1. This increase is recommended in recognition of good service rendered.

2. This is a recommended joint appointment with the School of Commerce and Administration, (total $1,800.00), to start work along the lines of business administration in connection with the organization and administration of philanthropic institutions.

3. This appointment is urged to bring in a man who will emphasize community organization and structure and theories of social progress as a means of giving balance to a curriculum too strongly devoted to pathological interests.
Peking February 3, 1921

Dear Doctor Judson,

I have received your letter regarding the School of Civics. I am sorry that I cannot continue to see it further along - what I hope will be a new stage of development. Unhappily, my stay out here has obliged me to take up many new, but apparently necessary, lines of activity needing support, that it has wrecked my income for a long time to come.
So you must appeal to some of your Chicago friends to take up in my place the support of an excellent and necessary piece of work and which is so identified with Chicago. Mrs. Crane sails for home early in March and she will try to see you and give an account of our stay here. She will bear you our affectionate greetings. I hope that you have both been well and prosperous.

Always sincerely,

Charles R. Crane
February 11, 1921

President Harry Pratt Judson,
University of Chicago.

Dear Mr. President:

At the meeting of the Board of Trustees held February 8, 1921, there was referred to you for further consideration and report the matter of the unpaid subscriptions of the guarantors of the maintenance of the Graduate School of Social Science Administration at the University.

At the meeting of the Board, when the Chicago School of Civics and Philanthropy was taken over by the University, there appeared in the minutes a list of pledges to the fund for the maintenance of the School as follows:

- Mrs. Emmens Blaine  $2,500 annually
- Mr. C.R. Crane 5,000
- Mr. M.D. Hull 500
- Mr. E.L. Ryerson 2,500
- Mr. Julius Rosenwald 5,000
- Mr. Harold H. Swift 1,000
- American Red Cross 1,000 (to be paid in lump sum)
- Jewish Charities 3,000 (possibly $3,750)
- United Charities 3,000

"Balance, if any", beyond the above, "underwritten by Mrs. Emmens Blaine, Mrs. Arthur Aldis, Mr. E.L. Ryerson, and Mr. Julius Rosenwald."

The Board voted that "in consideration of the receipt of guarantees of not less than $25,000 a year for the period of five years from October 1, 1920, to be paid to the University of Chicago as may be arranged, to approve the adoption of a plan whereby the University shall establish a graduate professional curriculum for students in civics and philanthropy with the understanding that the University shall have freedom of action during the five year period and that the course or courses may be discontinued if at any time in the judgment of the University the further continuance of the
October 11, 1927

Dear Mr. President,

At the request of the Board of Trustees of the University, I am writing to inform you of the recommendations made to the Board regarding the proposal of the School of Commerce and Industry to become a part of the University. The School of Commerce and Industry was established in 1917 as an extension of the business education of the College of Business Administration.

The School of Commerce and Industry offers a variety of programs, including business administration, finance, marketing, and management. The School currently has an enrollment of approximately 500 students. It is located on the west side of the campus and has its own facilities.

The Board of Trustees has reviewed the recommendations made to the School of Commerce and Industry and has approved the proposal to become a part of the University. The School will be integrated into the University's existing structure, and its faculty and administrative staff will be transferred to the University.

I am confident that the School of Commerce and Industry will continue to prosper and contribute to the educational mission of the University. I look forward to working closely with you and the University administration to ensure a smooth transition for the School.

Sincerely yours,

[Signature]

[Title]

[Name]
course or courses shall be deemed unwise, and that the Secretary be instructed to advise the Chicago School of Civics and Philanthropy of this action, and at the same time to express grateful appreciation of the generosity of the guarantors of the fund thus provided for the maintenance of the courses."

Very truly yours,

[Signature]
Secretary.
Exceedingly flank flaxen Helen -

Sir,

[Typed text not legible]

Very truly yours,

[Signature]

[Location and date not legible]
March 2nd, 1921.

Dear Dr. Judson:

I am greatly surprised and disappointed in Mr. Crane's reply. It does seem to me that together we might be able to have him reconsider when he returns - when we can meet him "face to face." Until then, I suppose there is nothing to be done.

Cordially yours,

[Signature]

enc.

Dr. Harry Pratt Judson,
University of Chicago,
Chicago.
March 10th, 1931

Dear Dr. Joubert:

I am greatly interested in your letter of February 28th. It seems to me that the speed with which we can meet is the most important thing. When we can not come together at once, I suggest a meeting in London, where we can work on the problem. I am looking forward to our meeting.

Sincerely yours,

[Signature]

Dr. Henry E. Stimson
University of Chicago
President Harry Pratt Judson
The University of Chicago

My dear Mr. Judson:

The preponderance of undergraduates in the School of Social Service Administration is, after all, a continuance of the situation we have had in the past when there was an undergraduate Philanthropic Service Division in the School of Commerce and Administration. The preponderance has, however, been somewhat accentuated by the number of unclassified students who tend to come to us for social service work. We have felt that in this transition year it was hardly expedient to discourage them from coming, for we wanted to make the transition from the Chicago School of Civics and Philanthropy to the new basis with as little friction as possible. The year's experience has, however, demonstrated reasonably clearly that this attitude is one which should be abandoned. While we are not absolutely closing the doors to them from this time on, we do contemplate discouraging them, and we do not contemplate arranging special courses to suit their needs.

Yours very sincerely,

[Signature]

LCM:N
The.URI. of this page is invalid.
May 10, 1921.

My dear President Judson:

Miss Dixon of the Graduate School of Social Service Administration called at my office this morning with reference to a fund being accumulated by graduates of the former Chicago School of Civics and Philanthropy. The fund is in the process of collection and it is assumed that the total amount will aggregate between six and seven thousand dollars. They have come as yet to no definite conclusion as to the application of the income of the fund, but at the present time are leaning toward a scholarship fund in the Graduate School of Social Service Administration. I suggested that they crystalize their opinion on the subject and make a rather definite proposition to the University. I also offered to give them the benefit of information concerning other scholarship funds of the institution.

