive control over the University, and are supported partly by taxation and partly by income from endowment.

The City now leven for the support of the University the maximum tax permitted by the Constitution. It is stated that advisors are making an increase of this limit.

The Methodist Department of the University is an experiment of $50,000, to see if in respect to faculties and buildings a truly comprehensive institution may be established. If the experiment is successful, the city of Cincinnati will further support the University of Cincinnati, together with an income of at least $50,000 a year from endowment. The city hopes to make this experiment in every way with the greatest possible of pulling together and cooperation.
the sole and entire medical, surgical and educational control of this splendid institution. Meanwhile the University built as part of the hospital an excellent out-patient department and pathological institute and close by an admirable laboratory building for the other medical sciences. Taken altogether, the plant is the most extensive in the country, and with proper guidance and means might become the great medical centre which Dr Holmes, its creator, envisaged.

Guidance and Means. Dr Holmes, student and executive, died shortly after the new year. The Trustees of the University declare themselves eager to search the country for a fit successor. It is asserted that the faculty and the local profession will cooperate loyally in the development of the enterprise. The chair of medicine has already been filled by the importation of an outsider; if means were at hand, the entire department would be reorganized and similar reorganization would be carried out in the other important clinical departments. Extensions are also needed in the laboratory departments. The steps above named would require additional income of $75,000 - $100,000, or the income on $1,500,000 - $2,000,000. Of this amount $500,000 are in sight and additional funds probably attainable if inducements are offered. It is suggested that, subject to the execution of the plans above reviewed, this Board might well contribute one-third or one-fourth of a total up to $2,000,000. If a City hospital can thus be made the teaching
The page and entire document appears to be a complex and fragmented text, possibly discussing aspects of a university or educational institution. The text is difficult to interpret due to its fragmented nature and the absence of clear sentence structure. The visible text includes phrases like "the importance of the university" and "the question is whether," suggesting a discussion on the role and significance of universities or similar institutions.
hospital of the local University Medical School, the demonstration might prove a profoundly important factor in the development and financing of medical education in the United States.

8. MEDICAL EDUCATION IN THE DISTRICT OF COLUMBIA.

There are three medical schools in the District of Columbia - the medical departments of George Washington University with 94 students, Georgetown University with 73 students, and Howard University, with 108 students. All three eke out a bare subsistence, running on annual budgets of $37,000, $28,000, and $25,000 respectively. George Washington University lives on students' fees, and from these fees is now annually supplementing the fees of medical students by which the medical school is primarily supported, - a policy which it cannot afford to continue. The school has meagre laboratory facilities and a small self-supporting University Hospital, relying for most of its clinical opportunities on privileges obtained in the other open hospitals of the city. The medical department of Georgetown University differs mainly in possessing a large self-supporting hospital of 300 beds near the campus of Georgetown University. Simple bedside opportunities are thus open in varying degrees to the students of both schools; but the laboratory teaching of both is necessarily very unsatisfactory. Georgetown labors under the additional disability of having its laboratory building in Washington, while its hospital is in Georgetown.
hospitals of the local University Medical School, the demonstration might prove a particularly important factor in the development and utilization of medical education in the United States.

6 MEMORIAL INOCULATION IN THE DISTRICT OF COLUMBIA

There are three medical schools in the District of Columbia - the medical departments of George Washington University with 40 students, and Howard University with 100 students. Only one other has a medical department, the University of Maryland, with 500 students. George Washington University has no specific plans for expansion, but it is working to increase its student body and to improve its educational facilities. The school has made several donations to support the medical school to date.

The school’s emphasis on research activities and a small endowment led to the establishment of the National University Hospital, which has been open for only a short time. Opportunities for patients admitted to the hospital are limited to those open at the National University Hospital.

The medical department of George Washington University includes a large self-supporting hospital of 700 beds, the only one of its kind in the country. The school is open to all patients, regardless of sex, race, or nationality, and is admitted to the hospital on a case-by-case basis. The hospital is located in the heart of Washington, D.C., and is well-equipped for the treatment of all types of medical conditions. It is open to all.
(a) Aside from the question of maintaining two schools in Washington, it is difficult to figure out any assured future for the Medical Department of George Washington University. The institution has shown no ability to raise funds. It is probably doing a good deal of good in offering opportunities for study to ambitious clerks and employees in the departments. Such instruction is practically self-sustaining - may indeed in non-technical branches yield a profit. But medicine cannot be organized and conducted on this basis, as the authorities have already discovered. The former night courses have therefore been abandoned; the students now in attendance are full-time students, who have in the main no other occupation. Their fees will not maintain the school; the school seems unable to enlist financial support from the outside. At the moment, therefore, cooperation on the part of the General Education Board hardly seems feasible.

(b) Scarcely less difficult is the problem of Georgetown University Medical School. In this instance there is a growing and substantial Jesuit University, a permanent establishment that has to be reckoned with. It has assisted its Medical Department by raising within a few years the funds needed to construct and equip the hospital. It has likewise developed its own scientific departments, the department of biology being now in charge of a Jesuit priest who was for years a student at the Johns Hopkins University. On the other hand, it is a question how far the
From the beginning of maintaining two schools...

In Washington, it is difficult to place our own names.

For the Medical Department of George Washington University, the institution has shown no ability to raise funds. In its position to obtain a good year of the other in attempting opportunities for growth of work in departments...Jubilee, Ade...empirical studies in applying evidence in non-technical...

Simultaneously apply a policy...

Assurance, apply a policy...

An institution on this basis as all the universities have already recovered the student body on a basis of the full-time anxiety, who have in the main on the other occasion. There's...with not maintained the school; the school seems unable to infinite financial support from the outset.

At the moment, therefore, cooperation on the part of the General...

Kneecap post vertebral seems reputable...

(d)実際に、これを困難と認めるのは、国際的な...

University Methodist School. In the instance there is a standing...

and superintendent...the Methodist Department...

and is now the Methodist Department...

and one within a far...the need to continue and...

...that principle...the need...the academic...and for the...in charge of a...recently...the "...the Methodist...the school...

University. On the other hand, it is a decision now for the
medical school can raise funds to support and develop its teaching work; and funds are indispensable, for with a single exception the teachers in the medical faculty are not Jesuit priests, but Protestants who must draw salaries equal to those paid elsewhere.

The officers have received requests for aid from three medical schools connected with Jesuit Universities - Georgetown University, St Louis University, and Marquette University. They hope the Board may consider the question of policy involved in dealing with institutions of this type.

(c) Howard University is a school for Negroes largely supported by appropriations of the National Government. Financially the Medical Department receives only a small sum - $7,000 a year; but it benefits enormously by having free teaching use of the Freedman's Hospital, an excellent modern hospital adjoining the University ground.

The Medical School of Howard University is one of the two surviving Medical Schools for Negroes, and must not be permitted to disappear. On the other hand, endowment is needed if the school is to survive. On the clinical side, while of course there is possibility of improvement, the opportunities are so good that nothing is absolutely necessary at this time; but the laboratory branches are starved for support and equipment and, should be promptly put on a living basis. To this end, an endowment of
school can serve some to support and develop the teaching work. and make the improvements very with a single exception the.

repeated in the medical faculty are not least patents and patients' care. for.

some who must give retirement early to those by themselves.

The officials have received resumes for the from these.

medical schools connected with Iowa University. Georgia University. and Minnesota University. They

hope the Board may consider the decision of College President in

get?ing with initiation of this type.

(c) Board Universitatively to a school for Negroes. Therefore

supported by appropriations of the Uncolored Government.

the medical department receives only a small sum of $7500 a year.

but it pays for excellence in many by raising fees required for the.

president's hospital. an excellent modern hospital satisfying the.

University Hospital.

The the medical school at Howard University is one of the

two remaining Medical Schools for Negroes and may not be permitted

to discontinue or to suffer from want of encouragement at present if the school

is to maintain or to stand out. while a number of courses are in

possibility of improvement. the opposition rate is too great.

course is specifically necessary at this time. but the important

progress are essential for support and encouragement in.

proportionate part of a rising phase. To gain and as evidence of
$500,000 - $750,000 should be raised, towards which sum it is recommended that the General Education Board subscribe $250,000, the interest thereon to be immediately available.

RECAPITULATION

The recommendations of this memorandum may be presented under three heads:

(1) A policy of "watchful waiting," in the hope and expectation of ultimate cooperation of the Board in the case of Baylor University, Tulane University, and the University of Tennessee.

(2) Discussion and instruction as to the policy of the Board in dealing with Medical Departments of Jesuit Universities.

(3) Informal authorization to negotiate with the following institutions on approximately the basis respectively indicated:

(a) Medical Department of the University of Texas: contribution not exceeding one-third towards laboratory building to cost $300,000 - $400,000, and annual contribution of $10,000 a year towards instalment of paid full-time residents in University Hospital, limited to a period of five years.

(b) Medical Department of Emory University: contribution of not to exceed one-third towards endowment of $500,000 - $1,000,000 for school of medicine.
(2) The amount of the loan and the interest rate are subject to approval by the Board of Directors. The loan will be amortized over a period of five years.

(3) The loan may not exceed $200,000.

(4) The loan may not exceed $200,000.

(5) The loan may not exceed $200,000.

(6) The loan may not exceed $200,000.

(7) A loan of $200,000 is hereby extended for the purpose of financing the purchase of the equipment described in the "Memorandum of Understanding.

