October 23, 1923.

Report on the Present Needs of the Graduate School of Arts and Literature.

I. Weak Departments:

Even a cursory examination of the Graduate School of Arts and Literature reveals the fact that several departments require immediate reorganization or, at least, comprehensive strengthening if they are to make any contribution to the culture of the country, or even hold their own with the corresponding departments in other Universities.

1. One of the more notable examples of this condition is found in Anthropology. Up to this time, it has been not an independent department but a section of Sociology. The work has been under the direction of Professor Starr, who has now retired. Neither its incorporation with Sociology nor the manner of its presentation by Professor Starr has proved satisfactory. Professor Starr, though an excellent popular lecturer and a man who, partly through his personal idiosyncrasies, had a certain position among the undergraduates, had no place among the anthropologists of the world. He was interested in the curious and bizarre rather than by the scientific aspects of his subject, and so long as he was in charge, there was no possibility of work of a serious and permanent character being done. The subject is one of the utmost importance, not only in itself, but in its contacts with History, Art and Archaeology, Sociology, and with the study of Evolution. It should be made a department, and the one appointment that has been made should be supplemented by another. The latter should be a major appointment, nor can it be expected that a man of the requisite distinction can be obtained at less than $7,000 a year.
October 29, 1939

Report on the Prescribed Course

of the

Graduate School of Arts and Sciences

I. Week Department:


have a certain examination of the Graduate School of Arts and Sciences to

serve the time that several examinations have been completed to make an appointment

of these. The correspondence seems to get me to carry on the examination

to the contrary of the normal as a means to have the mathematics

department to accept it but.

II. One of the more notable examples of this condition is found in

mathematics.

We put a section of geometry. This work has been under the charge

of Professor Elliot, who has now retired. Neither the course

nor the professor with sociology not for the moment of this presentation to

Professor Elliot and Prof. Sadler. Professor Elliot, though an

excellent bacteriologist and a man who has made extremely broad scientific

interactions and a certain portion longer the undergraduate and

in the course by stating the problem of the science part of

this subject, may to some as a man to create praecipua non complete of work

of a science and paramount importance but not its interest in the coexistence with biology

not any particular sociology and with the help of ethnology. It

ought to make a great deal and the one in which science and seem more complete

supplementary of each other. The intellect seems to a major supplement, not as a

part of it to express that a men of the humane information can ad

been from 41,090 a year.
2. The Department of Psychology, once one of the most active departments in the University, has, through the loss of Mr. Angell and the failure of the University to make a permanent appointment to fill the vacancy, lost prestige. Mr. Judd, who has generously consented to fill the gap, has done everything possible to keep it together. But Mr. Judd is carrying one of the heaviest loads in the University, and I am sure that he will agree with me that a major appointment is absolutely essential in the department. This means the appointment of a full professor at a salary of from $7,000 to $8,000. Professor Carr, though a man of sound attainments in his field, is not of the calibre to keep up with undiminished prestige the traditions of the Department. Unless something is done soon, the influence of the University of Chicago on psychological studies will rapidly decline. Nor can the situation be met by filling in from below, especially in a department that was to such a degree a one-man department as Psychology was under Mr. Angell. In general, I believe that the plan of filling vacancies from below is a mistake. The decline in the Johns Hopkins University was, I believe, partly due to this.

3. The Department of the History of Art has been in a state of eclipse for several years. Only this quarter has it begun to function again through the appointment of Assistant-Professor Swift. For many years it was under the direction of Professor Tarbell, a man of rare judgment and scholarly attainments. His field was Ancient Art; the Renaissance, and the Modern Period were in the hands of Mr. Zug and afterwards Mr. Offner. Mr. Tarbell retired several years ago and died a few years later. Mr. Offner was not reappointed and the Department
The appointment of this professor, one of the most notable graduates of the University, represents the loss of an important faculty member. The appointment of a full professor of a salary of over 1,000 to $2,000 will greatly enhance the status of the department. This move is a testament to the quality of teaching and research in the department. 

The position of the University of Chicago in the field of botany is well established. We can see the appointment as a mark of our commitment to excellence in the field. 

I believe, partly due to this move, the department will be able to attract more distinguished professors and students. The University of Chicago has a long tradition of excellence in the field of botany.
practically ceased to exist. It seems to have been squeezed out of the budget. Some courses during the Summer Quarter and a series of lectures organized by Mr. Wilkins were all that was left of a Department that had shown distinct promise. Only the courses given by Mr. Sargent and his colleagues in the School of Education served to show that the University still recognized the subject. The students, who had begun work under Mr. Tarbell, left us for other Universities. In the whole history of the University, I doubt whether there has ever been such a complete collapse of a department. There is, moreover, a unique opportunity for a strong department in the History of Art in this institution. The professional side is well taken care of by the School of Education, and the collections in the Art Institute furnish excellent material for study. I need hardly add that the plan of organization of the Department that has been drawn up is such that there would be no duplication of the work of the Art Institute.

With the recent appointment of Assistant-Professor Swift a beginning toward better things has been made. He is equipped to take care of Architecture and Sculpture, both ancient and modern. He is not, however, a student of Painting and no courses are being given in that branch of art. What the department needs is a man in this field, preferably one who has specialized in Renaissance Painting. Professor Prescott, who is Acting-Chairman of the Department, speaks of the appointment of an Assistant-Professor at the same salary as Mr. Swift ($3500) as the minimum, with which to carry on. My own opinion is that a major appointment should be made at a salary of $8,000 a year. It is quite possible that Professor Post of Harvard might be induced to come.
The budget for the current academic year will involve a strict adherence to financial constraints. It seems that the committee is looking to reduce expenses and maintain a balanced budget. The university's financial report indicates a need for careful planning and management. In this context, the administration is considering the implementation of new policies to increase efficiency and reduce costs. The budget committee is currently reviewing various proposals to ensure that the institution remains financially stable.

In addition to the financial aspects, the university is also focusing on the academic programs. A new college of science is being considered, and there is a strong interest in expanding the offerings in the field of engineering. The administration is looking for opportunities to collaborate with other institutions to enhance the educational experience.

With the recent appointment of several new professors, the academic department is expected to expand its offerings. The university is committed to maintaining high-quality education and is working to ensure that its programs remain competitive.

In light of these considerations, the university is taking steps to improve its financial health and to ensure the long-term success of its academic programs. The administration is actively seeking ways to increase revenue and to reduce costs, with a focus on maintaining a strong financial position.
4. The Department of German.

Professor Cutting has retired, and Professor Wood is approaching the retiring age. The Department is now one of the weakest in the University. While it is true that, as a result of the war, the number of students showed a notable decline, there is no doubt that every year will show an increase in attendance; and quite apart from the number of students, the importance of both the linguistic and the literary sides of the subject is so great that weakness here affects most seriously the work in allied departments, like English and the Romance Languages. German and French, for example, have always been a favorite combination for the doctoral degree. A scholar of distinction should be appointed to fill the vacancy made by Professor Cutting's retirement, preferably one who is interested in the literary side. It would, in my opinion, be advisable to consider the possibility of getting a European scholar, possibly from Austria or Switzerland.

5. The Department of Latin.

Professor Merrill retires at the end of this academic year, and Professor Miller is close to the retiring age. This will leave in the Department only Professor Prescott, Professor Besson and myself. Moreover, so far as the Department is concerned, I am on half-time. We need two men: one now to fill the vacancy caused by Professor Merrill's retirement and one to take Mr. Miller's place when he retires. For the former a major appointment is necessary and, after careful consideration, we are all agreed that Professor Tenney Frank, now at Johns Hopkins University, should be called. After consultation with the Dean of the Faculties and with President Burton, tentative approaches have been made to Frank on the basis of a salary of
The Department of Education

Professor Miller is a teacher and professor known for his approachable teaching style. The Department is now one of the mainstream in the University. "To me, teaching is not just a means of making a living and earning money, but it is a passion and a mission. It is about empowering students to explore their potential and find their voice."

Many teachers will agree on the importance of teaching students to think critically. Professor Miller, in particular, has been recognized for his innovative approach to education. He believes in the power of student-driven learning and encourages his students to take ownership of their education.

In the Department, Professor Miller is also known for his ability to connect with students on a personal level. He often organizes extracurricular activities and volunteer projects to enhance students' learning experiences.

Professor Miller's dedication to his students is evident in his commitment to continuous professional development. He is always seeking new ways to improve his teaching skills and stay current with the latest educational trends.

The Department of Education is fortunate to have such an esteemed faculty member like Professor Miller. Under his leadership, we can expect to see continued growth and innovation in our educational programs.

The Department of Education

This document is not available for viewing.
$6,000. The correspondence with him has shown quite clearly that he would not come for this salary, and that our only chance of getting him would be to offer him $7,500. He would be worth this and more to us. He is a prolific writer and his work on "Roman Imperialism" and on the "Economic History of Rome" has given him a reputation among historians, as well as among classical scholars. With him here, we could look forward to a rapid recovery of the prestige which our Department once enjoyed.

6. The Department of General Literature.

This Department is now under the direction of Professor Cross, a most scholarly and efficient officer. He is one of the strong men in the Philological group. My only reason for including it under the class of weak departments is that Mr. Cross, able as he is, cannot carry the work alone. The only other person in the Department is Mr. Howland, who makes no contribution. The Department should be strengthened by the addition of one man now and another in the near future. We can probably get Professor Archer Taylor of Washington University, St. Louis, for the minimum professorial salary. Mr. Taylor is highly recommended by Professors Cross and Manly.

7. The Department of Comparative Religion depends chiefly on the work of one man, Mr. Haydon, whose rank is that of Assistant-Professor. Professor Small, who is the Chairman of the Department, is strongly of the opinion that Mr. Haydon should be promoted and given some assistance.

8. The Department of Household Administration.

This Department is under the direction of Miss Talbot, who is assisted by Miss Brockinridge. It is not successful. Miss Talbot has hardly
had the training requisite for the direction of the work that should be done, and Miss Breckinridge, while an able woman, is better equipped for Economics or Sociology than for Domestic Science. On the other hand, excellent work in this field is being done at the School of Education under the direction of Miss Blunt. I should recommend that, with Miss Talbot's retirement, the department be reorganized under Miss Blunt. The professional side would still be taken care of by the School of Education. The number of inquiries that come to the Graduate Office about advanced work in the subject show very clearly that there is here a great opportunity for service.

II. Other Departments.

1. The Department of Romance Languages.

   (1) The salary difficulty
   (2) The transfer of Mr. Parmenter to Phonetics exclusively and the necessity of another instructor in Spanish.
   (3) Recommendation of the appointment of Professor C. C. Warden of Princeton University to a professorship in Spanish.

2. Department of Oriental Languages.

3. Department of English.

4. The Departments in the Social Science Group:

   (1) History
   (2) Education
   (3) Sociology
   (4) Political Economy
   (5) Political Science

III. Increase in Fellowship Funds.

IV. Publication Funds for research books.
II. Open Department.

1. Department of Economic Sciences.

(a) The faculty of agricultural economics and the department of microeconomics, with the assistance of the faculty of macroeconomics, and the department of microeconomics, with the assistance of the faculty of macroeconomics.

(b) The faculty of economic sciences, with the assistance of the faculty of macroeconomics.

(c) The faculty of special sciences, with the assistance of the faculty of special sciences.

(d) The faculty of special sciences, with the assistance of the faculty of special sciences.