You will recall that the University is conducting the Graduate School of Social Service Administration on the basis of a guaranty of $25,000 per annum for five years. Certain of the suggested subscriptions I understand the University will not receive, and I believe there is still some question as to whether Mr. Rosenwald considers that a definite guaranty of $25,000 has been made. I am wondering if the acceptance of a scholarship fund for the Graduate School of
As a result of the Graduate School of Business' initiative, the administration of the college is actively considering the establishment of a new college that is currently in the planning stage. The proposed new college is expected to focus on management and economics.

The planning document outlines the need for a college that can provide a comprehensive education in management and economics. The college is expected to offer a variety of programs that will prepare students for careers in these fields.

The administration is seeking input from faculty and students to ensure that the new college meets the needs of the current and future market. Meetings are scheduled to take place in the near future to discuss the proposal.

The administration is also considering the possibility of securing external funding to support the new college. This funding could come from various sources, including government grants, private foundations, and corporate sponsors.

In conclusion, the establishment of a new college in management and economics is a significant step toward enhancing the educational offerings of the college. The administration is committed to ensuring that the new college meets the needs of students and the market.

Thank you for your interest in this proposal.
2 - President Judson

Social Service Administration will carry with it any implication of an obligation to maintain the School even though the guaranty is not received as expected.

Yours very truly,

[Signature]

Copy to Mr. Heckman
President Harry Pratt Judson
The University of Chicago

My dear Mr. Judson:

I venture to raise with you the question of the desirability of transferring the deanship of the Graduate School of Social Service Administration to Mr. J. H. Tufts. You may know that he is conducting an inquiry under the auspices of the Russell Sage Foundation looking toward a formulation of an appropriate scheme of training in this field. His interests in the field are of course widely known. I should suppose that the School could move forward distinctly more rapidly in the hands of someone who could devote to it the amount of time which the project deserves.

Yours very sincerely,

LC Marshall

LCM: N
Dear [Name]

I am writing to inform you that the Committee on Graduate Studies has decided to grant you admission to the Graduate School of the University of Chicago for the year 1931. Your application was received and carefully considered. The Committee is confident that you will make a valuable contribution to the academic community of the University.

Please do not hesitate to contact me if you have any questions or concerns.

Best regards,

[Name]

[Signature]
May 19, 1921.

My dear President Judson:

I beg to enclose herewith a statement showing estimates of receipts and expenditures of the Graduate School of Social Service Administration for the twelve months ending October 1, 1921. It will be noted that there is an apparent excess of expenditures amounting to $2,069. This is contingent upon the receipt of gifts aggregating $16,800, which seems to be the total amount that may be relied upon out of the list supplied. This figure includes the sum of $3,000 from the Associated Hebrew Charities. If this amount is not realized the excess of expenditures will be approximately $5,000.

There has been included in the estimate of expenditures the sum of $967 for service in the Library, as shown by Dr. Burton's letter of May 14 attached hereto. Inasmuch as it was the original understanding that this department would not require the expenditure of University funds, I assume it will be proper to charge the library expense mentioned by Dr. Burton against the funds of this school. Will you kindly indicate to me your wish in this respect.

I am sending a carbon copy of this statement to Dean Marshall for his information. Possibly he may be able to conduct the school with some saving as compared with the estimates indicated.

Yours very truly,

[Signature]
May 16, 1937

The Dean, President, University of Chicago

Dear Dean,

I am about to assume the position of Assistant Professor of Chemistry at the University of California, Santa Barbara, effective October 1, 1937. The application was made orally by Mr. Henry F. C. Garver, chairman of the Chemistry Department, and I am now recommending your acceptance. The agreement is subject to the approval of the Board of Regents of the University of California.

I have been informed that the position of Assistant Professor of Chemistry at the University of Chicago is subject to the approval of the Board of Regents.

Sincerely yours,

[Name]
President Harry Pratt Judson
The University of Chicago

My dear Mr. Judson:

The following comments are in order with respect to the financial situation of the Graduate School of Social Service Administration as discussed in Mr. Plimpton's recent memorandum:

1. Some of the items as mentioned in that memorandum will presumably be different, but the general tendency is as indicated, and it seems not worth while to raise issues on minor details.

2. As indicated in our conversation upon the matter, it would be unfortunate to charge the items involved in caring for the library which they gave us against the budget of the School. It would be better to charge it against the General Library. I understand that you have already issued instructions to this effect.

3. When you informed me some time since that there was a possibility of a partial collapse in these funds, I re-adjusted our policies on the basis of that information, and the final outcome will be no deficit, but rather a modest surplus. The outstanding reason why this will be true is that I have been able to arrange for a Summer Quarter on a distinctly less expensive basis than was indicated in the original budget. Details concerning this situation appear on the accompanying page.

4. Am I right in thinking that you will sometime wish to make a statement showing how the funds of this School have been expended, and that this is likely to mean carrying over from one year to another any surplus which may remain after the year's operations?

Yours very sincerely,

LC Marshall

LCM:N
Enclosure
Carbon copy to Mr. N. C. Plimpton
BUDGET FOR THE SUMMER QUARTER, 1921

THE GRADUATE SCHOOL OF SOCIAL SERVICE ADMINISTRATION

The original budget estimate for this Summer Quarter instruction was $7,000.00. The statement given below represents the expenditures which are actually in prospect.

Miss Edith Abbott ........................................... $444.44
Miss Sophonisba P. Breckinridge ......................... .00

(The Auditor's Office informs me that her Summer Quarter will be a regular quarter in view of her being out of residence during the Winter Quarter.)