[Signatures]

1. [Name]
2. [Name]
3. [Name]
4. [Name]
5. [Name]
6. [Name]
7. [Name]
(c) Medical Department University of Georgia: contribution not to exceed one-third towards building for laboratory and out-patient departments at total cost of approximately $300,000, and annual contribution of $25,000 for a period of 5 years towards a possible $50,000 which is unquestionably needed.

(d) Medical Department of University of Cincinnati: contribution not to exceed one-third towards endowment of $1,500,000 - $2,000,000 for medical school, conditioned on the reorganization of school and hospital.

(e) Howard University: contribution of $250,000 towards University endowment of $500,000 for medical department, income from contribution of General Education Board to be at once available for improvement of teaching and equipment in fundamental branches.

The execution of this program would put medical education in the South on a sound basis, whereas, at the moment, it is trembling on the verge of extinction. The sums called for from this Board would be approximately as follows:
(e) Medical Department University of Georgia

University歌唱 to excess one-third towards building for laboratory and educational purposes; in the cost of equipment; and any amount contributed to $50,000 for a portion of the fees for the receipt of $50,000 minimum in accordance with the needs of the University of Georgia.

(b) Medical Department University of Otago

Contribution not to exceed one-half towards equipment of the medical school, contributed on the recommendation of the medical profession.

(c) Homeopathic University of Georgia

University equipment of $50,000 for medical department. Income from contributions of General Hospital Board to be used mainly for improvement of teaching and equipment in postgraduate programs.

The execution of the program would not meet the following points on the nature of execution:

- The same criteria from this board would apply.

- The board has scheduled a follow-up.
University of Texas:  
Building  
Present worth of $50,000  
$100,000 to $133,333  
43,200 to 43,200

Emory University  
166,666 to 333,333

University of Georgia:  
Building  
Present worth of $125,000  
100,000 to 100,000  
108,000 to 108,000

University of Cincinnati  
500,000 to 666,666

Howard University  
250,000  250,000

$1,267,866  $1,634,532

Thus approximately a total appropriation between a million and a quarter and a million and a half would add from four millions to seven millions to the resources of the southern medical schools.

In connection with the foregoing suggestions it may be worth while calling attention to the following facts:

In the ten Southern States plus Kentucky and Ohio there were in 1910 forty-five medical schools. In these same states there are today nineteen - shortly to be reduced to eighteen. Of the forty-five schools just referred to as existing in 1910, eight were fairly creditable or better. That is to say, thirty-eight of them were seriously defective or worse than seriously defective. Of the twenty survivors not exceeding five could be classified today as seriously defective or worse than seriously defective. That is to say, during the last decade in the states with which we are dealing the number of seriously defective schools has been reduced from thirty-eight to five. The number of fairly adequate or better schools has been increased from eight to fifteen. If the recommendations of this memorandum should be adopted, all the schools assisted would be very greatly increased in effectiveness.
President Harry Pratt Judson  
University of Chicago  
Chicago, Illinois

My dear President Judson:

The officers of this Board are frequently confronted with estimates which are made showing the amount of money needed to put into operation a plan for new departments of work in educational institutions, or for enlarging the work of departments already in existence. In many instances these estimates are made on what seems to us to be an extravagant basis, without a proper regard to the relationship which the department should sustain to the other departments of the institution, or without appreciation of the financial arrangements required in order to provide within a reasonable length of time the men or material necessary for the proposed enlargements.

It has occurred to us that we might put up a hypothetical case to one or two of our reliable scientific men at Chicago, for example Dr. Stieglitz and Dr. Michelson, and profit by their reaction to it. Would you therefore, if you approve of this suggestion, ask these two gentlemen or any others whom you might
select, what their response would be to this question:

Considering the possibilities of development in teaching and research, of your department, what sums in addition to your present budget would you regard as reasonable and desirable that you should have, and what existing defects and shortcomings would such additional funds enable you to correct?

How important or urgent do you think it to be that you receive such additional resources?

Of course, you will explain to these gentlemen that these questions are "academic" and imply no active steps on our part.

I trust that you and Mrs. Judson reached Chicago safely last week.

With cordial regards, I am,

Yours sincerely,

[Trevor Arnett]
March 17th, 1920

President Harry Pratt Judson  
University of Chicago  
Chicago, Ill.

My dear President Judson:

I thank you very much for your letter of the 15th instant. I shall await with great interest the response of Professors Stieglitz and Michelson to the question which was raised.

I am hoping that Bertha got an opportunity of seeing you and Mrs. Judson before she left last evening, which I understand she planned to do on the 8:15 train.

I shall be very glad to see her at this end of the line.

With warmest regards to you and Mrs. Judson, I am

Very truly yours,

[Signature]

TA:ELA
Dear Sirs,

We are pleased to announce the appointment of Mr. John Smith as the new manager of our department. Mr. Smith brings with him a wealth of experience and a proven track record of success in similar roles. His selection is a testament to his leadership skills and his ability to drive innovation and improve operational efficiency.

We believe that Mr. Smith will be an invaluable asset to our team and we look forward to seeing the positive impact his leadership will have on our department.

Sincerely,

[Signature]

[Date]
March 24, 1920

Dear Mr. Arnett:

Herewith I am returning statements from Mr. Stieglitz and Mr. Michelson as to special needs for research. You will notice that that of Mr. Stieglitz is the detailed plan on which we are now working. What we need for the development of Chemistry in this line is one million dollars for building, equipment and endowment. Mr. Michelson's very modest estimate of additional endowment needed is in my opinion entirely too small to carry out the purposes which we have in mind. The Department should have an additional one half million for endowment. I think the estimates have been made by both the Departments very carefully in accordance with the actual needs and in view of the importance of the training of research workers in these lines. Of course this is in accordance with our policy of providing a connection between pure science and the applications of science in the industries. Applied science depends absolutely on pure science. I hope these statements may be helpful to you.

Very truly yours,

Mr. Trevor Arnett,
General Education Board,
61 Broadway, New York

BPJ+JN
Dear Mr. Annex:

Herewith I am returning a statement from Mr. Stegall.

May I take the liberty to express my surprise at the allegations in the statement. I will notice that at the time of Mr. Stegall's letter, we were not aware of the development or direction of our work. We hope we are now working in the direction of Chemistry to take life in a million different ways.

The development and advancement of Chemistry is very important. I think this statement is much too small to carry out the purpose of the department. We have in mind the Department having one million dollars, and we think the estimate now is much too small. The Department has put the research work in connection with the scientific needs and in view of the importance of the statement of research workers in those lines, it seems to me in connection with our policy of promoting a connection between basic research and the application of science in the factories. This application of science can be applied especially on these sciences.

I hope these statements may be helpful to you.

Very truly yours,

[Signature]

Mr. Annex, Secretary
General Education Board
Of Brooklyn, New York
May 12, 1920

The General Education Board:

The Board of Trustees of the University of Chicago, at a meeting held May 11, 1920, voted to request from the General Education Board an appropriation towards an increase of salaries in the teaching staff of the University, of the sum of One Hundred Thousand Dollars a year, it being understood that that sum shall be available during the year beginning July 1, 1920, and thereafter for a period of three years, in accordance with the following suggestions:

The University undertakes to secure the sum of Two Million Dollars, in cash or good securities, by the first of July, 1923, the same to be used in providing for advanced graduate work and research work in the Departments of Physics and Chemistry.

When said fund of Two Million Dollars is secured, the University requests that the General Education Board, in lieu of its appropriation of One Hundred Thousand Dollars a year, grant to the University securities yielding approximately that sum.

Explanation of the above request herewith follows:

I. What the University has done recently in raising money on a large scale:

1. In 1916 the University secured a fund of $2,000,000 as endowment for the School of Commerce and Administration.

2. In 1916-17 the University raised $3,500,000 in Chicago for its Medical work.

3. In 1918 the University secured a gift of $1,500,000 as an endowment for scholarships.

II. What the University has done already for the advance of salaries:

The University of Chicago has in common with all other institutions of higher learning found itself confronted with the necessity of increasing
The General Educational Board

The Board of Trustees of the University of

Columbia, met in a special meeting held in September, 1915, to report to the General Education Board on the report it had received from the

University as to the need of one hundred million dollars for the

next five years, and to urge the need of the Board, to the extent of the

following, to continue to make grants:

Recommendation of the General Education Board:

I. What the University can and should receive in the way of

the following:

1. In 1916 the University will receive a total of $500,000 on account of the endowment.

2. In 1916 the University will receive a total of $900,000 on account of the endowment.

3. In 1916 the University will receive a total of $100,000 on account of the endowment.

II. What the University can and should receive in the way of

the following:

1. In 1916 the University will receive a total of $500,000 on account of the endowment.

2. In 1916 the University will receive a total of $900,000 on account of the endowment.

3. In 1916 the University will receive a total of $100,000 on account of the endowment.
teachers' salaries to meet the rapid increase in the cost of living. The need became acute in 1919, and the Trustees, desirous of meeting the situation as promptly and fully as the resources permitted in September of that year made salary increases to the amount of $95,568. The income used for the purpose consisted of that which heretofore had been used to care for the constantly arising demands for new equipment, furniture, changes and additions to the plant and other special purposes which in an institution of the size of this University become almost a yearly certainty. The continuing use of this income for the salary increases would cause the University great embarrassment, and it must as soon as opportunity arises take steps to provide an endowment of $2,000,000 for the salary increases already made.

The salary increases above noted, made in September, 1919, amounted to an increase of about 20%, which obviously was inadequate to the situation. An additional sum of $100,000 a year will make the total increase about 40%, which to say the least, is moderate.