III. Increase in Fellowship Funds.

IV. Application Form for Research Projects.
Dean J. H. Tufts,
The University of Chicago.

Dear Dean Tufts:

I enclose a summary of the most imperative needs of the Graduate School of Arts and Literature. I have drawn it up only after a most careful examination of the condition of the Departments. I am convinced that it is only by making the new appointments which I have listed and providing the increases I have indicated that the School can hope to make any appreciable contribution to graduate studies in America or even to hold its own with the other Graduate Schools in the country. In the case of some departments the situation is almost inconceivably bad. It is so bad that it is only by making new appointments of strong men—major appointments that would command attention—and by increasing the salaries of many members of the teaching staff who are being tempted away that we can hope to regain our prestige. I hope that this will not sound like an exaggeration. It is not. It is a lamentable fact that some of the departments that ten or fifteen years ago were famous and attracted graduate students from all parts of the continent are now deplorably weak, while some of the others, though still doing efficient work, have recently suffered serious losses in their teaching staff and are threatened with still more. Let me speak of these in detail.

I. The Weak Departments:

1. The Department of Psychology, once one of the most active departments in the University, has, through the loss of Mr. Angell and the failure of the University to make a permanent appointment to fill the vacancy, lost prestige. Mr. Judd, who has generously consented to fill the gap, has done everything possible to keep it together. But Mr. Judd is carrying one of the heaviest loads in the University, and I am
October 20, 1929

Dear Mr. Tuttle,

The University of Chicago

Dear Dean Tuttle:

I propose a seminar of the most fascinating kind of activity.

Graduate School of Arts and Sciences. I have been in the faculty for several years and have been associated with the administration of the University for some time now.

If you or any members of the faculty think that the seminar can play any role in the continuation of graduate studies at the University, I think it would be a wise move to consider it. It would be a way of strengthening the connection between the faculty and the students.

I believe that the seminar could serve as a platform for the exchange of ideas and the development of new perspectives. It would also provide a forum for the faculty to share their knowledge and expertise.

I hope that you will not mind my suggestion. If it is not appropriate in the current circumstances, I understand.

I would be happy to discuss this further with you.

Yours sincerely,

[Signature]
sure that he will agree with me that a major appointment is abso-
olutely essential in the department. This means the appointment of a
full professor at a salary of from $7000 to $8000. Professor Carr,
though a man of sound attainments in his field, is not of the calibre
to keep up with undiminished prestige the traditions of the Department.
Unless something is done soon, the influence of the University of
Chicago on psychological studies will rapidly decline.

2. The Department of the History of Art has been in a state of eclipse
for several years. Only this quarter has it begun to function again
through the appointment of Assistant Professor Swift. For many
years it was under the direction of Professor Tarbell, a man of rare judg-
ment and scholarly attainments. His field was Ancient Art; the
Renaissance, and the Modern Period were in the hands of Mr. Zug and
afterwards Mr. Offner. Mr. Tarbell retired several years ago and
died a few years later. Mr. Offner was not reappointed and the De-
partment practically ceased to exist. It seems to have been squeezed
out of the budget. Some courses during the Summer Quarter and a series
of lectures organized by Mr. Wilkins were all that was left of a De-
partment that had shown distinct promise. Only the courses given by
Mr. Sargent and his colleagues in the School of Education served to
show that the University still recognized the subject. The students
who had begun work under Mr. Tarbell, left us for other Universities.
In the whole history of the University, I doubt whether there has
ever been such a complete collapse of a department. There is, more-
ever, a unique opportunity for a strong department in the History of
Art in this institution. The professional side is well taken care of
by the School of Education, and the collections in the Art Institute
furnish excellent material for study. I need hardly add that the plan
of organization of the Department that has been drawn up is such that
there would be no duplication of the work of the Art Institute.

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toward better things has been made. He is equipped to take care of
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ever, a student of Painting and no courses are being given in that
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in attendance; and quite apart from the number of students, the
importance of both the linguistic and the literary sides of the
subject is so great that weakness here affects most seriously the
work in allied departments, like English and the Romance Languages.
German and French, for example, have always been a favorite com-
bination for the doctoral degree. A scholar of distinction should
be appointed to fill the vacancy made by Professor Cutting's re-
tirement, preferably one who is interested in the literary side.
The Department of Art at the University of Illinois has established a program of training for Assistant Professors in the fine arts. The program is designed to prepare candidates for positions in the field of art education, and includes both theoretical and practical components.

The program is open to students who have completed a bachelor's degree in the fine arts or a related field. Applicants are required to submit a statement of purpose, a resume, and a portfolio of recent work. The program includes coursework in art history, criticism, and theory, as well as opportunities for professional development and networking.

Prospective students are encouraged to contact the Department of Art for more information about the program and application process.
It would, in my opinion, be advisable to consider the possibility of getting a European scholar, possibly from Austria or Switzerland.

4. The Department of Latin. Professor Merrill retires at the end of this academic year, and Professor Miller is close to the retiring age. This will leave in the Department only Professor Prescott, Professor Beesen and myself. Moreover, so far as the Department is concerned, I am on half-time. We need two men: one now to fill the vacancy caused by Professor Merrill's retirement and one to take Mr. Miller's place when he retires. For the former a major appointment is necessary and, after careful consideration, we are all agreed that Professor Tenney Frank, now at Johns Hopkins University, should be called. After consultation with yourself and with President Burton, tentative approaches have been made to Frank on the basis of a salary of $6000. The correspondence with him has shown quite clearly that he would not come for this salary, and that our only chance of getting him would be to offer him $7500. He would be worth this and more to us. He is a prolific writer and his work on "Roman Imperialism" and on the "Economic History of Rome" has given him a reputation among historians as well as among classical scholars. With him here, we could look forward to a rapid recovery of the prestige which the Department once enjoyed. Twenty years ago it was acknowledged to be the strongest in the country. It can make no claims of that kind now.

5. Another notable example of weakness is found in Anthropology. Up to this time, it has been not an independent department but a section of Sociology. The work has been under the direction of Professor Starr, who has now retired. Neither its incorporation with Sociology nor the manner of its presentation by Professor Starr has proved satisfactory. Professor Starr, though and excellent popular lecturer and a man who had a certain position among the undergraduates, had no place among the anthropologists of the world. He was interested in the curious and bizarre rather than in the scientific aspects of his subject, and as long as he was in charge, there was no possibility of work of a serious and permanent character being done. The subject is one of the utmost importance, not only in itself, but in its contacts with History, Art and Archaeology, Sociology, and with the study of Evolution. It should be made a department, and a major department should be made; nor can we expect to get a man of the requisite distinction for less than $7000 a year.

6. The Department of General Literature. This Department is now under the direction of Professor Cross, a most scholarly and efficient officer. He is one of the strong men in the Philological group. My only reason for including it with the weak departments is that Mr. Cross, able as he is, cannot carry the work along. The only other person in the Department is Mr. Howland, who makes no contribution. The Department should be strengthened by the addition of one man now and another in the near future. We can probably get Professor Archer Taylor of Washington University, St. Louis, for the minimum professorial salary. Mr. Taylor is highly recommended by Professors Cross and Manly.
It would be an honor to express my support for the proposed position of Professor of English in the Department of English at the University of Nebraska-Lincoln. As a native of Nebraska and a graduate of the University of Nebraska-Lincoln, I have a deep appreciation for the institution's traditions and values. I have always been impressed with the quality of teaching and research that takes place here, and I believe that my qualifications and experience make me a strong candidate for this position.

My background in English literature and composition education has prepared me to make significant contributions to the Department of English. I have taught a variety of courses in English literature, including British and American literature, and I have been praised by my students for my engaging teaching style and my ability to make complex literary concepts accessible to them. I am committed to fostering a learning environment that promotes critical thinking and intellectual curiosity, and I believe that I would be an asset to the Department of English.

In addition to my teaching experience, I have also been involved in a number of extracurricular activities that have helped me to develop my understanding of the importance of community engagement. I have served on the board of directors of several local non-profit organizations, and I have been involved in a number of volunteer activities that have allowed me to give back to my community. I am confident that my experience and my dedication to public service will enable me to make a valuable contribution to the Department of English at the University of Nebraska-Lincoln.

I am excited about the prospect of working with the other members of the Department of English and contributing to the advance of the field of English literature. I am confident that I have the skills and the experience necessary to make a positive impact on the Department of English, and I am eager to join the faculty of the University of Nebraska-Lincoln.
The Other Departments:

1. **Romance Languages**
   
   This is the best of all the language and literature departments. But it is doubtful whether Mr. Nitze will be able to keep his men unless something is done to improve their financial position. They will either scatter to other universities, which are quite well aware of their excellent qualifications, or they will be driven to outside work (I mean such activities as text-book making) to enable them to support their families in something like comfort. I find indeed that one of the greatest dangers to which the efficiency of the Graduate School is exposed is the steadily increasing practice of extra-curriculum work of a remunerative kind. Many of the men are driven to it by the fact that it is impossible for them to live on their salaries. At present our Romance Department is relatively free from this, but it is quite likely that the members of its staff will be compelled to resort to it, unless some relief is found. In some of the other departments the efficiency of the Graduate work has been seriously impaired by it. Men are making elementary textbooks when they should be pursuing their special line of research.

   I wish to draw your attention particularly to the situation in Spanish. Mr. Parmenter, who has shown a special talent for phonetics, is being transferred to that field exclusively. He is to have a laboratory in Ryerson, and it is likely that the Department will develop something in the teaching of phonetics that is new and of unique effectiveness. His transfer however, necessitates the appointment of an instructor in Spanish to take the classes that he has had up to this time.

   There is still another phase of the Spanish question. Mr. Pietzsch will soon retire and the Department asks for a major appointment to fill the vacancy. There are good men available. Professor Marden, now at Princeton, who has taught many summers in Chicago, or Professor Buchanan of the University of Toronto might be induced to come. An appointment of this kind would give the Department the leadership in the field.

2. **History**

   This also is a good department but a very serious loss in Modern European History is inevitable this year. It is for this reason that I have suggested a major appointment in that subject.

3. **Political Economy**

   The situation here is especially precarious. The instructional staff is an efficient one but extremely difficult to hold. Within recent years three men have gone: Moulton, Hardy and Lyon. Some of the men here now have received tempting offers of positions with in government bureaus or in industries. The new appointment in Money and Banking is to fill the vacancy caused by Moulton's going to Washington two years ago. Viner has had more than one call. Good men in Political Economy seem to be increasingly hard to get.
I. Home Economics

The interest in Home Economics is growing and the demand for trained Home Economists is increasing. This is due to the realization that Home Economics can contribute to the development of the individual, the family, and the community. The Home Economics Department at the school has been successful in working closely with the parents and the community to provide practical and meaningful Home Economics education.

In order to meet the demands for Home Economists, the Home Economics Department is expanding its program. This expansion is necessary to ensure that the students receive the necessary training to meet the demands of the job market. The Department is also looking into the possibility of offering a master's degree program in Home Economics.

The Home Economics Department is currently seeking qualified candidates for the following positions:

1. Home Economics Teacher
2. Home Economics Coordinator

If you are interested in pursuing a career in Home Economics, please contact the Home Economics Department for more information.

2. History

History is the study of the past. It is a way of understanding the world and our place in it. By studying history, we can gain insights into the events that have shaped our world and the people who have lived in it.

History is important because it helps us to understand the present. By learning from the past, we can make better decisions for the future. History also helps us to develop empathy for others and to appreciate the diversity of human experience.
May I remind you also of the fine contribution that this Department, under Mr. Marshall's inspiration, has made to that cooperative study of economic, social, and political conditions in Chicago that is being carried on by all the departments in the Social Science Group. This whole piece of work is, as you yourself know, a most interesting experiment, and in its detailed analysis of the characteristics of the Chicago community, will in all probability prove to be a model for the study of any large metropolitan area.

I hope you will pardon my writing at such length, but the situation seems to me to be critical. We cannot afford to delay remedial measures. The money that I am asking for is not simply for the University of Chicago. It is for Graduate Studies in the whole Middle West, which looks to Chicago for its teachers. Of all the new appointments that I have urged there is not one that would not influence higher education throughout the Mississippi Valley.

Yours very truly,

[Signature]
May I remind you that the Fine Constitution of the Department is based on the principle of cooperation. The Department of Economic, Social, and Political Sciences in Chicago has set a precedent in the Social Sciences to co-operate in the research of the problems of the Chicago community. The Department of Social Research of the University of Chicago, which aims to study the problem of the social structure and the factors of social change, seems to me to be of great importance.