Erle Piske Young ........................................... 300.00
Chester F. Lay ............................................. 250.00
William T. Cross ......................................... 500.00
Roderick D. McKenzie .................................... 800.00
Miss Ruth Prosser ......................................... 300.00
Outside Lecturers .......................................... 1,200.00
Undesignated (To care for emergencies which may arise) ........................................ 300.00

Total ......................................................... $4,094.44

Arrangements have already been made with Mr. E. J. Goodspeed concerning Messrs. Cross and McKenzie. I assume that this means that their appointments have been made in due form.

Miss Abbott prefers cash instead of vacation credit, as does also Mr. Young.

Miss Prosser and Mr. Lay are recommended for appointments as assistants for the Summer Quarter only.

L. Marshall
The following budget estimates for the summer quarter indicate a total of $7,000.00.

The above figures represent the estimated expenses for the summer quarter, which are as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington, D.C. (rentals)</td>
<td>00.000</td>
</tr>
<tr>
<td>San Francisco (rentals)</td>
<td>00.000</td>
</tr>
<tr>
<td>Portland, Ore.</td>
<td>00.000</td>
</tr>
<tr>
<td>Oakland, Cal.</td>
<td>00.000</td>
</tr>
<tr>
<td>M. E. L.</td>
<td>00.000</td>
</tr>
<tr>
<td>Other allowances (to cover summer expenses)</td>
<td>00.000</td>
</tr>
</tbody>
</table>

Subtotal: $7,000.00

Applicant's Signature: ____________________________

Date: ____________________

I certify that the above information is true and correct.
GRADUATE SCHOOL OF SOCIAL SERVICE ADMINISTRATION

ESTIMATES OF RECEIPTS AND EXPENDITURES

FOR YEAR ENDING SEPTEMBER 30, 1921.

**INCOME -**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifts</td>
<td>$16,800</td>
</tr>
<tr>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td>Autumn</td>
<td>$1,288</td>
</tr>
<tr>
<td>Winter</td>
<td>2,245</td>
</tr>
<tr>
<td>Spring</td>
<td>2,490</td>
</tr>
<tr>
<td>Summer (Estimated)</td>
<td>2,500</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8,523</strong></td>
</tr>
</tbody>
</table>

**EXPENDITURES -**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>$1,865</td>
</tr>
<tr>
<td>Instruction</td>
<td></td>
</tr>
<tr>
<td>Abbott, Edith</td>
<td>4,000</td>
</tr>
<tr>
<td>Breckinridge, S. P.</td>
<td>2,000</td>
</tr>
<tr>
<td>Young, E. F.</td>
<td>2,700</td>
</tr>
<tr>
<td>Dixon, Elizabeth S.</td>
<td>2,200</td>
</tr>
<tr>
<td>Assistants (Estimated)</td>
<td>300</td>
</tr>
<tr>
<td>Lectures (Estimated)</td>
<td>1,300</td>
</tr>
<tr>
<td>Fourth Quarter (Estimated)</td>
<td>7,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20,000</strong></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>Books</td>
<td>200</td>
</tr>
<tr>
<td>Assistant</td>
<td>967</td>
</tr>
<tr>
<td>Cataloguing and Service</td>
<td>1,167</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,167</strong></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fellowships</td>
<td>2,860</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>1,500</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27,392</strong></td>
</tr>
</tbody>
</table>

**Apparent Excess of Expenditures**

$2,069.

*Modified by Dean Marshall: letter of May 1st*

*Fourth quarter instruction reduced by 27 392 about 900, giving our excess of income of about 831.*
GRADUATE SCHOOL OF SOCIAL SERVICE ADMINISTRATION
ESTIMATES OF RECEIPTS AND EXPENDITURES
FOR YEAR BEGINNING SEPTEMBER 30, 1947

<table>
<thead>
<tr>
<th>Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimate</td>
</tr>
<tr>
<td>Winter</td>
</tr>
<tr>
<td>Spring (Estimated)</td>
</tr>
<tr>
<td>$25,250</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
</tr>
<tr>
<td>Instruction</td>
</tr>
<tr>
<td>Office</td>
</tr>
<tr>
<td>Records</td>
</tr>
<tr>
<td>refreshing, S.P.</td>
</tr>
<tr>
<td>books, Y. &amp;</td>
</tr>
<tr>
<td>I. I.</td>
</tr>
<tr>
<td>Books (Estimated)</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>$20,000</td>
</tr>
<tr>
<td>$200</td>
</tr>
<tr>
<td>$200</td>
</tr>
<tr>
<td>$200</td>
</tr>
<tr>
<td>$200</td>
</tr>
</tbody>
</table>

Apparent excess of Expenditures

Apparent excess of Expenditures

Abstracted for analysis, etc., by

[Handwritten notes in the margin]
### SUMMARY STATEMENT OF INCOME AND EXPENDITURE

A. **Estimated Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Tuition Fees</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>II. From Trustees of Chicago School of Civics and Philanthropy</td>
<td>$25,000.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$35,000.00</td>
</tr>
</tbody>
</table>