III. The immediate needs of the University:

1. An adequate fund for increasing salaries.

2. A fund, which is estimated at $2,000,000, to provide for the advanced graduate work and research work in Chemistry and Physics.

3. A fund, which is provisionally estimated at $2,000,000, to provide for the rounding out of the School of Education.

4. In the not distant future it will be necessary to secure considerable additional funds for the Medical School. It is impossible at this time to make an exact estimate.

IV. What the University can do:

1. For the second of the above needs, the fund
The estimated surplus of the university's income over expenses in September was $500,000, which was applied to the endowment. This surplus enabled the university to continue its operation for the next fiscal year.

III. The Immediate Needs of the University

1. Assistance for the Endowment's Maintenance

   S. A fund, $500,000, is needed for the maintenance of the endowment's property and equipment. Funds will be raised through various means, including donations and fundraising events.

2. Assistance for the School of Business

   The School of Business needs an additional $500,000 for the purchase of new equipment and software.

VI. What the University can Do

If the proposed changes are adopted, the university will be able to expand its programs and services, thereby increasing its impact on the community.
for Chemistry and Physics,—the University is prepared to commence a campaign at once. The great increase in the number of graduate students, the pressing need of research in pure science for application to the practical arts, make an appeal which is believed to be convincing.

2. For the third of the above needs—the fund for the School of Education—provision should be made at an early date. For obvious reasons it will not be so easy to obtain as that for Physics and Chemistry.

3. The time is not ripe now to move for the Medical fund.

V. What the University cannot do:

A general campaign for endowment to advance salaries is impracticable for the following reasons:

1. The College and Law alumni are not yet sufficient in numbers or resources to provide any material amounts.

2. The alumni of the Graduate Schools in Arts and Science, in Divinity and in Education, are mainly teachers or ministers, and from their professions are unable to do much.

3. The City of Chicago has been so cross ploughed by solicitations from colleges, for beneficent funds, and recently by the Interchurch World Movement, that it is a barren field for the present.
The President of the University called attention to the recent gift of Mr. John D. Rockefeller of $50,000,000 to the General Education Board, the intention of the donor being to assist universities and colleges in increasing the salaries of members of their teaching staff. He recommended that the Board of Trustees place a request before the General Education Board for funds to meet the serious needs of the University, proposing the adoption of the following to be submitted by the Secretary:

May 12, 1920

The General Education Board:

The Board of Trustees of the University of Chicago, at a meeting held May 11, 1920, voted to request from the General Education Board an appropriation towards an increase of salaries in the teaching staff of the University, of the sum of One Hundred Thousand Dollars a year, it being understood that that sum shall be available during the year beginning July 1, 1920, and thereafter for a period of three years.

It was moved and seconded to approve the request to the General Education Board as recommended by the President of the University and to authorize him to lay it before that Board, and, a vote having been taken, the motion was declared adopted.
May 5, 1924

To the General Education Board

Gentlemen:

For something over a year the Trustees of the University of Chicago have been making a special study of the condition and situation of the University with a view to discovering its special tasks in the whole field of education and the successive steps necessary for the accomplishment of these tasks. They have been impelled to this study by the conviction on the one hand that every college and university has its own responsibility and opportunity, and on the other that the course of action of a university ought not to be a series of opportunist decisions, but should be controlled by a policy carefully thought out and conscientiously executed.

In this study the Trustees have had their attention directed to two facts which seem to them of great significance in relation to such a policy.

In the first place the events of the last ten years have laid upon the United States a new responsibility for the conservation and advancement of education in the world, in meeting which the universities of the country should obviously take the leading part.

The second fact with which the Trustees have been impressed is the place which belongs to the University of Chicago among the universities of the United States, especially in that great middle section of the country which lies between the Allegheny and the Rocky Mountains. Situated near the center of a territory which contains the strongest state universities, it has already exerted a great influence upon them and is in a position to continue to do so. Its freedom from
To the General Education Board

Gentlemen:

For some time now, the Trustees of the University of Chicago have been making a special study of the question of University education, with a view to discovering the best method of implementing the principles of the University and the needs of American education. They have found that the best way to study the Constitution of the one hand and the needs of the university and society on the other, is to make a series of reports on the course of action of a university, and on the effect of the course of action of a university, and on the effect of the course of action of a university.

In the study the Trustees have paid special attention to the facts which seem to them of greatest importance.

In the first place the emphasis has been on the fact that the University of Chicago is a new university, and that its characteristics and ambitions are the result of the conditions of the world in which the universities of the country are found.

The second fact which the Trustees have been impressed with is the place which the University of Chicago has taken.

In the middle section of the country, the University of Chicago has been a center of a talent which has extended a great influence throughout and in a position to continue to go on. The freedom from

May 5, 1934
state control and from hampering traditions enable it to undertake experiments which institutions supported by public funds cannot so readily make, but of the results of which, when their success has been demonstrated, state institutions may easily and properly avail themselves. The Trustees believe that the University of Chicago should continue not only to learn from the experience of others, but also itself to be an experiment station in the whole field of education higher and lower. The experiment of a graduate school conducted throughout the year is a striking illustration of the kind of service which the University has rendered and can render - an experiment in which most of the universities of the country have now followed Chicago's example.

Recognizing that such an ideal and sense of responsibility added to the obligation of the University to give to its own students the best education it can offer, impose an almost limitless task and demand continuous advance for an indefinite period, the Trustees have endeavored to decide what is the duty of the immediate future, to which they can address themselves in the hope of achieving it within two years. This program of immediate advance reduced to its minimum must, in their judgment, include the following steps:

1. The strengthening of the graduate schools in their work of research and teaching;

2. The physical separation of the colleges from the graduate school;

3. The development for college students of a type of education better adapted to their age and stage of advancement;

4. The erection of additional buildings to carry this educational program into effect;

5. Provision of additional resources for administration and current equipment.
The Trustees believe that the University of Chicago, as a Russian institution, should continue not only to learn from the experience of others, but also teach it to be an expression of action in the whole field of education higher and lower. The existence of a graduate school connotes a certain responsibility in the kind of guidance for which the University may be regarded and can render - an expert in which most of the universities of the country have now followed.

Examples of recognition that such an institution and some of its responsibilities

ought to the development of the University to give to the world and science and industry, and to the University, to give in a similar manner, the development of a Russian institution. The Trustees believe that to be the duty of the immediate future, to which they can contribute and advance to the hope of cooperation in the minimum limit to which

The accomplishment of the graduate schools in their work.

The appointment of the graduate schools in their work.

The development of the graduate schools of a type of education.

The selection of the graduate schools and state of development.

The appointment of the graduate schools and state of development.

The provision of the graduate schools and state of development.
The Strengthening of the Graduate Schools:

The constant emphasis which from the founding of the University has been laid upon graduate work, the valuable result of research already accomplished, the eager ambition of the faculty to develop this type of work still further, the admirable spirit of cooperation which exists among them, and the possibility of a separate development of the graduate schools apart from the colleges— all combine to challenge the University to still greater accomplishments. The time is ripe for a marked advance in the work of the graduate schools.

Many of the graduate departments of the University, both in the physical sciences and in the humanities, have achieved distinction among scholars all over the world. Upon the foundations already laid the University can develop an outstanding graduate school, which will not only continue to make valuable additions to human knowledge but by the influence of its achievements contribute effectively to higher education in the country at large.

To achieve these ends it will be necessary,

(a) To increase the salaries of the abler men on the faculty;

(b) To appoint additional men to fill vacancies caused by death, resignation, or retirement, or to undertake work not now prosecuted;

(c) To furnish adequate equipment, both permanent and recurrent, for research.

The Physical Separation of the Colleges from the Graduate Schools:

But the Trustees believe also that the University ought to continue to conduct undergraduate work. They base this judgment on three considerations: (a) The duty of the University to prosecute research in education as well as in the physical sciences, and the need of colleges in which to conduct such research; (b) the desirability that the graduate
The development of the Graduate Scope

The concept of graduate work has led to the establishment of the Graduate School at the University. The Graduate School has been developed to provide a place for graduate study and research. The Graduate School is designed to offer a variety of programs in various fields of study.

The Graduate School offers programs in the following areas:

- Science and Engineering
- Business Administration
- Education
- Arts and Humanities
- Law
- Medicine

The Graduate School is open to students who have completed an undergraduate degree. The Graduate School offers both Master's and Doctoral degrees.

The Graduate School is located on the campus of the University. It is a part of the University's academic community and is involved in the research and teaching activities of the University.

The Graduate School is committed to providing students with the opportunity to pursue their academic goals. The Graduate School offers a wide range of courses and programs to meet the needs of students.

The Graduate School is continually developing new programs and initiatives to meet the needs of students and the academic community.

The Graduate School is a vital part of the University's mission to provide quality education and research opportunities for its students.

The Graduate School is committed to providing a supportive and stimulating environment for its students. The Graduate School is dedicated to excellence in teaching and research.

The Graduate School is a place where students can develop their intellectual and personal potential. The Graduate School is a place where students can contribute to the advancement of knowledge and the betterment of society.

The Graduate School is an integral part of the University's academic community. The Graduate School is dedicated to providing a world-class education and research experience for its students.

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schools be supplied with a certain substantial number of students trained by the University itself and according to its ideals; and (c) the obligation of the University to the community to which it must mainly look for support.