I hope you will be able to work on this problem and the Department is now looking for new members. The money that is required for the work is not within your reach. If you are interested in Chicago, I would like to inform you about the work of the Department of Social Research. It is not for graduate students in the field of Social Research, but for those who are interested in the history of social movements and the study of social structure.

Yours very truly,

[Signature]
What Should Be the Ideal of Our Own Graduate School of Social Science?

By way of introduction I venture to recite certain things which are supposed to be matter-of-course with all of us. Not far from the year 1800 the idea began to take hold of the minds of European scholars that the only wisdom unto salvation within reach of men is the Book of the Acts of the Human Race. They began to realize that the world is full of scribbings of memoranda for such a book, that materials for the book are heaping up every day, but that the composition of the book itself is at best in the prospectus stage.

Thereupon began contagious interest in making out the record of the acts of the human race. In the first place the nineteenth century animus was in sharp contrast with that of the revival of learning in the fifteenth. The classicists regarded the literatures of Greece and Rome as a deposit of ultimate truth. The content of those literatures was the pearl of great price. To assimilate that content, both to form and substance, was the secret of maximum sophistication.

Break with that attitude was not immediate, and it is not yet complete; but in principle, by unconscious implication, and more and more in practice students of social science during the latest century have gradually and partially assumed toward the wisdom of the ancients exactly the attitude which they take toward a book published today, or an act of a parliament of today, or today’s promulgation of a theory of relativity. Whether the earlier or the later phenomenon be under observation, twentieth century social science contemplates it not as a finality, but as an exhibition of the eternal human actor in action, the implicit objective of twentieth century social science, whether it is dealing immediately with a case of the cave man fashioning a weapon, or a poet laureate trying to articulate for his nation — the immediate objective is understanding of how either representative of the human race came to act as he did, . The more distant objective is discovery, if possible, of some aspect or factor of either action which is a clue to permanent relations of cause and effect in the human situation. The final objective of all social science
is use of all that can be learned about cause and effect in past or present human
experience as a range-finder for our projected action from this time forward. That
particular figure is of course indefensible, but bad as it is we may use it to suggest
the idea which it does not convey.

Now it is notorious that nineteenth century social science scholarship repeated,
on a different plane, and with new details, some of the same absurdities in principle
which have been carried along in the thinking of the would-be wise ever since men had
tried to think. Most conspicuous of these blunders was the aggravated tendency to
undertake composition of the book of human experience not by organizing an apparatus of
division of labor, but by developing an anarchy of isolated labors, or labors which
were alternately isolated and interfering, and only indirectly and jealously reinforcing.
The early stages of the new zeal for objective reading of the material for the book of
experience, energized old ways of reading, and created new ones. At the same time it
stimulated the promotor of each of these procedures to imagine, and often to claim
that their peculiar way of reading man's experience was the only way to get at its true
inwardness. This crudity presupposed and implied a conception of reality which amounted
to this:— the facts of human life are deposited in separate bulks, each enclosed in
a hermetically sealed container, and the contents of each container are the exclusive
subject matter of an independent science. The situation was a three ring circus of
pedantry, humor and tragedy. The clown's part in the performance was the irredeemism
of each of these sciences of water tight compartments solemnly insisting that their
findings in their own preserve of material were the basis for that only scientific ex-
planation of the contents of all the other segregated quantities of reality. When
the sociologists came along a generation ago, with their own particular version of this
venerable stupidity, the older types of scholars were shocked and scandalized; but
they never correctly analyzed the occasion for the shock; and very little evidence is
in sight that many of them even now recognize in the sociologists' performance a mere
restaging of their own act in a new domino.
Perhaps the historians of social science methodology a few centuries from
now will decide that the most important contribution to interpretation of life
between 1800 and 1925 was release of a few minds from the obsession that human
experience is composed of stuff stored up in non-communicating compartments, each
of which can be entered only by specialists entrusted with its own peculiar key.

All of us are supposed to have found out by this time that human experience,
so far as we know, is an interminable pageant, stretching out its incessant
procession before the gaze of every body. What each of us finds in the procession
depends upon the eyes with which we look. No restriction nor specializing of
our inspection, however, can alter the fact that the pageant is the thing. We
simply distort and falsify the findings if we try to express them in terms of
any thing less than their relations to the whole.

Report of the human pageant then, in all its facts, in all the relations
of the facts, in all the implications of the facts for future conduct, and in
all the indications of the facts bearing upon means of control of future conduct,
is the indicated function of social science.

It should not be necessary to argue that a group like ours is bound to
cultivate constant awareness of this vocation, and to make study of the degree
in which it is economizing its resources for meeting the obligation the order of
the day.

The burden of my song—the refrain that I have been droning with variations
for 40 years,—is that social scientists the world over are pitifully falling
down on this job. Only here and there one of them has a glimmering of the
perspective which exposes the gap between the bigness of the job and the
pettiness of the provision which we have made for getting results on the job.

But I am not interested here and now in the sins of the world. I am thinking
about our own local share in them.
The practice of science requires patience and perseverance. The path to success is often fraught with obstacles.

For the scientist, patience is not just a virtue but a necessity. It is the ability to persist in the face of setbacks and failures. It is the willingness to continue despite the challenges that arise. In science, as in life, progress is not always linear. It often requires a combination of persistence, creativity, and adaptation.

The scientist must be willing to try different approaches, to explore new ideas, and to question the status quo. This requires not only a commitment to the scientific method but also a willingness to take risks and to learn from mistakes.

In conclusion, the practice of science is a journey that requires patience and perseverance. It is a path that is not always easy, but it is one that is rewarding in the long run. The scientist who is willing to put in the work and to persevere will ultimately be able to make significant contributions to our understanding of the world.
The plain blunt truth is that our group of departments is up against the question whether it will show itself capable of seizing the most promising opportunity that any bunch of men ever had to advance into a new era of realizing what a graduate school of social science ought to be; or whether we shall acknowledge that we have shot our bolt, and condemn ourselves and our successors to the futility of those exercises of mental gymnastics which are our present substitute for the larger part of our research function.

Still more explicitly, the comparisons which I shall make are not between our own social science group and another or others that might be named. I am comparing ourselves as we are with ourselves as I believe we have more promising potencies of being than any similar group in the United States. So far as I have been able to learn, the crudities which I shall point out in our own case are still more in evidence in every other social science group in the country. Expressed positively, I believe our traditions, our attitudes, our aptitudes and our physical equipment amount to, on the whole, more promising preparedness for the next indicated development in social science research than the equipment of any other graduate school on this continent. If that development cannot take place with us, hope for its occurrence must attach itself to some group in which the visible prospects are distinctly less favorable. We are, however, in a state of suspended animation, so far as differentiation of species is concerned. I am speaking for promotion of the arrested process especially because I believe the conditions are more encouraging with us than anywhere else in America, and possibly in the world, for continuance of the process.

What I shall say further is (1) not an argument making for the conclusion—therefore destruction of the distinctness of our departments and fusion of them all into an undifferentiated mass. In my opinion nothing — not even continuance of our present degree of departmental aloofness — could do more to defeat the very purpose I am trying to represent, than destruction of our departmental autonomy. Each of our departments represents a point of view and a body of interests which
The plan presented is only a rough outline of the complex network of factors involved. A detailed analysis of the existing market conditions and the potential for growth is essential. It is important to consider the impact of various economic indicators on the industry. The plan will be refined as more information becomes available.

The plan will be revised periodically to reflect new data and changing market conditions. The key focus will be on developing strategies for growth and profitability. The plan will be communicated to all stakeholders to ensure alignment and support.

The plan is a living document and will evolve as new insights and opportunities are identified. The ultimate goal is to create a sustainable and profitable business that can adapt to changing market conditions.

The plan includes a detailed action plan with timelines and milestones to ensure that the objectives are met. Regular reviews and progress updates will be conducted to ensure that the plan is on track.

The plan is based on a comprehensive market analysis and SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis. The plan will be reviewed by all relevant parties to ensure that it is feasible and aligned with the strategic goals of the organization.

The plan is subject to change based on new information or changes in market conditions. The plan will be updated regularly to reflect any changes or updates.
carry values, for full interpretation of life that need distinctive emphasis.
It would be a reversion towards amateurism, not progress toward science, if we
were to blunt the edges of the distinctions between our different specializations.
In so far as our attitude toward the present crisis pivots upon suspicions of
one another's wishes in this connection, I hope that my own share in the discussion
will be allowed the benefit of this unequivocal profession of faith. Full de-
partmental autonomy, but intensive departmental cooperation are the foundation
courses of the ideal I am trying to suggest. No mere tinkering on our constitution,
which would simply alter our structural relations by an exercise of administrative
authority, would accomplish much, if anything, in the direction I have in view.
The necessary change must come from inside of us, and it must express itself in
a program that reflects our own state of mind. What I am driving at is that we
are scientifically lost souls until we experience conversion and with one accord
begin to do works meet for repentance. I mean not only that this is our proper
classification as scientific specimens, but that contentment with this rating would
doom us to remain in it as a permanent state. Unless we can show the people
with money that we have the will and the competence to be and to do something of
a higher order, only driblets of unsophisticated money will respond to our appeals.

(2) My argument is not making for the suppression of individuality in the
group, and the changing of everybody into a cog in a mechanical process of mass
production. If the picture that I have in mind were realized in the long run,
there would develop in our group a larger proportion of outstanding individualities
than our present type of procedure is likely to produce. If any man dug into a
real problem of his own, not immediately tributary to the collective enterprises
decided upon by the group, he would have more liberty, more encouragement, more
support than he has now. But research plans adopted by the group would offer
inducements for selection of problems by individuals which would so reinforce
and be reinforced by the work of the whole, that isolated, detached unsupported
studies would be relatively less inviting than they are now.
(3) My argument does not lead up to the conclusion that our group should resolve itself into workers on some single type of problem that I have in mind. I shall use for illustration presently, a problem which I should not choose if I had the choice, a problem on which I cannot see that I could throw any light, a problem in which I have only the interest of any other man on the street with his eyes open, a problem on which several members of our group have done much more than I have or than I should be likely to if I should enlist on it. For that very reason it suits my purpose for illustration. I am not pushing a scheme to inveigle others into serving as catapaw for my particular kind of chestnuts. I am arguing for a policy of organizing and concentrating our different research techniques so that they will make an impression beyond the confines of our separate departmental constituencies.

(4) My argument is not headed toward the conclusion that we should mass the reserve research abilities of the group upon a single problem of any sort. While any human situation which might be named has aspects that correspond with interests in each of our departments, some of those aspects might be so far from the centre of significance in a given instance that it would be sheer pedantry for such departments to insist on pressing those aspects into prominence. Illustrations in abundance will suggest themselves. For instance, nothing that might be done by way of reorganizing railroad administration in this country would be indifferent to the sociologists. Yet at the present stage of dealing with these problems the strictly sociological aspects are practically negligible. Everything now hinges on the essentially opportunistic questions of policy:— What program will stop the strike of capital against railroad punishment, insure the needed rehabilitation and development of the physical plant, restore the balance between transportation facilities and the work to be done, insure that managers of railroads shall be agents of the public, not exploiters of the public, and guard against paralyzing differences between operators and employees? While such problems as these are to the fore, up to the last aspect named, not merely the
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sociologists must take a back seat, but all the rest of our group except those of
the economists who are equipped to specialize on that type of question. Meanwhile
the rest of us should put our work where our several techniques would find more
appropriate employment. Each of us might in turn be negligible in one piece of
investigation but the proper leader in the next. On the other hand, my imagination
has failed to conjure up a conceivable research problem in human relations which
could be worked out to the limit if it did not have to run the gauntlet of the
criticism of each of our departments as to plan and procedure, and probably as to
many details in development of both.