B. **Estimated Expenditure**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Administration</td>
<td>$3,100.00</td>
</tr>
<tr>
<td>Dean’s Salary</td>
<td>$600.00</td>
</tr>
<tr>
<td>Clerical</td>
<td>1,500.00</td>
</tr>
<tr>
<td>Office Expense</td>
<td>1,000.00</td>
</tr>
<tr>
<td>II. Instruction</td>
<td>20,300.00</td>
</tr>
<tr>
<td>Edith Abbott</td>
<td>4,000.00</td>
</tr>
<tr>
<td>Sophonisba P. Breckinridge ($4,000.00)</td>
<td>2,000.00</td>
</tr>
<tr>
<td>E. F. Young</td>
<td>3,000.00</td>
</tr>
<tr>
<td>C. F. Lay</td>
<td>1,000.00</td>
</tr>
<tr>
<td>R. D. McKenzie</td>
<td>3,500.00</td>
</tr>
<tr>
<td>Field Work Supervisor</td>
<td>2,200.00</td>
</tr>
<tr>
<td>Assistants</td>
<td>1,800.00</td>
</tr>
<tr>
<td>Outside Lecturers</td>
<td>2,800.00</td>
</tr>
<tr>
<td><strong>Summer Quarter Instruction</strong></td>
<td>7,000.00</td>
</tr>
<tr>
<td><strong>Library</strong></td>
<td>1,100.00</td>
</tr>
<tr>
<td>Books</td>
<td>700.00</td>
</tr>
<tr>
<td>Assistant</td>
<td>400.00</td>
</tr>
<tr>
<td><strong>Fellowships</strong></td>
<td>2,860.00</td>
</tr>
<tr>
<td>5 @ $150.00</td>
<td>750.00</td>
</tr>
<tr>
<td>3 @ 650.00</td>
<td>1,950.00</td>
</tr>
<tr>
<td>16 @ 10.00</td>
<td>160.00</td>
</tr>
<tr>
<td><strong>Unassigned (to meet unexpected demand, or)</strong></td>
<td>300.00</td>
</tr>
<tr>
<td>(to use in experimentation)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$34,660.00</td>
</tr>
</tbody>
</table>

C. **Excess of Income over Expenditure**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$340.00</td>
</tr>
</tbody>
</table>
SUMMARY STATEMENT OF INCOME AND EXPENDITURES

I. Estimated Income

\[0.00,000.00\]

II. Estimated Expenditures

A. Administration

\[0.00,000.00\]

1. Office Expense

\[0.00,000.00\]

2. Other

\[0.00,000.00\]

B. Instruction

\[0.00,000.00\]

1. Employees and Recognitions

\[0.00,000.00\]

2. Equipment

\[0.00,000.00\]

3. Supplies

\[0.00,000.00\]

4. Travel

\[0.00,000.00\]

5. Maintenance

\[0.00,000.00\]

C. Personnel

\[0.00,000.00\]

1. Teachers

\[0.00,000.00\]

D. Unmeasured (To meet unexpected demand or to ease in expenditures)

\[0.00,000.00\]

Total

\[0.00,000.00\]
<table>
<thead>
<tr>
<th>NAMES OF INSTRUCTORS</th>
<th>SUMMER</th>
<th>AUTUMN</th>
<th>WINTER</th>
<th>SPRING</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbott, Edith</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Breckinridge, Sophoniba P.</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Dixon, Elizabeth S.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Young, E. F.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Lay, C. F.</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>McKenzie, R. D.</td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>
President Harry Pratt Judson  
The University of Chicago

My dear Mr. Judson:

In accord with our conversation, I attach my revised recommendation for the budget of the Graduate School of Social Service Administration for the academic year 1921-22. It is my understanding that you wish to present this at the next meeting of the Board of Trustees.

Yours very sincerely,

[Signature]

LCM:N  
Enclosure  
Carbon copy to Mr. N. C. Plimpton
September 9, 1921.

My dear President Judson:

Referring to Dean Marshall's letter to you of September 2 (of which he sent me a copy) concerning the budget for the Graduate School of Social Service Administration for the year 1921-22 from October 1:

I notice that he estimates the tuition fees at $7,500, which is approximately the amount received during the year ending September 30. I also note, however, that he indicates income from pledges of $25,000. Unless there has been some change in the situation, it does not seem likely that this amount will be received. During the year just closing the amount received from pledges was $13,800. From the foregoing it is apparent that unless the situation is altered with respect to the pledges, there will not be funds available to meet an estimated expenditure of $32,500.

Yours very truly,

President Harry Pratt Judson,
Harper Library.
September 5, 1931

My dear President Jackson:

Reference is made to your letter of September 5 (of which we sent a copy to the President of the Graduate School) concerning the budget for the Graduate School of Social Service Administration for the year 1931-32. From October 1, I notice that to estimate the tuition fees at $425.00, which is approximately the amount I charged in previous years, is noted as having been increased from $350.00. It does not seem likely that the amount of $425.00 will be necessary. Turning the year just closing the amount received from pledges was $878.00. From the above it appears that we may be able to meet our estimated expenditures of $75,000.

Yours very truly,

[Signature]

[Name]

[Office Title]
President Harry Pratt Judson,
University of Chicago.
Dear Mr. President:

I presume from what you said to Mr. Plimpton the other day that, as the matter of the budget for the Graduate School of Social Service Administration is to rest until a later date, two of the appointees in that Department, namely, Elizabeth S. Dixon, Supervisor of Field Work, appointment expires September 30, 1921, salary $2,200, and Earle F. Young, Instructor, appointment expires September 30, 1921, salary $2,700, are to be continued on the list of appointees at least temporarily. Perhaps by the time of the October Board meeting action can be taken with reference to these two persons.

Very truly yours,

[Signature]

Secretary.
President

University of Chicago

P.S. We are pleased to inform you that your request for the transfer of the funds to the Graduate School of Oriental Studies, University of Chicago, was granted.

The transfer of funds will be made to the Department of Near Eastern Studies, University of Chicago, for the purpose of supporting graduate students in the field of Near Eastern Studies.

We are confident that this support will contribute to the advancement of research in the field of Near Eastern Studies.

Very truly yours,

[Signature]

Secretary
President Harry Pratt Judson  
The University of Chicago

My dear Mr. Judson:

Because of the desirability of having her work commence at once, I am transmitting a recommendation for the appointment of Miss Maude Lavery as an assistant in the Graduate School of Social Service Administration at a stipend of $1,000.00. This item appears in the budget of the school which is now before you.

Yours very sincerely,

L. Marshall

Lom: N
Enclosure
President Harry Pratt Judson
The University of Chicago

My dear Mr. Judson:

I assume that the budget of the Graduate School of Social Service Administration will come up at the next meeting of the Board of Trustees.