It does not, however, follow that graduate and undergraduate work should be prosecuted in the same buildings and under the same conditions. On the contrary the Trustees are convinced that they should be separated to a much greater extent than has hitherto been the case. They believe also that the time has come when a comprehensive and far-reaching plan looking to this result should be inaugurated. The ultimate form of the plan as it shapes itself in their minds is that, with the relatively slight exceptions which buildings already built make necessary, the quadrangles north of the Midway shall be given up to graduate and professional work and the Colleges shall occupy buildings to be built for them on the south side of the Midway. This separation of the two kinds of work will make it possible to develop graduate and professional schools, having a real university spirit and atmosphere and unembarrassed by the maintenance of conditions necessary to the most effective prosecution of undergraduate work.

The Development for the College Students of a Type of College Education Better Adapted to their Age and Stage of Development:

In recent years, especially since the war, the colleges and undergraduate departments of universities have been confronted with an enormous increase in attendance. This increase has imposed serious problems upon them and has been the cause of deep concern, particularly as pertains to the question how a student can be so equipped intellectually and so developed in character as to be able to meet the actualities of life. Many plans have been proposed, the chief of which have looked toward restricting the number of students. This has raised the question by what process of selective admission this should be
school be supplied with a certain subsistence number of students trained by the University itself and excluding to the liberal and college of the University to the community of which it

must mainly turn to support.

It goes not, however, follow that graduate and undergraduate work should be procured in the same buildings and under the same conditions. On the contrary, the Trustees and authorities that have been expected to a much greater extent than has philosophy need to care. They believe the great time has come when a comprehensive and first-rate scientific school looking to first results shoule be encouraged. The ultimate form of the plan is not subject to it appears that in many minds to fall

with the necessities of the condition of the University, the difficulties found at the Michigan State placed in

up to establish and professorial work and the College itself occupy a position to be built for them on the south side of the Michigan. The separation of the two kinds of work will make it possible to develop undergraduate and professorial schools, giving a real University spirit and atmosphere and newness and freshness to the environment of conditions necessary to the most effective prosecution of undergraduate work.

The Development of the College Education of a Type of College

In recent years, especially since the war, the colleges and undergraduate departments of Universities have been confronted with an enormous increase in attendance. This increase and improved facilities as a result of well-conducted, well-planned

programs that meet and have been the cause of great concern, particularly as permissive to the entrance of new students and to the meet the specialties of life. Many plans have been proposed, the chief of which have looked toward restricting the number of students. This has led to the question of what process of selective admission is possible, and
accomplished. There are grave doubts in the minds of many whether in a democratic country such as ours, purely intellectual attainment should be the basis of admission or exclusion. Certainly it frequently happens that a student who has not attained the highest rank in scholarship, but has acquired valuable qualities of another kind becomes a useful and successful citizen. Careful consideration has, therefore, been given to the basis on which students should be admitted and retained and to the equally important question how the best possible type of education can be given to those who are admitted. On the former question a special commission has made a long study and has recently presented an important report. On the latter, the President and Trustees have come to the conclusion that the separation of the colleges from the graduate schools which has already been spoken of as in the interest of the latter, would also contribute greatly to the development of the most effective type of college education.

If on the land south of the Midway separate college buildings should be erected both for instruction and for residence, the physical conditions would be almost ideal for the development of a type of college in important respects different from and superior to anything that now exists in this country. Facing the towers of the Harper Library and the other buildings north of the Midway, the undergraduates would be constantly reminded of their membership in the University and stimulated by the knowledge of the advanced work going on in these buildings, but would also be given opportunity for the development of a type of intellectual and social life better adapted to their stage of advancement than is possible when graduates and undergraduates are mingled together on the same quadrangles and in the same buildings. The grouping of students in small colleges or houses in which they would live together, sharing a common table and living a corporate life, would have immense advantages over the type of mass education and of unregulated social life
There are some concepts in the minds of many people as common, purely intellectual statements about the nature of education. The belief is that education is a process of acquiring knowledge and skills, and that students must not only learn the material, but also develop personal qualities such as critical thinking, creativity, and ethical behavior. However, these concepts are not always applicable to the realities of education, and many students may not experience the benefits of education as expected.

Certainty of the impact of education on society and the economy is a major concern. The benefits of education are often seen as material resources, but education also provides intangible benefits such as personal development and social interaction. The impact of education on society is complex and multifaceted, and it is important to consider both the short-term and long-term effects of education on individuals and communities.

On the whole, the importance of education cannot be overstated. Education is a fundamental human right, and it is essential for the development of a just and equitable society. However, education systems must be designed to meet the needs of all learners, and they must be flexible and responsive to changes in society. The success of education depends on the collaboration between educators, policymakers, and other stakeholders.

It is clear that education is important, but it is not easy to measure. The outcomes of education are complex and multidimensional, and they are difficult to quantify. Nonetheless, efforts must be made to assess the impact of education on individuals and society. The development of effective assessment tools and methodologies is crucial for the improvement of education systems.
which is almost unavoidable without some such method of grouping. In suhh colleges while due attention would be given to the acquisition of knowledge and to the other elements of intellectual life, the comprehensive purpose would be the development of the personality and character of the students. To this end provision would be made for the close association of students not only with one another, but with officers of the University chosen for their capacity to make sympathetic and helpful contact with students in their undergraduate days.

Some years may be required to bring this plan into full operation, but it may be inaugurated by the erection of residences for the students, south of the Midway and the construction of a central college building to be used for recitation and laboratory work.

The laboratories north of the Midway may for a time be utilized for undergraduate work in the physical sciences, but these buildings are now seriously overcrowded and should be relieved of undergraduate work immediately.

The Erection of Additional Buildings:

Though the separate development of the colleges will to some extent relieve the pressure on the buildings on the north side of the Midway, this will by no means obviate the necessity for additional buildings in which to conduct successfully the work now going on in the graduate and professional schools. Practically every department of the University is now seriously hampered and cramped by lack of space. This is especially true of the libraries, of Chemistry, Physics, and the Biological Departments, of the Modern Languages and of the Social Science group. It is very markedly true of the School of Education.

With the erection of buildings for these departments a new heating plant will be required.
...
Additional Resources for Administration and Current Equipment:

The achievement of the educational plans set forth above and the erection of the necessary buildings will call for additional expense for administration of various kinds and for the provision of additional supplies and equipment. Our present administrative staff is taxed to the limit of its ability to give the necessary overhead attention, and our laboratories and libraries are inadequately supplied with the instruments of research. The enlargement of our educational work and the erection of additional buildings will increase the seriousness of the demand in both directions.

In facing the financial implications of this program, mention must be made of the fact that before undertaking any increased expense additional provision must be made for the work which is now going on and to which the University is already committed. It has been the custom of the University for many years to make a budget within the limits of its available income. At the close of the war the University, in common with other institutions, found the salaries of its faculties inadequate to meet the increased cost of living. Steps were immediately taken to remedy this condition. With the assistance of the General Education Board, which made generous grants for two years, by an increase of tuition rates, and by the use of certain temporary funds which were available for this purpose, the Trustees have been able to increase the salaries of the teaching staff since 1919 to such an extent that, including the advances made in the budget for 1924-5, the total increase amounts to approximately $265,000 a year. Additions to the staff have also been made at a cost now amounting to over $100,000 a year. The budget for 1924-5, like its predecessor, is a balanced budget, but this result is accomplished by including non-recurring income amounting to $135,000. The University, therefore, faces the necessity of raising funds to take the place of these temporary ones,
The Smithsonian Institution and Current Employment

The Smithsonian's museum and research programs require a steady flow of new and additional funding to support the operations of the various institutions and to ensure the continued advancement of the collections and research.

The importance of attracting new and additional funding cannot be overstated. The Smithsonian is constantly seeking new opportunities to raise the necessary funds and to support its various activities. The administration of the institution is fully committed to ensuring that the necessary support is available to make the budget work and to sustain the research and educational programs.

In recent years, the financial implications of this program have been significant. The fact that the Smithsonian must compete with many other institutions for limited federal and private funding has resulted in a significant increase in the cost of running the organization.

At the core of the Smithsonian's financial strategy is the concept of a flexible budget. This approach allows the institution to respond to changes in funding and to adjust its operations accordingly. For example, in the past year, the Smithsonian has increased its funding to support new research and educational programs.

The Smithsonian Board of Regents, which includes representatives from a variety of organizations, has taken steps to increase the flexibility of the organization's budget. This has allowed the institution to allocate resources more effectively and to respond to changing priorities.

In recent years, the Smithsonian has made significant advances in its efforts to secure new funding. The budget for fiscal year 2023 includes an estimated $386 million in new funding, bringing the total increase to over $150 million since 2019.

The Smithsonian is grateful for the support of its many partners and for the assistance of its many supporters. The institution looks forward to continuing its efforts to secure new funding and to support its important programs.
or at the end of the year 1924-5 of reducing expenditures and correspondingly curtailing educational work - a step which is, of course, entirely at variance with the idea of an advanced program such as is herewith presented.

The Trustees of the University are aware that to make permanent provision for the increases in salary which have been made, for the advanced program for the development of graduate and research work, and for the establishment of undergraduate work of the kind described above, will call for a large sum of money, the raising of which will be a difficult and arduous task. They are, nevertheless, determined to undertake it, realizing that in no other way can they, as Trustees, meet the responsibility to the cause of education which rests upon them. The University is young in years and does not have a body of alumni which is comparable to that which the older institutions of the country, such as Harvard, Yale, and Princeton possess. It is doubtful whether any very large sum can be obtained from the general body of alumni. The University plans, therefore, to appeal to the friends of education, particularly in the City of Chicago and in the West. But unless it receives a generous contribution from the General Education Board it is doubtful whether it will succeed in raising the sum of money necessary.