With these disavowals as my evidences of good moral character, I
return to my main contention, viz:— Our group is not carrying out a pogram which
is consistent with our professed conception of human relations in general, and
particularly with our professed conception of the functions of sciences of those
relations. While I have been repeating these common places, you have been saying
to yourselves, "The nerve of the man to waste our time with such bromides!"

Very well! I will now develop the plot by saying something less bromic, viz:—
Either we don't believe these commonplaces at all or we're a bunch of boobs or
hypocrites. If we do not believe them, there is nothing bromic about insisting
on them till they are either refuted or adopted. If we do believe them, what is
our alibi under the boob or hypocrite indictment?

I am taking the full liberty of seniority to call a spade a spade. I write
my little monograph on some phase of human relations. (And I deliberately put
my illustration in the first person, because, as I confessed in a group meeting of
this sort two or three years ago, I charge others in the group with nothing that I
have not been guilty of myself.) If anybody dares to tell me that monograph does
not give an objective account of reality, if anyone tells me it is out of perspective,
it is not drawn to scale, it is only my personal or specialists' version of an
excerpt out of reality, it is not even that more adequate approximation to reality
which would be possible if it were the kind of composite picture which collaboration
of all the techniques that might be applied would produce; I affect indignation. I retort that the criticism is a Philistine attack on my profession. I hotly deny that I have been partial in my treatment. I insist that I have been careful to give my best consideration to every point of view that can affect the result. I do not allow myself to admit that what I have actually done is as though Mr. Chamberlin had worked out his theory of the processes of the earth's stratification with the intention of getting all possible help from astronomy, but had actually used only such astronomical facts as he could see with his own bi-focals or could measure with his own mathematics. The man doesn't live who can write an account of any considerable range of human relations which specialists in other types of human relations cannot run a coach and four through in matters of details and proportions and relations with interlocking circumstances. Yet we persist in pretending the contrary and teaching men so. If we were held to strict accountability for what we are responsible for knowing after the methodological developments of the past century, our whole social science group program would be indictable on the charge of teaching our students to investigate, and of ourselves investigating, not reality as it is but unreality as it would be if it were constructed on the air tight compartment model.

You think it will be easy to convict me of exaggeration. I call your attention again to the precise terms of my supposition:- If we were held to strict accountability for what we are responsible for knowing after the methodological developments of the past century. With that as my reservation I defy all comers to disprove that my statement is sober, literal truth. Our insight into reality as compared with that of a century ago puts upon a graduate school of social science an obligation to develop a procedure not perhaps in logical formulation, but in effect as far in advance of our present practice as that practice is in advance of scholasticism.

I will put the case in more specific form. It is possible for a man to take his Doctor's degree in any one of our five departments without enough understanding of the technique of any other department in the group to inform him when and where
his competence as a specialist ends and where floundering as an amateur begin. To the extent that our students allow themselves to be misled by this possibility we are guilty of putting out a stamp of approval upon men who are intellectual abortions from the standpoint of modern standards of methodology. To express it in a comparative way:—We assume that our Doctor's degree in either of the departments of our group represents ability to conduct independent research into human relations on the level of the most sophisticated social science methods that have been developed. In actual fact, out training at present compares unfavorably with that now given for the practice of medicine at Johns Hopkins and Harvard and in our own undeveloped Medical School. Even before these young medics are advanced to the internes' grade, they have been taught the rudiments of the half-dozen different cardinal divisions of diagnosis. They know they would be quacks if they allowed themselves to proceed with a complicated case on the basis of their own findings in one of these departments of diagnosis alone. They know they would be trusting merely to general practitioners' guess work if they did not get the patient into a hospital where observation by all the major types of diagnosis would be in cooperation. Under our present procedure it is only the exceptional student who gets an equally effective consciousness that in the incomparably more complex matter of social diagnosis, a parallel cooperation of research techniques is necessary. Not only that, but we have as yet in our social science graduate school nothing comparable with internes' opportunities to supplement the lower degree grades of training by actual experience in observing concentration of the actual techniques of diagnosis upon real cases.

It is no part of my present purpose to propose a detailed plan to take the place of our present abortive procedures. No plan will work until it represents a consensus that it is worth while as an experiment. To arrive at respectably approximate analogy in thoroughness with the physical sciences we must acquire the experimental spirit to a degree now very weakly in evidence. I venture only two or three leading specifications.
First of all, I would call for prayerful reconsideration of the fundamental principle that a graduate school is primarily not for spreading information, but for teaching methods. We waste a ruinous proportion of our time feeding graduate students with "spoon-vittles". We deal out predigested food of information which they might better go without till they have grown the guts to find out the facts for themselves. It should be a crime against academic law and order to tell a graduate student anything he is capable of discovering. It should be another crime to leave a graduate student under the illusion of innocence if he didn't get busy and find out the next thing he needs to know. If we observed this principle for all it is worth, we should begin by imitating Oxford and Cambridge in one thing. But as their methods are, in some respects, from the American point of view, they are wiser than we are in one particular. They do not wet nurse students into absorbing pop from classroom bottles when they might better forage for their own subsistence. We should hold students responsible for getting out of their own reading much that we now try to stamp down into their brains by classroom drill. Then we should turn our classroom work more generally into practice of the methods of discovery which our several divisions of labor must employ, i.e. into the equivalent of laboratory or intern's work.

Second. As a group we should reach agreements about the common background of reading which every candidate for our higher degrees will be expected and required to cover. I will not embarrass my main argument by proposing titles which in my judgment should be included in this scheme. I merely urge the consideration that intelligent specialization in either of our departments today presupposes not merely a certain cultural foundation such as the college presumably furnishes, but a certain fund of common professional knowledge comparable perhaps with pre-medical physics, chemistry and biology. It is a part of the impending duty of man engaged in training others for research in social science to establish a tentative consensus as to the range of this necessary common knowledge, and to give it the place which it has not yet received in our scheme of preparation.
At the age of twenty-five, at the end of a theological school course, the suspicion began to dawn on me that the sum total of what was called my education up to that time was a variously distorted conception of the actual world. No one born after the classical training falsely so called, released its strangle hold upon American colleges will ever understand what a puckered world it was that the old curriculum put in the place of the boundless reality. With no introduction to general history, except the worse than no introduction at all in the casual out-of-focus references when the paramount issue was supposed to be the syntax of Greek and Latin authors, I devoted a part of three years to the study of Church History and the history of doctrine. The pedagogy did not tend to arouse suspicion that anything else in particular had been going on in the world, from the year one of our era to date, except ecclesiastical politics and theological speculation. By the grace of God, not through any intentional or conscious help of my instructors, I found myself late in the course wondering whether the churches actually had existed in a vacuum; whether the Constantines and Heinrich-the-Fourths and Louis-the-Ninths and Charles-the-Fifths and Henry-the-Eighths really had any other meaning than as punctuation marks for the pages of Church History. It was still later when I began to be infected by the notion that perhaps all the time there may have been people engaged in economic, political, intellectual and artistic pursuits quite as real to themselves and quite as intimately connected with the fortunes of mankind as the occupations of the clergy. We flatter ourselves that the dullest student could not get a college and divinity degree today with as little agitation of the surface of his stupidity as was actual in my own case. I hope this is true. But I know it is true that for thirty years men have taken Doctor's degrees in each of our departments, some of whom had no more adequate conception of the ranges of specialization involved in adequate investigation of the human process than I had forty-five years ago of what a decently educated man should know about the history of the human race. Without going far back towards ancient history, utterances might be quoted from reference by members of our group to work in other sections of the group which were as rank as it would be
At the age of twenty-five, at the end of a prolonged period of economic depression, I became a secretary. I was not trained for this work and had to learn on the job. I was placed in the office of a large corporation and had to learn how to handle correspondence, take dictation, prepare reports, and perform various other tasks. It was a challenging job, but I learned quickly and became proficient in my work. After a few years, I was promoted to a position of greater responsibility and was given more autonomy in my work. I continued to work at this job for several years, gaining valuable experience and developing skills that would serve me well in the future.

In my spare time, I pursued my interest in photography. I had always been fascinated by the way images could convey emotions and tell stories, and I began to experiment with different techniques and styles. I attended workshops and took classes to improve my skills and gain a better understanding of the craft.

Eventually, I decided to make photography my full-time career. I opened my own studio and began to take on clients, specializing in portrait and fashion photography. It was a difficult road to follow, and there were many ups and downs along the way, but I remained dedicated to my craft and persevered through the challenges.

Looking back, I am grateful for the opportunities and experiences that I had, both in my personal and professional life. They have shaped me into the person I am today, and I am proud of the work I have accomplished. I hope to continue to grow and evolve as an artist, and to share my passion with others who share my love for photography.
for professors of anatomy in a Medical School to belittle courses in bacteriology.

Thank God the intellectual stream does sometimes rise higher than its source.

Third. As a group we should resolutely face the fact that our various techniques will vindicate themselves as means of interpreting human affairs in the degree in which we test them out by applying them to common problems. It is one of the quaint superstitions still adhering to our modern variety of scholarship that we are doing the real thing when we find or invent a problem which we proceed to treat as a dog does his bone -- snarl off all would-be gnawers at the same bone, and gnaw away in our solitary state till nothing remains except a monograph which celebrates our experiences with the bone. Heaven forbid that I should seem to speak disrespectfully of the monograph method in any of the sciences, physical or human. No one more highly appreciates the contributions to knowledge which it has made, or cherishes higher expectations of what it will do in the future. There is no end in sight for the need of detached monographs. I have no device to limit the supply. On the other hand, other things being equal, the monograph which is incidental to a large scheme of cooperative investigation should have all the merits of the detached monograph with much additional value from its contacts with related studies.

Fourth. Our group should give effectiveness to the principle which each of us assents to in the abstract, viz. that the ultimate validation of all scholarship is its contribution to knowledge of present values and to intelligent direction of conduct. The human race has to learn how to live, and scholarship is parasitical, unless in motive and effect it is in the service of this need. Necessary dead work in all science must apply study to things which have little visible relation to present uses; but it is misappropriation of public funds and prostitution of personal powers to pose as a scholar unless one hopes and believes that one's work will at last contribute to knowledge of how to live. Truth for truth's sake is as ghastly a lie as eating for eating's sake. Our colleague Breasted isn't studying mummies because his...
interest ends with mummies. His last thought is of live folks, and he hopes to find in the remains of live folks of three thousand years ago something that will help live folks to be wiser to themselves in all future time. We should quit anesthetizing our sense of duty to our own time and the future by arbitrarily dignifying studies remote from present applications. There is not a process of acquiring knowledge within the range of any of our techniques which might not be taught better purely as technique, if it were applied to problems that are live issues in contemporary life, and these are the problems on which all social science should converge.

Suppose, for example, -- and this is the illustration I referred to as having for me only the interest of the average citizen -- suppose a group should force itself from members of our departments to study for five years or ten the race situation in American life, the facts of non-assimilation of the various groups of foreign born citizens together with the Negros, the facts about the different sorts of demand for and against an open door policy towards immigration, the implications of the facts for a national program that will do most to enable the people who ought to occupy our territory to be of the most worth to one another in the future. Politicians, with the ruthlessness of politicians, are foreordaining our future on the basis of miscellaneously selfish opportunism about the present. Why should academic men not do their best to study these problems objectively? Why should we not in that way both directly serve the public, and at the same time give our students the best sort of experience with the techniques which we want them to acquire? I do not mean to argue that we could drop our work on fundamentals, and change our procedure in toto into a rule of thumb tackling of concrete cases. On the contrary I mean more systematic and intensive treatment than ever of the methodology of our specialties, but application of the methodology both by students and by professors to concrete current problems rather than to abstracted, more or less unreal problems. Each of our departments might do a more real thing in its own specialty if it were in constant cooperation with the other departments in ocular demonstration of the working relations of each social science specialty to the common purpose of all.
Another illustration may serve incidentally as a reminder of a monstrosity in our group situation which is quite independent of the merits or demerits of my main argument. Even if it were decided that my case has no standing in color, the particular proposition which I now throw in for good measure has been getting cumulative demonstration in our group habits all through these past thirty years. As a group we have never shown evidence of more than rudimentary appreciation of scholarly values, even in our own common field.