In this connection, you will presumably wish to recommend the re-appointment for one year, dating from October 1, 1921, of the following persons:

Mr. Erle Fiske Young, Instructor, salary $2,800.00 (An increase of $100.00)
Miss Elizabeth S. Dixon, Supervisor of Field Work, salary $2,200.00 (No change)

It is my understanding that Mr. Chester F. Lay has already been appointed jointly by the Graduate School of Social Service Administration and the School of Commerce and Administration, $800.00 being charged against the School of Commerce and Administration and $1,000.00 against the Graduate School of Social Service Administration.

It is also my understanding that no re-appointments are necessary in the cases of Miss Edith Abbott and Miss S. P. Breckinridge; that they were originally appointed for a period of five years.

Yours very sincerely,

L. Marshall
President Harry Pratt Judson,
University of Chicago.

Dear Mr. President:

I have the letter of Mr. Marshall dated October 10 referring to appointments in the Graduate School of Social Service Administration.

No budget for this School has been adopted so far as I know. The appointment of Mr. Young as Instructor was made at the Board meeting on October 11 but his salary was made at $2,700 instead of $2,800. Miss Dixon was re-appointed Supervisor at a salary of $2,200. Chester F. Lay has been reappointed at a salary of $1,800, and Mr. Plimpton informs me that $300 of this amount is charged to the budget of the School of Commerce and Administration and that presumably the other thousand would be charged against the budget of the Graduate School of Social Service Administration when it is adopted.

Mr. Marshall is correct in his assumption that Miss Abbott and Miss Breckinridge are each appointed until 1925.

I am returning to you herewith Mr. Marshall's letter.

Very truly yours,

[Signature]

Secretary.
Dear Richard Rack, President

I have the honor of forwarding a letter from the Department of Chemistry and the Department of Mathematics. They wish to submit the following recommendations:

1. The appointment of Dr. John Smith as Professor of Chemistry.
2. The appointment of Dr. Jane Doe as Professor of Mathematics.

I recommend these appointments with the highest regard for their qualifications and contributions to our academic community.

Yours sincerely,

[Signature]

[Date]
### SUMMARY STATEMENT OF INCOME AND EXPENDITURE

**A. Estimated Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Tuition Fees</td>
<td>$ 7,500.00</td>
</tr>
<tr>
<td>II. From Trustees of Chicago School of Civics and Philanthropy</td>
<td>$ 25,000.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$32,500.00</td>
</tr>
</tbody>
</table>

**B. Estimated Expenditure**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Administration</td>
<td>$ 3,100.00</td>
</tr>
<tr>
<td>Dean's Salary</td>
<td>$ 600.00</td>
</tr>
<tr>
<td>Clerical</td>
<td>$ 1,500.00</td>
</tr>
<tr>
<td>Office Expense</td>
<td>$ 1,000.00</td>
</tr>
<tr>
<td>II. Instruction</td>
<td>$18,200.00</td>
</tr>
<tr>
<td>Edith Abbott</td>
<td>$ 4,000.00</td>
</tr>
<tr>
<td>Sophonisba P. Breckinridge</td>
<td>$ 2,000.00</td>
</tr>
<tr>
<td>($4,000.00)</td>
<td></td>
</tr>
<tr>
<td>E. F. Young</td>
<td>$ 2,800.00</td>
</tr>
<tr>
<td>C. F. Lay</td>
<td>$ 1,000.00</td>
</tr>
<tr>
<td>Field Work Supervisor</td>
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</tr>
<tr>
<td>Assistants</td>
<td>$ 5,400.00</td>
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<tr>
<td>Outside Lecturers</td>
<td>$ 2,800.00</td>
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<tr>
<td>III. Summer Quarter Instruction</td>
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<td>IV. Library</td>
<td>$ 1,300.00</td>
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<td>Books</td>
<td>$ 700.00</td>
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<tr>
<td>Assistant</td>
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<tr>
<td>V. Fellowships</td>
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<td>5 @ $150.00</td>
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<tr>
<td>3 @ 650.00</td>
<td>$1,950.00</td>
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<tr>
<td>16 @ 10.00</td>
<td>$ 160.00</td>
</tr>
<tr>
<td>VI. Unassigned</td>
<td>$  40.00</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
October 30, 1922

My dear Mr. Tufts:

I am very glad to try to set forth, even if it must be in a very sketchy way, the opportunities which seem to me to lie immediately ahead of the University of Chicago in those aspects of the social sciences with which I am directly connected. I shall try to be mindful of your request that the statement be brief and specific. Confining the discussion, then, to those fields with which I am personally connected, these opportunities may be stated thus:

1. The opportunity to accomplish a revolution in the presentation of social studies in the secondary schools with the resultant revolutionary effects upon our collegiate and graduate curricula.

2. The opportunity to accomplish a revolution in the presentation of economics in our collegiate and graduate work.

3. The opportunity to render really epoch-making service in the field of business education including work of secondary, collegiate, and graduate grade.

4. The opportunity to render similar service in the field of Social Service Administration;

and growing out of the foregoing,

5. The opportunity to foster a unique development of research activities in the field of the social sciences.

6. The opportunity to make a most noteworthy contribution to the published literature in all the foregoing fields.

7. The opportunity to give a new meaning to the contribution of the social sciences to such callings as the Law, the Ministry, Public Service, etc.

It will facilitate your reading of the material, I think, if I follow a standardized scheme of presentation of the University's opportunity in each of the foregoing fields. I shall take them up in the order listed above.
My dear Mr. Turner,

I am writing this letter to express my gratitude for the opportunity to speak at the Unveiling of the Canadian National Vimy Memorial. This event is a significant moment in our history and it is an honor to have been invited to participate.

I would like to take this opportunity to share some of my thoughts on the importance of remembrance and how it shapes our understanding of history. The history of the First World War is a complex and often painful chapter in our nation's past. It is through remembrance that we can honor the sacrifices made by those who fought and remember the lessons learned.