The Board of Trustees, therefore respectfully requests the General Education Board to cooperate in the proposed advance by making as generous appropriations as possible to the several phases of the University's program. A detailed statement giving an estimate of amounts needed and the purposes for which they are needed is hereto appended.
The Trustees of the University are aware that to make permanent provision for the increase in salary which have been made for the advancement of graduate and research work, and for the establishment of undergraduate work of the kind received abroad, will call for a larger sum of money, the reliance on which will be difficult and strenuous task. They therefore, nevertheless, determining to undertake it, recognizing that in no other way can they as Trustees meet the responsibility resting upon them of education which has been placed upon them. The University is young in the cause of education which rests upon them. The University is young in years and does not have a body of trustees which is comparable to that which the older institutions of the country, such as Harvard, Yale, and Princeton, possess. If it is crystallized much more than a year from the day, the University Board has therefore taken to itself the function of education, particularly in the City of Chicago and in the State, but not if it is to receive a generous contribution from the General Education Board. It is crystallized much more than a year from the day, the University Board has therefore taken to itself the function of education, particularly in the City of Chicago and in the State, but not if it is to receive a generous contribution from the General Education Board.
9.

SCHEDULE FOR THE FIRST STAGE
OF THE
UNIVERSITY'S FINANCIAL CAMPAIGN

I. For endowment of instruction and research in the University at large, not including the Medical School:

<table>
<thead>
<tr>
<th>Annual Expense</th>
<th>Endowment</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$135,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. To capitalize salaries in the budget for 1924-5 covered by unstable income

2. For new increases in salaries of teaching staff, and additions of staff

| $300,000 |

Of this amount it is proposed to endeavor to secure in annual contributions

| $80,000 |

Net amount to be capitalized

| $220,000 | $4,400,000 | $4,400,000 |

3. For the libraries: Increased salaries, new appointments

| 25,000 | 500,000 |

For additional endowment for retiring allowances

| 25,000 | 500,000 |

For Summer Quarter instruction

| 30,000 | 500,000 | 1,500,000 |

$300,000 $6,000,000

II. Buildings necessary to carry forward effectively existing departments:

<table>
<thead>
<tr>
<th>Elds.</th>
<th>Equipment</th>
<th>Maintenance</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,000,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. The libraries, one additional building

| 625,000 | 62,500 | 312,500 |

2. Administration

| 625,000 | 62,500 | 312,500 |

3. School of Education, college

| 625,000 | 62,500 | 312,500 |

4. Chemistry - addition

| 500,000 | 50,000 | 250,000 |

5. School of Education

| Gymnasium and Refectory |

| 250,000 | 25,000 | 125,000 |

| 400,000 |

6. Heating Plant

| 2,000,000 |

| 2,000,000 |

$4,625,000 $6,200,000
### Schedule for the First Stage

#### University's Financial Campaign

<table>
<thead>
<tr>
<th>Item</th>
<th>Total</th>
<th>Annual Expense</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. For equipment of instruction and research in the University at large, not including the Medical School:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. To assist to salaries in the budget for 1923-24, covered by the net income</td>
<td>$115,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. For new increases in salaries of teaching staff and administration of all offices</td>
<td>$100,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. For new equipment and maintenance of all equipment necessary to carry forward the work of instruction</td>
<td>$80,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. For Summer Quarter Instruction</td>
<td>$100,000</td>
<td>$40,000</td>
<td>$30,000</td>
</tr>
<tr>
<td>5. For all other purposes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Budget necessary to carry forward existing departments</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Effectiveness and Existing Departments

- 23. Building, one addition, $50,000
- 24. Administration
- 25. School of Education, College of Education, $50,000
- 26. Chemistry - Agriculture
- 27. School of Education
- 28. Gymnasium and Recreation
- 29. Health Plant

### Total

- **Total Budget:** $400,000
- **Annual Expense:** $155,000
- **Net Income:** $145,000
III. For the separate and better development of the colleges:

<table>
<thead>
<tr>
<th></th>
<th>Bldgs</th>
<th>Annual Equipment</th>
<th>Maintenance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Central college building</td>
<td>$825,000</td>
<td>62,500</td>
<td>312,500</td>
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<tr>
<td>2. Three residence halls for</td>
<td>1,800,000*</td>
<td>200,000</td>
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<td>150 students each, or six</td>
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<td>for 75 each</td>
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<tr>
<td>3. For improved administration</td>
<td>25,000</td>
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</tbody>
</table>

IV. Additional general endowment

- General administration: 50,000
- Current equipment: 40,000
- Total: 90,000

Total of II, III and IV: $11,500,000

Deduct for residence buildings producing income: -$2,000,000

Net total of II, III and IV: $9,500,000

Net total for University, exclusive of medicine and theology: - $15,500,000

V. The Medical School

- Additional for building: $2,500,000
- Additional for endowment: 2,500,000
- Total: 5,000,000

VI. The Divinity School

- Additional for building and endowment: $500,000
- Total: $21,000,000
<table>
<thead>
<tr>
<th>Budget</th>
<th>Expense</th>
<th>Annual</th>
<th>Endowment</th>
<th>Total</th>
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</table>

**III.** For the separate and proper:

- Central college building
- Tuition and fee for 100 students each of six for five each
- Office and stenographic administration
- Additional general enrollment
- General administration
- Current enrollment
- Total of II, III, and VI
- Budget for residence building
- Program income
- Net total of II, III, and VI
- Net total for University, excluding
- The Medical School
- Additional for tuition
- Additional for endowment
- Additional for tuition
- Additional for endowment
- Additional for tuition
- Additional for endowment
- Total of II, III, and VI

**II.** For the Divinity School

- Additional for tuition and endowment
III. PROPOSALS

Having in mind these immediate needs of the University and the interest of the General Education Board in higher education in America, the University of Chicago begs leave to make the following statements and requests:

1. To the sum of $265,000 which the University has added to the salaries of its teaching staff since July 1, 1919, it must as soon as possible add other increases which will carry the total of such increases to approximately $350,000. To capitalize $300,000 of this sum the University needs the sum of $6,000,000.

The Board of Trustees respectfully requests the General Education Board to make to the University as generous an appropriation as possible toward this amount, on condition that the whole sum so given shall be set aside and held as endowment.

2. The Board of Trustees of the University further requests that the General Education Board will assist the University to carry into effect its plan for the separation and better development of the colleges (Item III) by such appropriation as it may be willing to make.

3. The Board of Trustees further requests that the General Education Board will give sympathetic consideration to the remainder of its program of advance. Attention is called to the fact that the buildings enumerated under II of the schedule and the funds for administration and equipment listed under IV are urgently needed for the immediate future. They provide not for expansion in the sense of adding new schools or departments, but only for the adequate housing and conduct of work which the University is now carrying on. They represent not a program of bigness, but of betterment.
III. PROPOSALS

Having in mind these immediate needs of the University and the interest of the General Education Board in the progress of education in America, the University of Maine feels the necessity for the following statement and recommendation:

To the sum of $85,000 which the University has already received to the satisfaction of the teaching staff since July 1, 1918, it may be added as soon as possible and other increases which will carry the total of $85,000 to $100,000, approximately $250,000 of which shall be used for the University needs and the sum of $85,000 for the other purposes.

The Board of Trustees respectfully recommends that

General Education Board to make to the University as soon as possible a substantial appropriation for the support of the College and the various departments of the University and to the University to recommend that the General Education Board shall stabilize the University to the extent that the General Education Board will enable the University to carry into effect the plan for the representation and better development of the College and the various departments as it may be necessary to make.

The Board of Trustees further recommends that the General Education Board will give sympathetic consideration to the remuneration of the officers of the University and the teachers that the full salaries enumerated under II of the schedule and the funds for remuneration have been provided for the immediate future. To provide for expansion in the sense of adding new schools of departments, it is only for the adequate provision and construction of work which the University is now commencing or that represents not a program of place, but of development.
With full intention to seek the largest possible cooperation from the Alumni, and to put forth every effort to awaken the interest and secure the financial support of the citizens of Chicago, the University appeals to the General Education Board for such assistance as will stimulate the interest and the generosity of other possible donors.

By authority of the Board of Trustees of the University of Chicago conferred by vote of April 30, 1924.

President of the University of Chicago.

President of the Board of Trustees.
With the intention to seek the largest possible cooperation from the alumni and to put forth every effort to strengthen the interest and secure the financial support of the alumni of Chicago, the University appeals to the General appropriation board for such assistance as will stimulate the interest and the generosity of other possible donors.

By authority of the Board of Trustees of the University of Chicago, countersigned by vote of April 30, 1924.

President of the University of Chicago.

President of the Board of Trustees.
May 21, 1920

Sir Mr. Rockefeller:

In connection with the budget surpervisor of the University I am sending enclosed a table showing the present salary scale of Harvard, Yale, Columbia and Chicago. You will note that the advances in scale have been notable in the other institutions and that we have by no means been able thus far to keep pace. The two questions pending with us thus far are, 1. The completion of what we began last autumn in trying to cope in a moderate degree with the pressing costs which affect the entire community; and 2. The obvious necessity of preventing our staff from being drawn off by other institutions.

What we have done last fall amounted to from twenty to twenty-five percent in the cases of most individuals affected. Obviously that was inadequate. They should be at least doubled. We must bear in mind that even this does not represent the additional costs of conducting the University owing to the very great increase necessitated by the unusual requirements for fuel, and for service of every kind connected with the business administration.