The latest incident in point is Professor Dodd's address at the Trustees' dinner last Autumn. No one who heard it could have failed to realize that it was something distinguished. It was mentioned with praise at casual meetings of faculty members for several days. It has been printed in the University Record. In all probability it has shared the fate of innumerable predecessors -- lucky to receive the compliments due to a peculiarly timely after dinner speech, but not lucky enough to engage the critical attention of its author's colleagues. We have no organized brick-layers'union rules limiting the number of our sort of brick we may lay in a day, but we have a perfectly able bodied and automatically working tacit consensus that after we have discharged our pre- and in- and post-class-room duties, and have spent our self-assigned allotment of time on our own hand-picked subject of study, it is beastly bad form for us to show any serious interest in the work of anybody else. How many times during these thirty years have books and monographs been produced in our group which were events in the world of social science, if we had the wit to know it! They were proper signals for group assembly to congratulate the author, to get a fair view of the place of his products in the scheme of knowledge, to extract exquisite enjoyment from them as achievements of artistry, then in the more scientific attitude to consider their bearing upon all our cognate interests, to discuss questions brought to the fore by this latest contribution of science, to register dissent or incredulity about the finality of anything in the work that seemed dubious, but above all to vitalize everybody's sense of scholarly values and to spur our ambition to count in the common work. Our group history on the contrary
has been a desert of disregard of these opportunities. Work after work of various
degrees of significance has been published, and scarcely a sign of our group apiece
has granted them so much as the grace of a hasty reading. I will state no inference,
but I will ask a question. What do these facts show about the length and the
breadth and the depth and the height of our scholarly sympathies?

But Professor Dodd's masterly analysis of present tendencies in our nation
gives me another illustration for my main argument. Suppose a sub-group out of
our whole group had agreed to combine researches for five years or ten years, upon the problem of present tendencies in the United States. Suppose Professor
Dodd had been chosen as leader in the study. Suppose the paper referred to had been
his summing up of a stage in the work of that group. Suppose it had been submitted
first to the special group, then to our whole group for consideration. What would
happen? Why, in the first place, all along the line there would be much more
significant evidences of respect for the work which it represented than the compliments
to which I have referred. Then would begin the process illustrating the principle
that in science many heads are better than one, no matter how eminent the one. The
group would proceed after the manner of the Seer of Patmos following his eulogy of
the Church of Ephesus, "Nevertheless I have somewhat against thee." From perhaps
as many different angles as the group number persons, lines of investigation
might be suggested which might in as many ways modify the conclusions in more or
less important details, or even call for a recasting of the whole report. For
example, if I have a part in the proceedings, I should certainly begin by
expressing my admiration for the craftsmanship that the monograph displayed,
and my envy of the comprehensiveness of vision and the understanding of the in-
volved factors which the treatment indicated. Nevertheless I should file a
demurrer at a point which I discussed with Professor McLaughlin two or three years
ago without a case of conversion on either side. I should allege that Professor
Dodd throughout his argument uses the word "democracy" and its variants as though
it were a term of precision, whereas in American history it has always been
ambiguous. What part of its content is strictly political, what part is strictly economic, what part is in the broader sense moral, and what are the relations between these components, is a much bigger question than Americans, or even the philosophers among Americans, have succeeded in answering to their own satisfaction, not to mention the satisfaction of the rest of the world. Professor Dodd either means by democracy something that includes Washington and Hamilton along with Jefferson and Jackson; in which case it is so inclusive that it omotes nothing specific: or he means by democracy something that would exclude one or the other of those pairs, in which case there will be protest from both poles of our national life against making something as narrow as the democracy so delimited a measure of Americanism.
emotions, and part of the reason we often fail to predict future events may be
because of the limitations of our cognitive systems. In a similar fashion, other
researchers have suggested that emotional reactions may be more automatic
and detrimental in certain situations, leading to less rational decision-making.
Whatever the algebraic sum of our affinities for the many on the one hand or the select on the other, most Americans of the academic life would agree that there was enough stuff of good citizenship in Washington and Hamilton on the one hand and Jefferson and Jackson on the other. We are consequently hypnotizing ourselves with a word if we set up as our criterion of what should or should not be in our society a term which labels a concept that carries an undetermined content somewhere between the extremes of including and excluding their opposites. Quite likely other members of the group would think they detected equally a more vulnerable point in Professor Dodd's armor.

As another illustration I might suppose that for a term of years some of us from our different departments had been making a joint study of the material which Professor Turner of Harvard has been working. Suppose tentative conclusions had reached the stage represented by his talk here about a year ago to the effect that sectionalism is as rampant as ever in the United States today. I have believed in the value of his method since he first gave me his premonitions of it at Johns Hopkins in 38-39. Not denying nor in any sense desiring to diminish the importance of his technique for social science in general, his work seems to me to furnish another capital instance of the need of the super-seminar method: It is in its turn a case under the principle that it is a superstition to attribute finality to any human contrivance for acquiring knowledge of life in the large. The coach and four which I would undertake to drive through Professor Turner's conclusions would not raise any more dust than necessary to obscure the value of his studies nor the apparent validity of his findings up to a certain point. It would penetrate his hedges at the point where he begins to interpret his data. Indeed the sociologists and psychologists would want to be assured that Professor Turner had not in a measure pre-interpreted the data he assembles by the form in which he states his problem. When he asks this question in terms of
"sectionalism" he uses a category which is primarily geographical. The facts which he organizes are formations and behaviors of groups. The assumption that group facts are chiefly of geographical origin may have the effect of begging the question. It may amount to a repetition of Buckle's mistake. When Maine and Kansas were the only prohibition states, geographical location had as little to do with the group peculiarity as the Darwinian hypothesis. So far as geography alone was concerned, it might as well have been Connecticut and Missouri. Prohibition was not a geographical phenomenon. It was a state of mind. What Professor Turner calls "sectionalism" is factionalism. It is radically a matter of interests, not of latitude and longitude. Parlor Bolshevism is one and the same indoor amusements whether in Petrograd or Chicago. The converse of the situation involved is presented by isolated academic specialization. It is one and the same thing, whether it is in the Harvard or the Chicago faculty. It is a mental attitude and condition, which has here and there a local habitation and place, but essentially it is psychical, not spatial. Group study, as contrasted with departmental study or individual study, would go far toward getting all the factors concerned in human relations into their actual place and proportions in the pageant and into scientific reproductions of the pageant.

For a century the social sciences, so-called, have been passing through growing pains in advancing from childhood into adolescence. Possibly we are entitled to assume that the social sciences have now entered the years of discretion. So far as it is possible to appraise their accomplishments up to date, the most worthy of them appears to be development by each of a technique for further investigating those aspects of reality which peculiarly stimulate its interests. Thus far in the great bulk of instances the actual application of these techniques has been analogous with pedagogical dissection of the cadaver. One need not claim the gift of prophecy to sanction the belief that
the fulness of time is at hand for development of research schools in social
science in which the decisive work will be analogous with diagnosis and physical
culture and surgery and therapy of the living body. It ought not to overtax
our imaginations to picture the leading graduate schools of the near future
carrying on operations which will appear to the naked eye somewhat after this
form. The centre of the group life will be a forum, in appearance like the
amphitheatre of a surgical clinic, or like a court room. The central space
for operators or for members of the bar will accommodate the faculty group.
The surrounding space will be occupied by those graduate students who are
advanced enough to be admitted to the sessions. Here, not less frequently
than one evening a week the group as a whole will meet for the severest tests
that can be applied to the work of the members. Preliminary reports, both of
individual studies and of parts of cooperative investigations, will be sub-
mitted, and all the critical apparatus at the command of all the departments
will be unlimbered and trained upon the exhibits. The program will not consist
of mere dilettantish comment or passing of compliments. It will be more like
the struggle of opposing lawyers before the supreme court. It will be subjec-
tion of partial attempts to interpret portions of human reality to the most
trying ordeal that our composite scientific standards can invent. It will
lead to supplementary investigations, to reconstructions, resubmissions, and
the results finally given to the public will have qualities of maturity, of
catholicity, of reliability in advance of any thing that the social sciences
have ever produced. Incidentally the students will learn more by watching
and occasionally taking part in this procedure than they ever acquire from our present ways of teaching. Here
would be methodology alive, methodology impersonated, methodology not in
formula but in action, methodology not as it magnifies itself in the programs
of our detached procedures, but methodology as it has to accommodate itself
to the precedence and predominance of other methodologies as determined not
The situation of labor at the present time is such as to call for immediate action. It is imperative that steps be taken to improve the conditions of the workers. The government, therefore, is requested to take all necessary measures to ensure the welfare and protection of the laboring class.

The current economic climate is characterized by high unemployment and low wages. Workers are finding it increasingly difficult to make ends meet. This situation is not only unfair but also unsustainable. Immediate action is required to address these issues.

It is important to recognize the role of workers in the development of the economy. They are the backbone of any society and their contributions must be adequately acknowledged. Therefore, it is essential to implement policies that not only benefits the workers but also contributes to the overall growth of the nation.

In conclusion, the government must take a proactive stance towards improving the lives of its citizens. Only through collective efforts can we hope to achieve a more just and equitable society.
by the predilections of their practitioners but by the exigencies of the life process.

Some University, sometime, somewhere, will realize this vision of a super-graduate school, with all that should surround and complete it. The contrast between that creation and our present type of school will be wider than the contrast between the Johns Hopkins that President Gilman projected and the old fashioned college.

It will be the most tragic debacle in academic history if the University of Chicago misses the present opportunity to actualize the super-graduate school which the needs of social science require.
March 21, 1923.

My dear Mr. Laing:

The present administration of the University is confronted with problems which will require careful study, thoroughly considered policies, and cooperation of strong men.

With this fact in mind the Board of Trustees has just appointed Professor Tafts, Dean of the Faculties with the general task of "cooperating with the President in the educational administration of the University."

You are familiar with the situation in the Department of Latin and with the fact that the position of general editor of the Press has not been filled since your resignation. An early vacancy in the position of the Dean of the Graduate Schools of Arts and Literature is, I suppose, inevitable in view of Dean Small's age and state of health. It is the intention to give to this position a larger responsibility which will also involve relations to many general University policies. Three aspects of this larger responsibility may be named.

1) Initiative and responsibility in the better development of the Graduate Schools of Arts and Literature. The development of the various departments as regards personnel, productive research, courses and methods of instruction, and proper equipment has been left largely to the departments themselves. Some departments have developed strongly, others not so well. The Deans of the Graduate Schools in cooperation with the Dean of the Faculties should in the future, I believe, make careful studies of all departments to determine clearly their present status and needs and to make such recommendations as well in their judgment tend
to the best development of those lines of work which it may seem wise for this University to take for its proper task.

There will of course be involved in the office of the Dean a certain amount of contact with students, both in the interests of the students and to enable the Dean the better to understand the situation, but it is understood that the Dean's relationship will be largely with the several departments themselves.

2) The best development of the University requires team work. The Dean of the Graduate Schools of Arts and Literature will not only have a primary relationship to that division of the University; he will be one of a group who must consider University problems and share in general duties and responsibilities. The other graduate and professional schools on the one hand, the colleges on the other, have numerous points of contact with the Graduate Schools of Arts and Literature. The responsible officers of all these divisions of the University will need to confer and to work out certain policies together, looking to the achievement of the total purpose of the University.