I want to express my appreciation to the organizers of this event for their hard work and dedication. The Vimy Memorial is a lasting tribute to the bravery and courage of those who served, and it serves as a reminder of the importance of education and understanding.

Thank you for inviting me to speak at this special event. I look forward to attending and sharing my thoughts on the significance of the Vimy Memorial.

Sincerely,

[Your Name]
1. The opportunity to accomplish a revolution in the presentation of social studies in the secondary schools with the resultant revolutionary effects upon our collegiate and graduate curricula.

(a) The present situation of our social studies in our secondary schools can best be described by saying that it is in a state little short of chaos. There is general agreement that these studies are fundamental to the development of decent citizenship, but the material has never been thought through. The result is that our youth go out to engage in the activities of the democracy with insignificant training in what it means to live together and even less training in the conditions precedent to living together well. Of course those who go on to collegiate and graduate work go to our colleges and universities with inadequate background. The result is that our collegiate and even our graduate work in the social studies is but little better than a superior type of superior journalism.

(b) The key to the situation is to be found in mature thinking through of the fundamentals of the social studies in preparing bodies of material for use in the secondary schools; and in adequate programs of teacher training.

(c) The opportunity of the University of Chicago in this field grows out of its geographical location, its tradition of educational leadership, its private endowment, and its staff of interested scientists. A striking proof that the unique opportunity is ours, rather than that of another institution, is shown by the fact that the Commonwealth Fund, after a two-years' survey of the situation, has made to us an initial grant of $14,000 to be used in developing social study material for the secondary schools.

(d) Now is the critical time because, whether for better or worse, a complete administrative reorganization is under way in our secondary schools. The junior high school movement, to cite only one illustration, is providing an opening for social study material of the new type. If this opening is not taken advantage of in the next five years, the adequate development of the social studies in the secondary schools and the resultant improvement of the situation in collegiate and graduate curricula will suffer serious and prolonged delay.
2. The opportunity to accomplish a revolution in the presentation of economics in our collegiate and graduate work.

(a) The present situation in the collegiate and graduate presentation of economics is that a series of uncoordinated courses have been developed on special aspects of economics in such a way that the bewildered student can get little appreciation of the contribution of the science as a whole. Unfortunately, too, a certain doctrinaire attitude has developed which militates against this science rendering its best contribution to our living together.

(b) The key to the situation is to be found, in thinking through anew the whole scheme of presentation of the science in terms of the great advances which have been made in other fields in the last fifty years. This will result in a complete reorganization of the undergraduate presentation and taken in connection with the reorganization of the social studies in secondary schools, it can well result in graduate and research work of high quality.

(c) The opportunity of the University of Chicago in this field grows out of its geographical situation and the fact that the staff in Political Economy is a young developing staff which has not become wedded to the old doctrinaire presentation. That the opportunity of the university is recognized by others may be seen in the fact that five institutions do 80% of the graduate work in economics today; and despite the youth of the Chicago scheme of presentation, we stand second in the list.

(d) Now is the critical time because the movement has progressed just far enough for practically all economists to be unsettled and to be searching for a way out. The opportunity for leadership and for service in the next five years is unique.

3. The opportunity to render really epoch-making service in the field of business education including work of secondary, collegiate, and graduate grades.

(a) The present situation in the field of business education is lamentable. The secondary schools have in the main borrowed from the so-called business college petty disciplines in clerical technique. The colleges and universities are
The opportunity to make a contribution to the economy and society is one that has attracted many to the field of economics. The success of the economy depends on the development of economic policies and the implementation of economic models.

The opportunity to contribute to society is one that has attracted many to the field of economics. The success of the economy depends on the development of economic policies and the implementation of economic models.
indulging in a sort of craze, offering incoherent courses on "business subjects" (whatever that may mean) which are too often of a petty technical character, rather than of a character which makes for business statesmanship. As might be expected from the hectic character of the movement, the instructing staff are woefully inadequate both in numbers and in quality.

(b) The key to the situation lies in thinking through a systematic presentation of really disciplinary business training; the development of a body of material which can be used in classroom instruction, and the development of instructors.

c) The opportunity of the University of Chicago in this field is perhaps more striking than in any other field I am discussing. We have begun the work and our approach to the subject is attracting much more than casual attention. There seems no reason to doubt that three years from now, fifty men will be presenting our rather revolutionary approach to accounting in the colleges of this country. As for the field in general since January 1st, we have had from other colleges and universities requests for one hundred and twenty-five instructors in the field of business and applied economics. Last summer quarter we had with us one hundred and fifty graduate students, of whom more than fifty were instructors in other colleges and universities.

d) Now is the critical time for business education. The reorganization which is on in the secondary schools gives us the opportunity to insert really disciplinary training in that field. The movement in the colleges and universities is going so rapidly that it will almost inevitably result in disillusionment and disgust unless adequate material and properly trained teachers are quickly made available. Sometimes figures help us visualize an opportunity. So many men are applying to us every year for fellowships and assistantships in this field that I could wisely use $35,000 a year for this purpose. Of course, my lack of access to such a fund simply means a checking in the output of competent instructors.
(d) The opportunity of the University of Chicago to
foster "creative scholarship" and to provide a
suitable environment for the cultivation of
original thought and to give an opportunity
to young men at a lower level, is also a
significant factor in the attraction of the
Hull House itself. For the University
must be a place where creative
scholarship and original thought
are encouraged and practiced.

(e) The opportunity to take a course in
mathematics or physics is one of the
many advantages of attending the
University of Chicago. These courses
are taught at a high level and provide
an excellent foundation for those
who wish to pursue careers in
these fields.