Very truly yours,

Mr. John D. Rockefeller, Jr.
26, Broadway, New York.

H. P. Judson
In connection with the proposed expansion of the University of Maine and the purchase of additional land and buildings, it is important that the Board of Trustees consider all possible means of securing the best location for the new facilities.

We will note that the University of Maine has been peculiarly fortunate in having been able to purchase the site of the new campus without incurring heavy debt. The two campuses are now in close proximity, which is essential for the continued development of the University.

The expansion necessitates a large increase in student capacity and the purchase of additional land and buildings. It is essential that the Board of Trustees consider all possible means of securing the best location for the new facilities.

Very truly yours,

[Signature]

H. J. Hudson, President.
The General Education Board,
New York, N. Y.

Gentlemen:

I am putting in writing the oral statement of the project which President Wood and I have discussed with several members of the Board.

In brief, we wish to apply the principle of usefulness to the curriculum for women and find what such a curriculum would be.

The reasons for undertaking the project are three. In the first place, all curricula are at present the product of individuals who are influenced by the combined effect of tradition and empirical opinion about what a curriculum should be. The writers and publishers of text books, which are the bases of our curricula, do not wish to depart too widely from what is already taught but the changes they make in content are the result of individual opinion. Each writer of texts wishes to make a book more useful than those of his predecessors but he is his own judge of what the changes necessary to do this should be. Consequently the curricula as they stand today are lacking in consistent adherence to the aims and objectives of education. The aims of education are accepted as topics of conversation and writing. But they have comparatively little influence upon school practice.

We wish to analyse the aim of usefulness so as to be able to tell the makers of textbooks what useful things are eligible for admission into whatever texts they prepare. They are left free to accept or reject the information which we give them. Yet these findings will have profound influence upon my wide circle
The College of Education.

New York.

Professor,

I am writing to inform you of the recent developments in the College of Education and to discuss some important matters.

The primary focus of the College is on improving education and preparing teachers for the challenges of the 21st century. We believe that education is not just a means to an end, but a fundamental right that empowers individuals and communities.

In recent years, we have seen a significant increase in the demand for qualified educators, especially in the fields of STEM and special education. Our faculty and staff are working tirelessly to meet this demand and to provide our students with the best possible education.

We are also dedicated to research and innovation, and we are constantly seeking new ways to improve our programs and offerings. We are always looking for ways to incorporate technology and digital tools into our classrooms, and we are committed to preparing our students to be effective teachers in a rapidly changing world.

Finally, I want to express my gratitude for your support and commitment to the College of Education. Your contributions and your involvement are essential to our success, and I look forward to working with you and our students to achieve our shared goals.

Sincerely,

[Signature]
of textbook writing friends, at least. They are eager to make their books as useful as possible to those who read. The man who writes without an audience in mind and without a missionary spirit is so rare as to be left out of consideration.

In the second place, we are interested in women's education because no serious attempt has been made to determine the extent to which women's education should be similar to or different from that of men. Women's colleges accepted men's curricula to show the sceptical male that the female could beat him at his own game. She has done this so far as class grades tell the story. And the time has now arrived to settle the questions of whether or not she should have an education that fits her for her life as a woman, and just what that education should be.

In the third place, we have reached the point in the technique of applying usefulness to the selection of subject matter where we can guarantee to carry the project through. This study is not a wild adventure into a gray mist; we know how to get to wherever the study leads.

We have a blueprint sketch of our study. All that remains is to fill in the details.

No person need feel nervous over the possibility of usefulness being narrowly construed. Our classified lists of activities of women which we have been three and a half years in preparing and which is given later shows the breadth of the meaning of usefulness. Moreover, it is a part of our plan to use the best brains in the country for practical assistance and advice, and to secure the cooperation of men and women of all beliefs concerning the curriculum - the specialist, the educator who believes
in thorough scholarship, lay men and women, they advocates of things as they are, the technician, and the man who is not concerned with the usefulness of his subject to the layman. To all these it is necessary to submit our findings before we can be sure that they are as nearly practical as we can make them.

Such a study must consider the so-called fundamental subjects because usefulness must be intelligent. Women need principles to guide use. But our study will be concerned only with the service aspects of the fundamentals. We are concerned only with the required subjects of a curriculum wherein those subjects are required which help women to meet those problems and conduct those activities which all women have irrespective of vocation. We shall leave to the specialist the determination of the content of elective fields. The specialist could be helped by the technique of curriculum construction. But "that is another story."

Summarizing, we may say that the study is needed, we are prepared to do it, and we shall make use of the best men in the country to help.

You will be interested in a statement of what we plan to do. For brevity and clarity I shall itemize.

I. Raw Material

1. We shall have as complete a classification of the problems and activities of college women — both women in the home and professional women outside their professions — as we can make.

2. We have determined the problems and activities which are common to both groups of women.

3. We shall determine by the best methods available the most important qualities and ideals of women.
In the long run, cooperation is a means of solving many of the world's problems. It allows nations to work together towards common goals, thereby reducing conflicts and promoting stability. In recent years, we have seen cooperation on a global scale, addressing issues such as climate change, terrorism, and global pandemics. This cooperation has led to significant progress in various fields, including technology, health, and economic development. As we move forward, it is essential that we continue to foster and strengthen these cooperative efforts.
4. We shall put experts on each of these classes of activities—as, health, mental hygiene, art, music, and so on—to determine what will be the most useful materials in these fields.

5. We shall derive the "service" content of the fundamental subjects.

6. We shall publish these findings as raw material for the guidance of textbook writers and curriculum makers to use as they prefer. This in itself will be a definite contribution. But we wish to go further—

II. Organized material.

7. We wish to organize this material into textbook and syllabus form to present our idea of how the material should be organized for instructional purposes.

8. We shall try out the material in the classes of Stephens College and revise after use and criticism.

9. We shall then release the material for national use. Publication is now assured. But we wish to go still further—

III. Conduct

10. We have the ideal before us in Stephens College of developing an institution where more than information is dealt with. If usefulness is
to mean anything substantial it is necessary for us to develop an institutional technique which will make the curriculum influence the conduct, the lives, and the ideals of the students.

This is the most difficult of the tasks we have set ourselves and we cannot guarantee results as finished as in the preceding nine problems. We merely agree to do the best we can. When we complete the first nine divisions we shall have made a contribution sufficient to justify the outlay.

You may ask - Why select Stephens College? It is a small college in the Middle West; there are many well known colleges in the East. The answer in a word is availability, and for the following reasons:

1. President Wood believes in the project intelligently and administratively. Intelligently, he knows what it is all about because he started it. Administratively, he is prepared to administer the College so as to carry out the whole plan,—raw materials, organized courses and conduct.

2. Responsible investigators approve of the College as a location for the project. Messrs Sage, Rumj, E. D. Burton, Padelford, and others have been on the ground and can be consulted.

3. The College faculty is now actively participating in the project. Nearly half the faculty is
The task is not difficult if the team
we have set ourselves is to complete the
intellectual matrix on the existing line
by the morning. The working group to the
point where we complete the first line of
we will have made a contribution significant
to identity the matrix.

Your view asks - why select business college? It is a
college in the middle West. From the many well known colleges in
the East the question is a way to materialize and not the job.

Formal results:

want to make possible in the project intellectual
In any materialization. Intellectuals only
- If.

Materialization in the planning of the
College to use as to make the whole plan
can materialize. All the necessary conditions
are. Consequences of intellectual structural
as a location for the project. Anyone else, Home
- In the location, Planning, and what people know
on the floor any need to accomplish.

The college requires to make a location for-
Tired to the project. Results will the material to
doing formal research in one or more of
the three fields — raw material, organized
courses and conduct. No other faculty
in the country has as high a percentage
doing similar work, I venture to say.

4. The College is set to absorb the material
as fast as it is produced in preparation
for national distribution.

5. Three and one-half years have been spent
in getting the project to the point where
production on a large scale is ready to
be begun. This includes not only the lab-
oration study which I have made but the
preparation of the faculty for the tasks
as well. The second consideration is more
important than the first.

6. No other College in the world is so avail-
able. Stephens College is set for the ef-
fort. Any other college would have to be
warmed up for a period of years.

7. It does not matter where the college is. The
findings will be published.

8. May I be permitted to say that I believe
the project can be carried through in
Stephens College and that I am willing to
see it through?

9. The project will have to be dropped at
Stephens unless help is given. The Col-
lege has spent $7000 a year for three
years exploring the lead; it has demonstrated the feasibility of the undertaking; now it must have funds for development or it must let the matter drop.

Our proposal is this. We are geared to use a maximum of $25,000 a year for five years. During each year we may not use the total amount; some money may be left, but we want to be underwritten for that amount.

We shall take the project up unit by unit and shall complete each independently so that we shall be able with what we have on hand to publish every year.

If at the end of five years the whole job is not done we shall have made many unit contributions. This is no longer a project where the last month's work in the five years is crucial. It is a straight forward production job. For so much money we can turn out so much work, and we are prepared to produce on the basis of an annual appropriation of $25,000.

President Wood and I have prepared this statement together, and he joins with me in accepting the responsibilities involved.

Sincerely yours,

W. W. Charters.

P. S. For those who are interested, the accompanying summary of an analysis of the "activities" of college women based upon several hundred diaries containing over seven thousand different activities is presented. The detailed report contains probably 200,000 words of original source material and interpretations. It
may probably be found by some

Considering the importance of the

For development as it may have the

We refer to the

Can the password be given, and never written down?