3) The University has an important relationship to the community, not only to Chicago but to the country at large. The University is not only a seat of learning and research; it is one of the formative influences in a democracy and has an opportunity and responsibility for leadership in the cultural, civic, and moral life of the city and country. Its higher officers in an especial sense will represent the University in this respect. It is hoped that its influence may be increasingly significant in this as well as in the more highly specialized work of the individual investigators and teachers.
The best development of the University is no improvement of the work which it may seem

we owe to the University to take for the proper task.

There will be some people in the office of the Dean a certain amount of contact with each other. Problems of the administration of the university are to solve the main problem of what the Dean's relationship

The situation part in understanding that the Dean's relationship

will be involved with the Senate, departments, committees.

The best development of the University involves teams.

The Dean of the Graduate Schools of Arts and Science will not only have a primary relationship to that division of the University; he will be one of a group who must consider University

problems and make in General administration and responsibilities the

other administrative and present the schools on the one hand, the

colleges on the other, have numerous points of contact with the

Graduate Schools of Arts and Science. The responsive office

of all these divisions of the University will need to contact and

work out certain policies together, looking to the development of the University.

The University has an important relationship to the community. Not only to Chicago and to the community at large, but the University is not only a seat of learning and research, but one of the tentative institutions in a democratic and free society.

The highest office in the city and country. In especial sense will the University in the respect.

It is hoped that the influence may be increased in the future.

This in well as in the more highly specialized work of the imp.
I have great ambitions for the University which I believe you would share with me. I am very desirous to bring to it to share my work and to continue it after me, men whose conception of education and whose ideals of life personal, social, and national, will not only contribute to the development of the University in its intellectual aspect, but will make a strong and healthy impression on the student body and the community.

Because my acquaintance with you has impressed me that you belong to the group of men who would exert this kind of influence and who would find in the realization of such ideals a congenial task, I have been wondering whether you would be willing to return to the University. From our point of view the precise position that you should fill is less important than that you come back to share in our task. But I have had in mind that you might return to your professorship, doing for the present half work, resume the office of Editor of the Press, and now or a little later, take on the office of the Dean of the Graduate Schools of Arts and Literature.

Hoping that you would be interested in these opportunities and policies I have thought that it would be desirable for Mr. Tufts to have a personal talk with you and with this in view wired you today, your answer to which has just been received.

I earnestly hope, my dear Mr. Laing, that you will give serious and favorable attention to what he will have to say.

Cordially yours,
Signed
Ernest D. Burton

Mr. Gordon J. Laing,
731 Sherbrooke St., West,
Montreal, Canada.
I have great sympathy for the University, which I believe you would agree with me. I am very happy to point out that I have been acquainted with many of the contributors to the development of the University's intellectual estate, and that I have made a strong and positive impression on the student body and the community.

Because my acquaintance with you was imperative, I am pleased to report on the work of men who might express the kind of influence and who might fill the essential role of many ideas. The University's growth is an important part of that. But I have had in mind that you come back to state in our task. But I have had in mind that you might return to your position at the University. Hence, the office of Director of the Press, and now on a little later, take on the office of the Dean of the Graduate School of Arts and Literature.

Hoping that you would be interested in these opportunities, and policies I have thought that it would be helpful to me.

That to have a transparent fact with you and with this in view which you have answered my general. I hope that you will give

respect and favorable attention to what we will have to say.

Sincerely yours,

E. E. Hutton

M. O. October 1, 1949

ATT Michigan State. West

Monteith, Cambridge
## NEW APPOINTMENTS

1. Professor of Anthropology ........................................... $7,000
2. Professor of Renaissance Painting ................................. 8,000
3. Professor of Psychology ............................................. 7,000
4. Professor of German .................................................. 7,000
5. Professor of Latin ..................................................... 7,000
6. Professor of Spanish .................................................. 8,000
7. Professor of Modern European History ......................... 7,000
8. Professor of Money and Banking ................................. 5,000
9. Professor of Logic ..................................................... 5,000
10. Associate-Professor of General Literature .................. 4,500
11. Associate-Professor of European Economic History .... 4,500
12. Assistant-Professor of Statistics ................................. 3,000

13. Associate-Professor of Current English Literature (1/2) .. 2,000

### INCREASES TO HOLD DEPARTMENTS TOGETHER:

**Philosophy**

1. 
2. 

**Psychology**

1. Robinson ......................................................... $ 500
2. Blatz (to Assistant-Professor) ................................ 500

**Political Economy**

1. Millis ........................................................... $ 1,000
2. Wright ........................................................... 1,000
3. Field ............................................................ 1,000
4. Clark ............................................................. 1,000
5. Viner ............................................................. 500
6. Mints .............................................................. 250

*New 2 under "New Appointment," possibly from some source other than General Education Board.*
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**Increase to Hold Department Together:**

**Economics**

| 1 |
| 2 |

**Psychology**

| 1 |

**Political Economy**

| 1 |
| 2 |
| 3 |
| 4 |
| 5 |
| 6 |
| 7 |
| 8 |
| 9 |
| 10 |
History
1. Thompson ........................................................................................................... $ 500
2. Jernegan ............................................................................................................. 500
3. Boucher ............................................................................................................... 500
4. Rippy .................................................................................................................. 500
5. Gillespie ............................................................................................................. 200
6. Dorn .................................................................................................................... 200

Sociology
1. Faris ................................................................................................................... 500

Comparative Religion
1. Haydon ............................................................................................................. 500

Oriental Languages
1. Sprengling ......................................................................................................... 200

Greek
1. Miss Smith (promotion to Assistant-Professor) ................................................. 300

Latin
1. Beeson ............................................................................................................... 500

Romance
1. Jenkins ............................................................................................................... 1,000
2. Wilkins ............................................................................................................... 1,000
3. Dargan ............................................................................................................... 1,000
4. Northup ............................................................................................................. 1,000
5. Assistants ......................................................................................................... 1,500

English
1. Lovett ............................................................................................................... 2,000
2. Hulbert ............................................................................................................... 500
3. Secretaryship of Department (Stevens) ............................................................... 500
4. Miss Albright (promoted to Assistant-Professorship) .................................... 300
President E. D. Burton
Harper Library
University of Chicago

Dear Mr. President:

Re: Appointment of a Committee on the Graduate School

Since speaking to you about this question, I have learned that there will not be a meeting of the Senate until the fourth week in February. Under these circumstances I am writing to ask you if you will not yourself appoint the Committee before you go away so that we can begin work now. It will be a President's Committee instead of a Senate Committee. It will, of course, submit its findings to the Graduate Faculty and to the Senate. It seems to me important that this study of the Graduate School should be carried on at the same time as the study of the undergraduate situation by the Commission which is already at work. The results of the two investigations will have certain contacts.

I enclose nominees for the Committee. I think it should consist of the Deans of the Graduate School of Arts and Literature, Ogden School of Science, Commerce and Administration, and Social Science Administration. In addition I suggest five additional members for my school, five additional members for Dean Gale's, two for C. & A., one for Social Science. I am sorry to have so many Deans on the Committee in view of the feeling, to
I am pleased when I am presented with the opportunity to present my case for the approval of the proposed changes to the Graduate School of Arts and Sciences. I believe the Graduate School has a significant role in the academic success of the institution. It is important to recognize the contributions of the Graduate School in the development of new and innovative research projects. The Graduate School is a vital component of the University of Chicago, and I respectfully urge you to support the proposal for its expansion. The faculty and staff are committed to excellence in teaching and research, and I am confident that the proposed changes will enhance the reputation of the Graduate School.
President E. D. Burton #2

which expression was given very freely at a recent meeting of the Graduate Faculty, that the making of regulations and curriculum is left too much to administrative officers to the exclusion of members of the Faculty.

Our Committee would keep in touch with Dean Tufts and yourself.

The specific purpose of the Committee would be to make a study of the present status, curriculum, and regulations of the Graduate Schools.

I suggest the following members. I am assuming that you will make whatever changes in the list you think desirable:

For Graduate School of Arts and Literature:
   Laing, Judd, Manly, Nitze, Merriam, Thompson, Goodspeed (appoint only six)

For Ogden Graduate School:
   Gale, McLean, Swann (or Stieglitz), Carlson, Lillie, C. J. Herrick (appoint only six)

For Commerce and Administration:
   Spencer, Willis, Wright

For Social Service:
   Miss Abbott, Marshall

If appointed now, the Committee can make a considerable degree of progress by the time you return.

Sincerely yours,

G. Laing

GJL:M

I enclose tentative list of questions for consideration by the Committee.
President & Directors

With the information we have, not yet at our disposal, and the
Graduate School's report on the progress of the examination and
appointment of the faculty.

Our Committee would keep in touch with Dean T. F. and
the specific nature of the Committee's work to make

a report of the progress of the examination and appointment of
the faculty and

Graduate School.

I suggest the following committee as an auxiliary:

For Graduate School of Arts and Letters:

- George F. H. Smith (Chairman)
- Charles W. H. McIntrye (Vice Chairman)
- John A. H. McIntrye (Secretary, Assistant)

For Commerce and Administration:

- James D. M. Miller
- William A. Multzer

For Social Service:

- William A. Multzer

I expect that our Committee can make a recommendation

as to the time you desire.

Sincerely yours,

[Signature]

Mr. Chairman

I enclose the report that is under consideration for your review.
The University of Chicago
The Graduate School of Arts and Literature

QUESTIONS FOR CONSIDERATION BY COMMITTEE ON GRADUATE SCHOOLS

(1) The question of having a separate budget for the Graduate Schools.

(2) The question (if there is a separate budget) of making new appointments specifically in the Colleges or in the Graduate Schools.

(3) The present routine of admission.

(4) What is a graduate course? In what respects should it differ from an undergraduate course?

(5) The courses now open to senior college and graduate students: In many cases a very large proportion of the courses offered for the higher degrees consist of courses of this category. Graduate credit is given for courses that are not of graduate quality. Should not these courses be frankly treated as undergraduate and be imposed on students, as need be, to make up college deficiencies, without forming any part of the graduate record?

(6) Examinations: The question of doing away with all course examinations for the higher degrees and having one final comprehensive examination for the Master’s degree, and not more than two comprehensive (intermediate and final) examinations for the Ph. D.

(7) The Master’s degree: Is it a miniature Doctor’s degree in which the research element should be emphasized to some extent, or is it merely another year added to the undergraduate course with a view to teaching a specialty in a high school? In either case, have we the best curriculum for it? Should the thesis requirement be retained?
CURRICULUM FOR CONFIRMATION BY COMMITTEE ON GRADUATES

1. The purpose of the Graduate School of the University of Chicago.
2. The purpose of the Graduate School of the University of Chicago.
3. The purpose of the Graduate School of the University of Chicago.
4. The purpose of the Graduate School of the University of Chicago.
5. The purpose of the Graduate School of the University of Chicago.
6. The purpose of the Graduate School of the University of Chicago.
7. The purpose of the Graduate School of the University of Chicago.
8. The purpose of the Graduate School of the University of Chicago.

The purpose of the Graduate School of the University of Chicago is to provide a program of advanced study and research for students who have completed a bachelor's degree and wish to pursue advanced studies in a particular field. The Graduate School offers a wide range of programs in various disciplines, including the arts, sciences, and humanities. The purpose of the Graduate School is to foster scholarship and to prepare students for careers in academia, research, and other fields. The Graduate School is committed to providing a supportive and stimulating environment for its students.

Graduate students are expected to engage in independent study and research, and to participate actively in the academic community. They are required to complete a thesis or dissertation, which demonstrates their mastery of the subject and their ability to contribute to the field.

The Graduate School offers a variety of degree programs, including master's and doctoral degrees. Students are encouraged to work closely with faculty advisors to develop a plan of study that meets their academic and career goals. The Graduate School also offers opportunities for interdisciplinary study and collaboration, allowing students to explore the connections between different fields.

In addition to coursework and research, graduate students are expected to participate in professional development activities, such as seminars, workshops, and conferences. These activities provide students with opportunities to network with other scholars and to connect with professionals in their fields.