(f) The opportunity to live in a
community where one can engage
in meaningful social and cultural
events is another important
factor. The University of Chicago
has a vibrant community life, with
many clubs, societies, and
organizations that provide
opportunities for students to
become involved and make
meaningful contributions.

(g) The opportunity to work on
research projects is also
significant. The University of
Chicago is known for its
strength in research and
many students have the
opportunity to work on
research projects that
contribute to the
field of knowledge.
4. The opportunity to render similar service in the field of Social Service Administration.

(a) The present situation in the field of Social Service Administration is that such work is being offered by a handful of institutions but the field has not been thought through. The work is offered as a series of scattered courses and not as a well connected discipline.

(b) The key to the situation is of course to be found only by thinking through the character of the processes involved in social service administration and in preparing bodies of material for classroom use in an adequate professional curriculum.

(c) The opportunity of the University of Chicago in this field is unique because its private endowment gives it the necessary freedom of action, and because its metropolitan location gives it the needed laboratory facilities. It is one of the four or five institutions which can really hope to exercise leadership in this field.

(d) Now is the critical time, because this whole matter is just in its formative stage. It is just in the process of being lifted out of the gossipy, sentimental level up to the level of scientific procedures. The institution which in the next five years can present the material which can be used on this new level of instruction will render a large and permanent service.

5. 6. 7. Since the opportunity for the development of research activities in the social sciences, the opportunity to make a noteworthy contribution to the literature of these subjects, and the opportunity to render collateral service, the training for such callings as the law, the ministry, and public service all grow out of the opportunities sketched in 1. 4. above, I assume that no extended treatment is necessary. It is only in passing that I allege that it is entirely feasible to develop an enormous body of scientific literature with such a wide market that the publishing interests of the University can support themselves without subsidy.

As my mind runs back over what I have just dictated, I have a fear that you may think that I have claimed too much. On the contrary, it is a very restrained statement of the case. All these things can be done by the University of Chicago. We are well under way in every one of them, and have already progressed
The President: To make full use of the resources available,
the Board of Trustees of the University of Iowa has
authorized the appointment of aFull Professor of
Economics to the rank of Full Professor of
Economics. The position is filled by 
Dr. Harry A. Black, who has been at
the University since 1950.

Dr. Black is a graduate of the University of
Iowa and received his Ph.D. from
Cambridge University in 1952. He
has been a member of the faculty
since 1950 and has served as the
Chairman of the Economics
Department since 1958.

The appointment of Dr. Black as
Full Professor of Economics is a
significant step forward in the
development of the Department of
Economics, and we are confident
that his leadership will be of great
benefit to the University and its
students.

We extend our congratulations
to Dr. Black on this well-deserved
promotion.
to the stage where we see our way through, provided only that
the critical period of the next five years be weathered.

And I want to add that these things are not likely to be
done by any other institution in the country within this genera-
tion. So far as I can see, there is no other institution that
has the necessary geographical location, the necessary freedom
from hampering influences, the necessary tradition of leader-
ship, and the necessary staff. It seems to me to be entirely
ture that we and no one else can adequately serve our generation
in the fields discussed.

Shall we be able to render this adequate service? It seems
pathetic that such a question must be asked, but there is no doubt
that it is a pertinent question. We shall not be able to render
this service unless certain conditions precedent are met. Those
conditions are not numerous — probably they can be summed up in
three statements: We need, first, a competent, carefully selected
staff which will keep its feet on earth and which will use its
resources effectively. We need, second, reasonable financial
support. We need, third, and most important of all, leadership —
intelligent, forceful, discriminating leadership.

Yours very sincerely

(Signed) L.C. Marshall
to the struggle grade is not one can really bring only that

the constant boiling of the next line appears a significant

If I want to say these signs are not likely to be

above with the consultation in the company with the company

As in the case I can see there are no other statements that

For information, information, the necessary information is asked.

Your personal information the necessary information to receive.

It seems to me to be a Privy Council and on the necessary state, I was in no way as our new experience can be interpreted

In the later discussion

Shall I be able to render this speech correctly? I seem

As it is presented in the usual Lenten adoration of men for the

As for some reason, the necessary information is asked.

Thus, these excerpts contain no necessary conclusions and in no way.

The public is very careful on the form and method of the

Lenten distractions for us, and can be found in the

Facts, although it is not the last on duty and it does not

Important, important, important, important

Important, important, important
President Ernest D. Burton
Faculty Exchange

My dear Mr. Burton:

Just for your information, the Jewish Social Service Bureau of Chicago has sent us a check for $360.00 covering the cost of two undergraduate scholarships for the coming year. Of course, this gift was made in terms of last year's fees. If it is continued for later years (as I expect it will be continued) we shall presumably be able to get a larger amount.

I have, of course, acknowledged the receipt of the check.

Yours very sincerely,

LC Marshall

LCM: EL
In your letter of February 14, 1945, you say that you would like to have a copy of the report of the Committee on Research Policy. I am enclosing the report. It is in the attached file.

Yours truly,

[Signature]

[Name]
May 18, 1923

My dear Mr. Marshall:

Thank you for your letter of May 14.
I am very glad indeed to learn of the gift received from the Jewish Social Service Bureau.

Very sincerely yours,

[Signature]

Dean L. O. Marshall,
School of Commerce and Administration
Faculty Exchange
May 18, 1933

My dear Mr. Waterval:

Thank you for your letter of May 18.

I am very glad to learn of the arrival of the Jewish

women's section of the Jewish welfare program.

Very sincerely yours,

[Signature]

Dear Mr. Waterval,

Respectfully,

[Signature]
Memorandum to Mr. Tufts

From L. C. Marshall

Since you are to present this to the Board on Tuesday, I send this revised copy.

L. C. Marshall
July 17, 1923

My dear President Burton:

The policy of the University has been in the main not to advertise its work in the usual way. There have been minor exceptions, I believe, such as the work of the Correspondence-Study Department and the work of the Law School.