Any 200,000 a year for five years. I might even try to get more, but it probably won't work, and I don't want to go desperate.

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is probably not intelligible without explanation as it is only a work which, for the technician, marks out the limits of the study.

Signed "W. W. Matthews"
In the period of interpretation without expression as it is only
work which you the provision make out the figure of the

[Signature: W.W. Days]
I. Some of the purposes of the schools.

In an unusual address at Athens, Ga., Mr. Walter H. Page (1901) described an imaginary school. Toward the close of the description he said:

"At last a generation had grown up that had been educated in the public schools of this town. Nearly every useful man in the town and most of the useful women were high school graduates. They made the social life of the town. The doctor, the dentist, the preacher, the mayor, even the Governor, most of the merchants, the owner of a great tin shop, the owner of a wagon factory — all sorts of successful men had been graduated at this school and most of them had got the impulse there that shaped their careers." ..... "In the first period of this town's history, ..... the town carried the schools. ..... The whole educational work ..... was half a sort of social function, half a sort of charity. It really did not touch the intellectual life of the people. Then, they carried the schools; now, the schools carry them. ..... The change is a changed view of education.

..... Now, they talk about the proper training of men, while formerly they talked about the natural resources of their community." Men are trained by having them work with and think about the kinds of things which are worth while in their community. People, if truly educated, are educated through and by means of the work they do.

Not memory training primarily, as practised in the past generation of schools, but experience training is needed, as a proper basis for purposeful action, also as a basis for useful memory training. People grow by cooperating in and thinking about real tasks. Memory of book facts cares for itself when vital situations in purposeful work give significance to book facts. Modern education desires an active mind and active body, both given to useful work. Modern education does not desire static scholarship, but productive scholarship,
since it must be sufficiently comprehensive and exact to enable it to
operate in answer to the needs of social and industrial tasks. It exacts a
high quality of scholarship, not a "ticketed and filed body of knowledge",
but a working body of knowledge.

To secure the types of training indicated, the subjects and methods
of school work must be changed. Most school people have contented themselves
with statement of educational ideals and argument about them, but have done
little to make subjects of study and methods accord with ideals. The schools
are not worse than formerly - they have merely gone on in their usual way,
while ideals have far outrun practice. Practices are not likely to change until
school subjects and methods are reorganized so as to accord with the newer
purposes.

II. Condition of subjects of study in the schools, organization
and content of materials of study somewhat improved, but not essentially changed,
designed to inform not elucidate and vitalize real situations in experience;
for example, definitions of terms, not real situations are used to introduce
subjects - see grammar, geography, arithmetic, physiology, hygiene.

Essentials of the subject are uppermost in the minds of those who
prepare school courses of study - not what situations in pupils' lives does
this subject help to enliven, enlarge, make more intelligent and more useful.

With the tremendous growth of knowledge of the past five centuries
it became necessary to discover and organize systems of classification of the
rapidly growing branches of knowledge. Thus there was developed an orderly
arrangement or system of grammar, history, the sciences, etc. It then seemed
best in instructing students to teach them first the system of organization
of knowledge of the subject and add cases to illustrate the system.

A brief inspection of almost any school subject of study serves as
illustration. Definitions of terms and the fundamentals of the system of organi-
zation proceeds, and vital situations, the things to be defined and organized follow. Technique should not precede need of technique. The logic of the subject is not needed until there are some conceptions of the vital situations within the subject.

III. Can ordinary teachers in ordinary schools affect the needed reorganization of subjects of study?

A few are conducting experiments with promising results, but extensive results cannot be hoped for these more than can research in medicine come primarily from physicians in regular practice.

Hours of teaching of ordinary teachers are very long.

Training of ordinary teachers is poor.

There is need of scholarship and vision for reconstructive work.

The public attitude toward experimentation makes it necessary to demonstrate before the public will follow.

IV. Need of separate experimental school

Must have a school as basis of experimentation - real children, with boys and girls constituting representative groups.

Must have facilities - comparable to those of the best public schools - superior when specific experiments require them.

Must have teachers:

who are already good teachers,
who have good scholarship,
who have vision of reconstruction,
who have scientific attitude toward reconstruction work.

Need of cooperation with public schools

Constructive ideas thus gained
Check in actual practice
Extension of any good work

Need of cooperation in educational measurement with public schools
V. Types of work under way and arranged for development
   a. Acceptance of Junior-Senior High School Plan
   b. Introductory courses in science
   c. Courses in mathematics
   d. General course in Industrial Art for boys
      
      Usual course highly specialized
      Need of general course followed by special courses
   e. English composition
   f. Biology and hygiene
   g. School records
   h. Saturday school (Schools in Summer?)
   i. The school library
   j. The laboratory manual in science
   k. History and civics
   l. Music
   m. Opportunities of the school as shown by requests for visits to it
      Personnel of visitors
      Length of visits
A Study of the Position of Modern Foreign Languages
in the American Educational System.

There is a very great need for a thorough study of the teaching of modern foreign languages in the United States, a study to be carried out by a commission widely representative of national interests, and so authoritative that its recommendations will compel respect in all quarters.

The values that may and should be attained through the study of modern foreign languages are in general not clearly seen and understood. The public does not understand them; students do not understand them; collegiate executives and school superintendents in many cases fail to understand them; and, all too often, teachers themselves fail to understand them. There result, inevitably, failure to meet important needs, unintelligent registration, administrative hostility and unwise dictation; together with confusion in purpose, chaos in method, and great discouragement on the part of serious teachers.

At the same time the need for modern foreign language instruction is far greater than ever before. This need results directly from the existence of bonds, much closer than those previously existing, between the United States and many foreign countries. If we are to play properly our inevitable part in the life of the world, we must acquire a far better knowledge than ever before of the psychology of the peoples with whom we have to deal, and such knowledge of their psychology cannot possibly be gained without thorough knowledge of the languages in which their thought is uttered and is written. Many more Americans will visit such countries, on missions diplomatic, commercial, economic, scientific, or educational, than was the case before the war; and many more foreigners will come here on similar missions. If such missions are to win and to receive a deep and intelligent welcome, each
party must be able to understand and to speak the language of the other. If our foreign service is to be truly serviceable; if our commerce is to maintain friendly markets, and is not, through careless ignorance, to develop the hostility that breeds war; if we are to exchange with other nations the best of our knowledge on economic, scientific and educational matters; we must have a large body of intelligent men well trained in the foreign languages. In the present state of international relationships and international transportation, knowledge of the European languages is as indispensable to us today as it has long been to the continental nations themselves.

The exceedingly large registration in French and Spanish points to a vague recognition of this fact on the part of the general public; but the vagueness of the recognition is leading to most unfortunate results. In the first place, the great mass of students elect the languages for one year only; yet the average student cannot, in a single year, under general class conditions, acquire a knowledge of a foreign language sufficient to serve him for serious purposes. An enormous educational waste therefore ensues. Moreover, the swollen size of the elementary classes often compels the diversion into elementary work of teachers who normally give advanced work (including the training of new teachers), with the result that the advanced work suffers or disappears; and often compels the engagement (at present disastrously common) of untrained and utterly incompetent instructors. Such incompetent instruction in its turn brings whole modern language curricula into undeserved discredit. In the second place, two of the results of this mass registration are open at least to very serious challenge; the extraordinary demand for Spanish, based on expectation of commercial returns, and the extreme aversion to the study of German (an aversion not manifest in England or in France). The diminution of German classes has been greater than the increase in French and Spanish classes, with the result that the total amount of modern foreign language study in the United States is today less than before the war.
We need a study of the situation that will clarify these general matters, and that will help us to solve many pressing specific questions of professional policy. Such questions are, for instance, the extent to which instruction designed to give a speaking knowledge shall be differentiated from instruction designed to give a reading knowledge; the age at which the study of the first foreign language should be begun; the length of time which should properly be spent, for general or for specific purposes, in the study of a language; the exclusion from language classes of the not inconsiderable number of students who are psychologically incapable of making any progress in foreign language study; the determination of the norm of accomplishment at various stages of foreign language study; the question of the study of a second language, or of additional languages; the provision of phonetic laboratory facilities; the question of the right employment of foreign born teachers; the training of modern foreign language teachers; the maintenance and expansion of research; and the relating of the teaching of modern foreign languages to the teaching of modern foreign history and allied subjects.

Two educational bodies have committees which are to deal with some of the problems suggested. A Committee of the Modern Language Association is very nearly ready to report on the training of modern foreign language teachers. This report should be fully utilized by any subsequent commission. A Committee of the National Education Association has in construction a report on certain phases of modern foreign language teaching in the schools. This report is however, deadlocked within the committee. Such reports, in any case, could hardly exert much influence, save within the particular body to which the committee reports. The present outstanding need is for a complete survey by a body so widely representative as to command universal educational, and wide general, attention and respect.

Just such a commission was appointed in England by the Prime Minister in August 1916. This commission consisted of seventeen members, and an
We have a story of the importance of being generous. We can never be fully prepared for the situations and experiences that lie ahead. Professional growth, social advancement, and personal development are all important, but they are nothing without the love and support of those around us.

It is essential to learn from our mistakes and to grow from them. We must be open to new experiences and opportunities, and we must be willing to take risks. We cannot be afraid to fail, because failure is a necessary part of growth.

The story of our lives is one of continual learning and improvement. We must be willing to face our challenges and to work through them. We must be willing to take responsibility for our actions and to learn from our mistakes.

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Two important points have come to my mind as I reflect on some of the events that have happened in my life.