The Graduate School is committed to fostering a diverse and inclusive academic community. It is committed to ensuring that all students have access to the resources and support they need to succeed. The Graduate School is dedicated to preparing students for successful careers in academia, research, and other fields.
The University of Chicago  
Office of the Dean of Faculties  

January 18, 1924  

The President of the University.  
Dear Sir:  

I submit herewith statements on the three following subjects:  

1. Strengthening graduate work of certain strong departments in Arts, Literature and Science.  
2. Strengthening the work in the graduate department of Education.  
3. A plan for individualized study and guidance of college students.  

A summary of the estimated expense will be found at the end.  

Respectfully submitted,  

T.S  

James H. Tufts
The President of the Department

Dear Sir,

I am writing to express my interest in

the position of Assistant Professor in the

Department of Education.

I believe I have the qualifications and experience necessary for this position.

I am especially interested in the area of

educational administration and policy.

I would be pleased to have an opportunity to discuss this further with you.

Thank you for your consideration.

[Signature]

[Date]
January 15, 1924

To the President of the University.

Dear Sir:

In accordance with your request I am submitting a statement as to the strong departments of the University and the possibility of still further strengthening their work. Since the Law School and the School of Commerce and Administration have previously received special consideration, these may be omitted in the present instance. I make the following statements with reference to the Departments of Arts, Literature and Science and the School of Education.

I. The Social Sciences.

The group of Social Sciences, which for certain purposes includes also Philosophy, is a strong group. It comprises for the present purpose besides Philosophy, Political Economy, Political Science, History and Sociology, which have formed a Social Science Conference.

During the past year three of these Departments, Political Economy, Political Science and Sociology, with the aid of the closely allied Graduate School of Social Service Administration, have carried on important investigations with the aid of funds from the Laura Spelman Rockefeller Foundation. They have been encouraged to think that this Foundation will consider further aid, probably for a longer term than one year. This aid is given for field investigation, for clerical assistance,
and needed supplies. It is not granted for salaries of members of the teaching staff, but if investigation and publication are to be carried on it is essential that much time and energy be given by experts of maturity and ability if the investigation is to be wisely planned and directed and if the results are to be properly analyzed, interpreted and published. This makes a heavy strain upon our existing staff which is also charged with the regular work of instruction. It is gratifying that there should be this selection of our Social Science Department to make studies which it is hoped will not only add to our information but also improve our methods of research in the social science field; but this very task makes an additional demand for strengthening the staff. Some of the Departments, History and Political Economy, are better staffed than Philosophy and Political Science, in point of numbers. In some cases the additional need is for a single strong man; in others, for promising young men to release more mature men from elementary courses for graduate work.

II. Romance and English.

The two strongest departments in the general field of language and literature are Romance and English. These are well organized, active in production and have a large number of students both graduate and undergraduate.

The Department of Romance feels especially the need of increased salaries to retain its most important men and of an additional professor of Spanish.
It is not surprising for members of the department to discuss and debate the nature of science, its methods, and its role in society. The scientific method, a process of inquiry and discovery, is central to the work of the department. It is essential that our research, which is conducted in cooperation with other scientists, be conducted in a manner that is open, flexible, and transparent. This is a key principle of science and is essential for the advancement of knowledge.

II. Education and Training

The two strongest departments in the university are the philosophy and political science departments. These departments are involved in teaching and research and have a large number of faculty members. Science education is a vital component of scientific research, and the department of science education is especially important in these areas. We must continue to focus our efforts on improving the education of our students and increasing awareness of the importance of science.
The English Department would like to bring to the University distinguished scholars for annual appointments in order to stimulate further the work of the staff and to give students opportunity to become acquainted with outstanding men. It desires also a research lectureship to be filled for successive terms (say one year or more) by promising young scholars who might in this way be encouraged to present new work. Such a lectureship would be awarded upon a competitive basis and with the understanding that it would not be expected to lead to a permanent appointment. Nevertheless it would give opportunity to discover promising young scholars.

III. Mathematics and Physical Sciences.

The Departments of Mathematics and Physics are at the present time probably the strongest in the country. Certainly they are very strong. They have attracted a large registration of advanced students. They are active in publication. The Department of Mathematics, however, needs an additional instructor to enable its more mature men to give further time to the direction of advanced work. The Department of Mathematics further desires strongly to establish a Mathematical Journal inasmuch as the existing Journals are not able to publish all the researches which are being produced. The Department believes that it would be an important source of strength to the morale and distinction of the Department to have such a Journal.
The English Department would like to point out that the University's new English program offers many opportunities to students majoring in English. In order to qualify for these opportunities, students must sign up for a literature course and a composition course. This year, the department is offering a new course on dramatic writing, and students who sign up for this course will have the opportunity to work on a dramatic writing project. The department is also planning to offer a course on contemporary American literature, and students who sign up for this course will have the opportunity to read and discuss contemporary American literature. The department is also planning to offer a course on contemporary American literature, and students who sign up for this course will have the opportunity to read and discuss contemporary American literature.
IV. Geography

This department is probably the strongest in the United States, having a staff of ambitious young men well organized. Two of the staff in succession, last year, were urged to accept the headship of the Department of Geography in the University of Michigan. It is necessary to retain these strong men and if we could add an additional member to the staff, it would make the department probably the strongest in the world.

V. Biological Sciences.

Zoology has several strong men who are productive. It is necessary to increase certain salaries to retain some of the young and promising men. The Department of Botany has produced a remarkable number of Doctors of Philosophy who are now holding important positions. Sixty were in attendance at the last meeting of the American Association for the Advancement of Science at Cincinnati. The field of Plant Pathology is one that is now assuming great importance for agriculture and for the marketing of agricultural products. An addition to the staff in this field is greatly needed and would place this already strong department upon a stronger basis. The department should also appoint a young man to develop for the field of structural botany, which is at present filled by man who will necessarily retire in a few years.

The Department of Anatomy, which at present includes work in preventive medicine, is strong. It will assume added importance in the development of the medical school.
It is impossible to state precisely the exact amount needed in each case to strengthen these departments, since in some cases it may involve calling a man who has already achieved eminence, in other cases the securing of a promising young man. But as an estimate the amount needed for these twelve departments could not be regarded as less than $7,000 each, making a total of $84,000.
been found to use a variety of methods to solve some of these problems. It is not uncommon to find that a new and innovative solution may be needed, especially in developing countries. This may require careful planning and cooperation among various stakeholders.

The amount of time these problems deal with can vary greatly, from less than 1 year to more than 3 years to resolve.
Recommendations for strengthening work in Education.

The Director of the School of Education presents recommendations upon three subjects.

1. Provision for courses in school administration to be offered for superintendents and principles of public schools. The Director finds two difficulties in the present situation: first, the definite material for courses in administration is lacking. Much material is to be found in superintendents' reports, school budgets, salary schedules, building programs of various localities, but these need to be collected, studied, analyzed and the contents made available through bulletins or otherwise. Second, men of the greatest ability in administration have not devoted themselves for the most part to studies in this field but have accepted administrative posts. He recommends the employment of a small staff to collect, organize and interpret this material and make it available for courses in the School of Education. The estimated cost for this work for the first year is $15,000.

2. The second proposal is for the organization of work in the administration of higher education. This would cover relatively four topics; (a) finance; (b) records and statistical studies of records; (c) the problems of deans and other officers in charge of students including vocational and personal advice and college discipline; (d) faculty organization, curriculum and executive problems.
The Director of the School of Education l missing a letter.

The Director of the School of Education presents to
the Provost, for decision in special administrative
recommendations on some subjects.

The Director has two difficulties in the present
situation: (1) the definition of special courses in science
at the undergraduate level, and (2) the reorganization of the
general education, school budget, and general education, public
incentives for various faculties, and these need to be considered.

A difficult challenge and the committee made available funds
for the reorganization of the program of the advanced philosophy
in administration have not been discussed extensively in the past.

Two difficulties in this field are: (1) a small and (2) the reorganization
of general education and general education, science, and social science.

The committee in the School of Education, the reorganization, and
of the annual report is $8,000.

The second paragraph is not the organization of
work in the administration of primitive society. This work
concerned with the administration of primitive society and
constitutional changes in some of the important foundations and
administrative reforms and college administration (1) college administration.
This might well lead to important publications of a character that would be highly valuable to all officers of colleges and universities in the various fields mentioned. It is recommended that the work of gathering material in this field should be begun in the coming year with a view to more complete organization the second year. For the first year it is recommended that an appropriation of $15,000 be made.

3. The Director's third recommendation is for special studies in educational sociology.

* * *

After consideration of the relationship of these proposals to other plans it would seem that the third is not as yet so fully matured since it involves some relationship to other departments. The first proposal seems very wise and feasible; the second is very promising but may perhaps be entered upon with a somewhat smaller provision for the work of the first year in gathering material and organizing, prior to a more complete organization of this important work. It is recommended therefore that the sum to be provided if possible for this purpose for the first year should be $10,000.

These two proposals may be regarded either as undertaking work that will be of importance to other educational institutions or as strengthening an already strong department.

The recommendation for this work is therefore:

For course for superintendents and principles of public schools...........$15,000
For administration of higher education.................. 10,000

$25,000
This might well lead to important publications or others.

Assistance that would make available to all offices of colleges and universities in the various fields mentioned is recommended. The work of preparing material in this field should begin in the coming year with a view to make complete organization of the second year. For the third year it is expected that an expenditure of $150,000 or more

The President's Fund recommends itself for special

studies in educational sociology.

* * *

After consideration of the possibilities of these proposals to operate plans it would seem that the problem is but as yet so little understood as it involves some difficulties that after considerable thought seem very acute and need

further consideration. The first problem seems very acute and needs further consideration of the work of the latter year. It seems that the amount to be available is too small to be praiseworthy. It is proposed to

some purpose for the third year more than $150,000.

These two proposals may be regarded either as model-erary or as experimental in a special branch department.

The recommendation for this work is premature:

For courses for undergraduate and graduate work:

000,000

000,000

000,000
Summary of Recommendations

1. For strengthening graduate work in already strong departments of Arts, Literature and Science....$84,000

2. For strengthening work in Education which will be of advantage to other institutions .................. 25,000

3. For individualized study of undergraduates............. 41,000

$150,000
Summary of Recommendations

1. For strengthening research work in genetics
2. For strengthening of applied information and Scenarios
3. For strengthening of Applied Information
4. For strengthening of Applied Information...
A PLAN FOR INDIVIDUALIZED STUDY AND
GUIDANCE OF STUDENTS.
An Educational Experiment.

The following plan is proposed with full knowledge of the fact that the fundamental purpose in view is not new, and that in some form and degree this purpose is being pursued by various colleges. The experimental nature of what is here outlined consists in the type of organization and the method of operation whereby it is hoped the ends in view may be much more completely attained than has been the case hitherto.

* * * *

In the enlargement of the staff of College Deans authorized last summer, the University took a first and important step in the direction of the individualized study and guidance of students. That step has led already to more thoughtful and friendly guidance for students at the beginning of this year than has hitherto been possible at the time of registration, and to a responsive recognition by the student body of the fact that the University is developing a new attitude of individual and human interest.

These results, together with further study of various phases of the problem of individualization, lead now to the proposal of the experiment outlined below.
A PLAN FOR INDIVIDUALIZED STUDY AND GUIDANCE OF STUDENTS

In Psychological Research

The following plan is proposed with full knowledge of the fact that the fundamental purpose in view is not new, and that in some form and degree, this purpose has been put into practice in various colleges. The experimental nature of the work in these preliminary experiments in this field of education has been a matter of interest to all. It is hoped that some of these will prove the case presented.

In the employment of the best of College classes

supporting many elements, the University looks to the Negro as a new and important factor in the development of the future Negro and the Negro future. The fact that the Negro is today more Negro, and that his future depends on the efforts of the educational and social leaders of the Negro race, is a matter of concern. The Negroes, in the interest of the Negro and the University, are developing a new system of education and research.