The first point is that the Model Mirror Image Association is not just a group of people, but a community of individuals who have come together to support and encourage each other. The association provides a safe space for individuals to express their experiences and to receive feedback and support.

The second point is that the Model Mirror Image Association is committed to promoting diversity and inclusion. We strive to create a community where everyone feels welcome and valued.

These are only a few of the lessons that I have learned over the years. I hope that they will be helpful to others as they continue to grow and develop.

Ministry in Action 101. This commissioner continues his work in the field of...
employed secretary. Many of the members of the committee were men distinguished in various lines of activity. The chairman was Mr. Stanley Leathes. Among the members was Dr. Hal Fisher, the present president of the Board of Education. The commission met on forty nine days, interviewed 136 witnesses representing public and educational interests of the most varied types, and addressed questions to many other persons, firms and associations. Their report, "Modern Studies", published in 1918, "under the authority of his majesty's stationery office" is a very notable document, and has become, indeed, as it is called, the Magna Charta of modern foreign studies in Great Britain. Much of its excellence is due to the fact that its recommendations are precisely adapted to British scholastic conditions. This very quality, however, prevents the report from being of more than suggestive value to America.

We therefore recommend the appointment, by the American Council on Education, of a Commission on the Teaching of Modern Foreign Languages in the United States. We suggest that the commission consist of from 12 to 15 persons, of whom about one-half should be teachers of modern foreign languages. These teachers should, in our opinion, be so selected as to provide representation for both Germanic and Romance language interests; for schools, colleges, and universities; and for the Modern Language Association, the Federation of Modern Language Teachers, and the National Education Association. The other members of the commission should be so selected as to provide representation for school and college administration, for branches of education closely allied to the teaching of modern foreign languages, for those engaged in service to the foreign-born in this country, and for institutes and interests of an international character, whether diplomatic, commercial, economic, scientific, or educational.

There should be attached to the commission an employed secretary, preferably a young and successful teacher of French or German, who should give his entire time for a year to the work of the commission, and should receive an adequate salary.
We estimate that the financial needs of the commission would be as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Salary of Secretary</td>
<td>$3,000.</td>
</tr>
<tr>
<td>Stenographic assistance</td>
<td>1,500.</td>
</tr>
<tr>
<td>Books &amp; Supplies (including incidental printing)</td>
<td>500.</td>
</tr>
<tr>
<td>Postage, etc.</td>
<td>1,000.</td>
</tr>
<tr>
<td>Travelling expenses of Commission and of persons invited to appear before Commission</td>
<td>3,000.</td>
</tr>
<tr>
<td>Printing and Distribution of Final report</td>
<td>1,000.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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The estimate for the financial needs to be met is as follows:

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<th>Description</th>
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<tr>
<td>Research officer</td>
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</tr>
<tr>
<td>Books and supplies</td>
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</tr>
<tr>
<td>Printing</td>
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</tr>
<tr>
<td>Postage and handling</td>
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</tr>
<tr>
<td>Traveling expenses of Commission and</td>
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<tr>
<td>Principal and His Intricate Being</td>
<td></td>
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<tr>
<td>Report</td>
<td>$0.00</td>
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<tr>
<td><strong>Total</strong></td>
<td>$0.00</td>
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A Study of the Status and Problems of the College of Arts and Sciences.

Appended is an outline of a proposed study and report on the status and problems of the college of arts and sciences. The Executive Committee of the American Council on Education has authorized the appointment of a standing committee to make such a study. The committee has not yet been appointed. It is proposed, however, to ask President Lowell of Harvard University to act as Chairman as soon as the Council is assured of securing sufficient means for the prosecution of the work. The amount of money necessary is estimated on the last sheet of the outline.

There are several compelling reasons for making such a report at this time.

1. The growth of technical and vocational schools of college grade and the public pressure for so-called practical training has led to haphazard modifications of the college of arts and sciences. There has resulted in the minds of college officers an uncertainty as to the purpose of the college of arts and sciences. This is reflected in standards, in requirements for admission and graduation and in the general lack of fundamental principles in the formation of curricula.

2. This tendency will doubtless be accentuated as the result of the large demand for technical training which has already begun following the war.

3. The former position of the college of arts and sciences in the American educational system has been further affected by the recent growth of graduate and professional schools, the two-year pre-medical and the one-year pre-legal requirements, the development of schools of commerce, journalism, education and the like, and the rapid evolution of the junior college. The college of arts and sciences is now jostled and crowded in a field which it once occupied practically
alone. What is and what should be its relation to these other institutions?

4. The majority of colleges of arts and sciences are on private foundations. The existing economic situation has practically cut their incomes in half. Most of them were operating before on a very small margin, or on none at all. Positions on their faculties were becoming relatively less and less desirable. Now they face the necessity either of securing large increases to their funds in order to avoid losing their best teachers, or of doing a more elementary grade of work. On what basis should they attempt to continue? Was the old basis satisfactory? Is there need of between 400 and 500 colleges in the United States? Is it a public interest to save them all? What sort of a college should the college of arts and sciences be?

5. The war has intensified the demands on young men. Colleges cannot afford to waste their resources on the unfit. There have also been developed under the war stimulus new measurements of capacity and achievement. These facts point to the desirability of a review of college procedure in the selection and retention of student material.

6. The proper place of the college of arts and sciences in the total scheme of American life needs to be made clear. The public, upon whose comprehension and sympathy every educational institution depends, needs to have the function of the college of arts and sciences authoritatively interpreted to it.

The study as projected in the appended outline would present briefly a record of what the college of arts and sciences is today with all its inconsistencies and uncertainties of purpose and relationship. It would discuss the principle problems of the college of arts and sciences. On the basis of such record and discussion it would formulate a new definition, appropriate to the day, of the aim and
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place of the college of arts and sciences.

A report of this character would have influence in proportion to the sanity of the conclusions presented and the professional standing of its sponsors. It is believed that the broadly representative character of the American Council on Education renders it a suitable body, - perhaps the most suitable body - to take the responsibility for such a report. As to the committee to carry on the study, the Council will endeavor to select the most influential men and women.

It is estimated that a report could be issued within a year. Much of the material on which it would be based has already been gathered. It needs merely to be coordinated and interpreted. Undoubtedly the facilities of the Bureau of Education could be used for assembling some of the new data required. This accounts for the rather low estimate of the cost of the study.
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This accuracy for the reader is essential to the case of the
Status and Problems of the College of Arts and Sciences.

I. The aim of the college of arts and sciences.

1. As shown by entrance requirements.
   (a) There is uniformity only in quantitative requirements.
   (b) There are great variations in subject requirements, partly regional and partly as between sectarian and non-sectarian institutions.

2. As shown by graduation requirements.
   (a) There is substantial uniformity only in quantitative requirements.
   (b) The variations in subject requirements are almost infinite.

3. As shown by the increasing tendency to include vocational subjects as electives.

4. As shown by the variety of degrees granted.

5. As shown by the criteria applied by standardizing agencies.

II. Demands made upon the College of arts and sciences.

1. Is the function of the college of arts and sciences general education, special education, or both.

2. Percentage of college graduates entering
   (a) Industry
   (b) Commerce
   (c) Teaching
   (d) Other professions.

3. Shortages in these callings.

4. Extent to which college curricula are designed to give training for these callings.

5. Extent to which college curricula should be organized to train men and women for specific occupations.

6. Should college courses for women be differentiated from college courses for men.
III. Tests of Achievement or Capacity.

1. Types of tests now applied and their success as sorting devices.

2. Is the continuance of measures that are largely quantitative desirable?

3. The possibility of further objective tests of achievement.

4. The application of psychological and objective tests for admission and for graduation.

IV. Relation of College Life to College Work.

1. Physical training.

2. Athletics.


4. Discipline.

V. The Teaching Staff.

1. Qualifications of teachers of colleges of arts and sciences.

2. Sources of supply.

3. Conditions of service, including salary.

4. Methods of recruiting the profession and retaining able practitioners.

VI. Relation of the College of Arts and Science to other parts of the Educational System.

1. Length of the college course
   
   (a) Normal length
   (b) Length as modified by the development of secondary education
   (c) Length as modified by professional requirements,
   (d) Experiments in shortening the course.

2. The four year course and the junior college.

3. The status of the independent college as compared with the college of arts and sciences which is part of a university organization.

4. The problem of the growing enrollments in the first two college years.

5. The relation of the college of arts and sciences to vocational colleges in the same institution on the same academic level. For example, colleges of commerce, colleges of journalism.
VII. A New Definition of the College of Arts and Sciences.

1. With respect to aims
2. With respect to content of curricula
3. With respect to length of course
4. With respect to persons who should attend
5. With respect to tests of achievement
6. With respect to relationships with other parts of the educational system.
A new arrangement of the College of Arts and Sciences

I. With respect to time
II. With respect to content or categories
III. With respect to themes or courses
IV. With respect to courses who shoulder course development or who seek to adapt
V. With respect to questions of interpretation with other parts of the curriculum

...
Estimated expense of a study of the College of Arts and Sciences:

Salary of secretary of committee $4,000.
Stenographic assistants $3,500.
Postage $1,000.
Other office expenses $500.
Travelling expenses of committee and its employees $4,000.
Printing and distribution of report $2,000.

Total - $15,000.
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<tr>
<td>Administrative assistance</td>
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<td>Postage</td>
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<td>Other office expenses</td>
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<tr>
<td>Traveling expenses of committee and</td>
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<tr>
<td>The employees</td>
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<td>Printing and preparation of report</td>
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<tr>
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