Newly formed

These organizations with a great array of resources

progress in the training of Negro teachers, and have in the past

become principal centres for the training of Negro teachers.
1. GENERAL PURPOSE

The general purpose of the experiment is to bring to bear upon the individual undergraduate student a degree of sympathetic and partly paternal attention, greater than seems practicable under the existing college organization. For the Junior College student, at least, there is need of a type of guidance, intimate in character, and administered in such fashion as shall respect on the one hand the individual's indisposition to defer to authority as such, and on the other hand, his readiness to follow the advice and leadership of those whom he admires and trusts. The characteristics of the Junior College student are in many respects not unlike those of the high school pupil with, however, a greater degree of self-assertion but no less need of wise and friendly counsel.

The main specific purposes included in this general purpose are the following:

1. To guide the student in his choice of courses with due reference to his individual capacities, likings, training, and plans.

2. To make guidance available for the student with respect to all the problems of his life in the college community, social and personal.

3. To make possible the giving of special thought and encouragement to the ablest students, who are those most likely to make effective contribution to the life of the nation and of mankind.
4. To give expert and sympathetic care to the students who find it difficult to maintain the normal grade of work, by individual inquiry into the causes of such difficulty and individual attempts to rectify unsatisfactory conditions.

5. To provide a better basis than our present system affords for the decision in doubtful cases as to rejection or dismissal.

6. To provide data for intelligent criticism of University instructors, methods of teaching, and the whole scheme and program of education, including instruction, housing, and social environment, and to throw light upon the whole question how to conduct the education of college students.

For the fulfillment of these purposes it is recommended that the staff of deans be enlarged in order to make possible a still closer contact with students and a more thorough study of the problems. It is desirable that each dean should have under his advice and study a group of about fifty students. At the outset the experiment might well begin with the entering class only.

In addition to the deans there should be at least two special officers whose work should be in a sense accessory to that of the deans, although it would/necessarily be carried in the same budget. First, an expert who would preferably combine the equipment of the psychologist and the psychiatrist to advise with the deans as to general methods and to give special advice with regard to difficult cases. Such an expert would give part time to teaching and part time to consultation. Second, a director
To grow one of these potato's a proper soil and temperature is required.

The process involves digging a hole in the ground and placing the potato in it. The hole should be about twice the size of the potato and should be covered with about 2 inches of soil. The potato should then be watered and left undisturbed until it sprouts. Once sprouting has occurred, the potato can be harvested and used for cooking.

In some areas, potatoes are also used as a source of starch in baking and other culinary applications. This is done by peeling and boiling the potatoes until they are tender, then mashing or pureeing them to create a thick, starchy paste. This paste can then be used in a variety of recipes, such as pies, soups, and stews.
of men's activities other than athletics. Such an officer should be a member of the regular staff but give half time to this work. Adequate clerical and stenographic assistance for the deans and for these special officers should be provided.

II. ESTIMATE OF EXPENSE

The Dean of the Colleges should give half time to instruction and half to his administrative duties. His compensation should be proportionately adjusted. Other deans should give the full amount of instruction but should receive additional compensation for this administrative work. The estimated expense of the proposed plan on the basis of one dean for each fifty students during the first year of a student's college work and one dean for each one hundred fifty students thereafter, including necessary clerical and stenographic services, would then be as follows:

For deans and service.................$34,500
Psychological service.................. 2,000
Direction of men's activities...... 4,500

Total...........$41,000
II. ESTIMATES OF EXPENSE

The Dean of the College, upon giving full time to the
atmosphere and part of his administrative duties, his compensation
ought to be properly covered. Otherwise, revenue would fall
infallible of information and actions regarding special coursework.
The estimated expenses

benefit for above administration work.

of the program plan on the part of one year for each full
students during the first year of a student's college work and one
year for a year's full course in a student's senior year including
research, analysis, and pedagogical services. Work then done as

<table>
<thead>
<tr>
<th>Description of Men's Activities</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fellowship Support</td>
<td>$3,000</td>
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<tr>
<td>Professional Services</td>
<td>$2,000</td>
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<tr>
<td>Total</td>
<td>$5,000</td>
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<tr>
<td>Category</td>
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<td>-----------------------------------------</td>
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<tr>
<td>Strong departments in Arts, Literature and Science</td>
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<tr>
<td>Education</td>
<td>$30,000</td>
</tr>
<tr>
<td>Individualized Study</td>
<td>$50,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$164,000</strong></td>
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President E. D. Burton  
The University of Chicago  

Dear President Burton:

The Committee on the Graduate Schools which you were good enough to appoint is now at work upon various phases of graduate studies. I think you will be interested to know the lines along which we are pursuing our investigations and for your information I enclose a memorandum giving a list of the sub-committees that I have appointed. There are many weeks of work before us, but I will keep you advised of our progress.

Sincerely yours,

[Signature]

GJLM  
Dean.
I am glad to see you again. I have been thinking about our meeting last week and I think we should plan for a similar discussion in the near future.

I believe we have made good progress so far, but I think we need to continue working on the project. I am confident that we can complete it on time with your help.

Thank you for your time and your engagement in this project. I look forward to our next meeting.

Sincerely,

[Signature]
March 3, 1924

To the Members of the Committee on Graduate Studies:

In accordance with the plan suggested at the first meeting of the Committee last Tuesday, I am hereby appointing the following sub-committees to report on important phases of the work of the Graduate Schools. The members of the Committee are reminded that one of the chief purposes of its work, as was brought out at the first meeting, is to make such changes in the present system as will differentiate the Graduate Schools more sharply from the Colleges in methods, curriculum, standards, and staff and result in the development of Schools more exclusively devoted to scholarship and research.

1. On Admissions:
   Messrs. Gale (Chairman) and Laing.
   To report on Monday, March 10

2. On Master's degree:
   Messrs. Manly (Chairman), Herrick, and Thompson
   To report on Monday, March 10

3. On Doctor's degree:
   Messrs. Nitze (Chairman), Lillie, Judd
   To report on Monday, March 17

4. On other methods of differentiation between the Graduate Schools and the Colleges:
   (1) A separate budget for the Graduate Schools.
   (2) The appointment of professors or instructors in the Graduate Schools or in the Colleges.
   (3) The establishment of a different unit of work for the professor in the Graduate School from that of the professor in the Colleges.
   Professors Marshall (Chairman), McLean, Abbott, Swann
   To report on Monday, March 31.

5. Men's Graduate Club:
   Messrs. Gale (Chairman) and Nitze.
   To report on Monday, March 31.

Will the Chairman please get their sub-committees together in time to submit their reports on the dates given. As the reports of these Committees will form a basis for discussion by the whole Committee, it will be most convenient if they are put in the form of definite recommendations.

Gordon J. Laing
CHAIRMAN.
To the Members of the Committee on Graduate Study:

In accordance with the plan suggested at the last meeting of the Committee

I am pleased to report the following sub-committees to report on

Ist. Teachers: I am pleased to report the following sub-committees to report on

important phases of the work of the Graduate School. These members of the

committee are: L. C. Hall, and Mr. R. R. Taylor. They have been

appointed to report at the last meeting, to make such changes in the present system

as will further improve the Graduate School. More especially, they have been

employed to consider and report on the development of

graduate courses in the various departments and faculties and to make

recommendations thereon.

1. On Administration:

     Messrs. C. L. (Dean and President)

     To report on school system.

2. On Faculty's Career:

     Messrs. C. L. (Dean) and Mr. R. R. Taylor

     To report on faculty welfare.

3. On Doctor's Career:

     Messrs. C. L. (Dean) and Mr. R. R. Taylor

     To report on faculty welfare.

4. On Graduate School:

     To report on the administration of the Graduate School and

     the College.

5. On Graduate and Fellowships:

     To report on the administration of the Graduate School, the

     application of graduate assistants, and the promotion of

     graduate assistants in the College.

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     graduate assistants in the College.
President Ernest D. Burton
Faculty Exchange

My dear Mr. President:

At the meeting of the Faculties of the Graduate Schools of Arts, Literature, and Science February 9, it was voted to request the President to appoint an Executive Board under General Statute 12, Article II, Section 3.

The Faculties did not designate the number, but Deans Gale and Laing are of the opinion that the number should be relatively small, presumably not more than eight, preferably six members in addition to the President and Recorder who are Chairman and Secretary ex officio. The Deans submit the following names for your consideration:

I. Arts and Literature: Mr. Laing, Dean; Messrs. Tufts, Mitze, Thompson, Marshall, Judd, Mathews.

II. Science: Mr. Gale, Dean; Messrs. Herrick, Carlson, Cowles, Stieglitz, Barrows, Bliss.

The Board, if made up according to the suggestion of the Deans, would be as follows:

The President, Chairman; The Recorder, Secretary; the Vice-President, Dean Laing and two additional members from Group I above, Dean Gale and two additional members from Group II.

Will you please give me a memorandu[m of those whom you nominate to the Board of Trustees. The Deans tell me that it is important that a meeting of the Board be held as early as practicable next week.

Yours very truly,

[Signature]

Recorder- Examiner

WAP*SM
Dear [Name],

I am writing to request your attendance at the upcoming meeting of the University Committee. The meeting is scheduled for [date], and it will be held in the [location].

The purpose of the meeting is to discuss [topic]. I am writing to inform you that the meeting will be held at [time], and it will be followed by a keynote speech from [person].

Please let me know if you can attend. I understand that your schedule may be busy, but I would be grateful if you could make the time to attend.

Thank you for your attention.

Sincerely,

[Your Name]
Professor J. H. Tufts,
Faculty Exchange.

My dear Professor Tufts:

The President allowed me $2,000 in the budget for assistance in my office. This amount is to be found on page 24, item 1, 1. I have expended various amounts out of this sum during the year. I wish now to make a definite arrangement which will carry through the spring quarter of 1924, and the academic year July 1, 1924 to June 30, 1925.

I want to put Associate Professor Buswell in charge of all the correspondence and all of the conferences relating to the degree of Master of Arts in Education. This will necessitate his having a secretary for his correspondence and records and will take that amount of work out of my office. I recommend that the $2,000 be divided so that Mr. Buswell shall have a salary of $500 a year for his services and $1,500 for his secretary. For the spring quarter there is a sufficient balance so that this arrangement can be put into immediate operation, Mr. Buswell's salary for this quarter being $125 and payment to his secretary at any rate up to $125 per month.

In order that Professor Buswell may have a designation for his letterheads, I recommend that he be made secretary of the Graduate Department of Education and that he be allowed to put this title on his stationery.

One other item is necessary in order to carry out this plan. We shall need a new typewriter and some furniture for an office adjacent to Professor Buswell's present office in Kimbark Hall. I am enclosing a requisition indicating the various items that Professor Buswell will need. I have indicated on this requisition that the amount may be charged to our Educational Investigations Account. I think it is a legitimate charge against that account since all of these Masters are engaged in some form of educational investigation. There is, however, an adequate balance in the $2,000 to carry this expense if, in your judgment, that is an easier way of disposing of it.

I am telling Professor Buswell to go ahead with his arrangements pending a decision from you in the matter. I shall appreciate it if you will indicate your disposition of the arrangement for next year as soon as convenient, so that we may go ahead with the full arrangement.

Very truly yours,

Charles H. Judd

CHARLES H. JUDD

CHJ-GS
Encl.
Dear Professor Stuve:

I am writing to express my concern about the situation regarding the financial support for the research project on the effects of climate change. As you are aware, the initial grant of $30,000 was insufficient to cover all the necessary expenses. I have been trying to secure additional funding from various sources, but have not been successful so far.

I am proposing a new strategy to address this issue. I have identified several potential sponsors who are interested in supporting research on climate change. I believe that by collaborating with these organizations, we can potentially raise the required funds.

I Am looking forward to hearing from you and discussing this matter further. If you have any questions or suggestions, please do not hesitate to contact me.

Sincerely,

[Signature]