The Graduate School of Social Service Administration has not done any advertising up to this time. There are two or three periodicals in which it would be well to advertise if that policy is approved. I have in mind particularly The Survey and the Journal of Social Forces.

Of course, one item which needs to be considered in arriving at a decision on this matter is the fact that our present arrangement provides for the School of Social Service Administration only for two years more. Perhaps a decision on the matter of advertising should be postponed pending a decision concerning the future of the School.

In that connection I suggest the desirability of considering the future of the School as soon as the rush settles down enough for you to turn your mind in that direction. If it is decided to continue the School I think that it would be well to lay rather careful plans in connection with the necessary funds. It ought not be difficult, for example, to interest one or more of the large Foundations; but, of course, that takes time and planning.

As regards my own connection with the enterprise, as I explained to you in conference, it seems to me desirable just as soon as reasonably may be, to give some one else administrative charge of that division of the University. That is, perhaps, not important unless the School is to be continued. If, however, it is to be continued it seems to me most desirable that our thought should be turning in the direction of a somewhat permanent administrative officer.

Yours very sincerely,

[Signature]

LCM:G
The University of Chicago

The Committee on Research of the University

The purpose of the University is to advance knowledge, to teach, and to train students for professional and other useful work. It is, therefore, an important part of the function of the University to promote the progress of research and to encourage the publication of the results of such research.

The Committee on Research of the University, in accordance with the recommendations of the Committee on Research of the Graduate School, recommends that the following be designated as the Officers of the Committee on Research of the University for the year 1940-1941:

The Committee on Research of the University

This Committee is composed of:

1. President
2. Vice-President
3. Secretary
4. Treasurer

The Committee on Research of the University is responsible for the administration of the funds appropriated by the University for research activities.
The University of Chicago  
Office of the Dean of Women  

July 18, 1923

My dear President Burton:

Ever since you assumed responsibilities for the administration of the University I have been anxious for an opportunity to lay before you certain facts with reference to the establishment of the Graduate School of Social Service Administration. The negotiations of the School of Civics with the University were initiated by me. I had several conferences with President Judson and while the official action taken was recorded the true development of the relationships would probably not appear from the materials in the files of the University. The arrangement was made, as you undoubtedly know, for five years of which three have already passed and I should be most grateful for an opportunity briefly to confer with you on the situation of which I am still a part. If you could give time in the near future I should warmly appreciate it. There is a small matter with reference to the policy of the women's houses in the summer on which I had hoped President Judson would take action last year. On the subject Mr. Robertson made a report some time during the winter; I should be grateful if a decision on the subject could be reached before another summer.

With warmest regards and with deep appreciation of your new responsibilities, I am

Always faithfully yours,

[Signature]

To the President,  
The University of Chicago,  
Faculty Ex
Dear President Buehler,

I have been informed that the administration of the
University of Chicago is considering the establishment of a
new School of Social Service Administration. The
Department of the School of

Social Service Administration.

I have read with interest the considerations that have
been mentioned and wish to express my view that the

Department of the School of Social Service Administration
should play a significant role in the development of the
relationship of the University to the field of social

service. The Department can serve as

an effective link between the University and the

outside world. It can also provide opportunities for

students to gain practical experience in the field of

social service.

I would like to make some suggestions for the

Department. First, it should be

well staffed with qualified

professionals. Second, the

Department should be

well financially supported.

Finally, it should be

well integrated with the

University's other programs.

I believe that the Department

of Social Service Administration

is an important and valuable asset to the

University of Chicago.

Sincerely,

[Signature]
My dear Miss Breckinridge:

Can you throw any light on the situation referred to in the enclosed letters by Mr. Swift, Mr. Payne and Mr. Marshall?

Very truly yours,

[Signature]

Miss S. P. Breckinridge
Faculty Exchange

EDB: HP
The text on the page is not legible due to the quality of the image.
The University of Chicago

The School of Commerce and Administration

August 15, 1923

President E. D. Burton
The University of Chicago
Chicago, Illinois

My Dear Mr. Burton:

I enclose Mr. Swift's letter which Mr. Payne has sent to me.

This is the situation:

1. Historically and legally the undergraduate work in the field of Social Service is a division of the School of Commerce and Administration.
2. When the School of Social Service Administration was set up, President Judson asked the School to administer the undergraduate work also. Presumably, he was moved to this decision by the obvious intention of having the work continued under the School of Commerce and Administration. Since, however, the School of Social Service Administration was authorized for five years only, I suppose he hesitated to set up definite responsibility on the matter.

Perhaps a decision on the matter must wait until the future of the School of Social Service Administration has been decided.

Yours very sincerely,

[Signature]

Dean

LCM/MLH
Mr. President:

I am writing to request your assistance in forwarding this letter to the appropriate individuals.

I have recently become aware of the need for additional support for our campus policies regarding student conduct. In light of recent incidents, I believe it is crucial that we take proactive measures to ensure the safety and well-being of our students.

I am currently working on a proposal to allocate additional resources to our student conduct services, and I believe that your support would be invaluable in this endeavor.

Thank you for your consideration of this matter.

Sincerely,

[Signature]

Dean, Office of Student Conduct
August 2, 1923

President Ernest D. Burton,
The University of Chicago,
Chicago, Illinois.

Dear Mr. Burton:

I note that on page 558 of the Annual Register for 1921-22 there is a table which shows the degrees we confer. There the School of Social Service Administration seems to be classed as leading to the Bachelor of Philosophy Degree. I was under the impression that we called the School of Social Service Administration a graduate school so I presume work there would lead to a Master's or a Doctor's Degree. Perhaps in printing the new Register this matter should be corrected if my point is well taken.

Yours cordially,

[Signature]

Don't bother to reply.

My dear Dean Marshall:

The President has forwarded this to me, but it has occurred to me that any comment or explanation to him or to the President of the Board of Trustees could most appropriately come from the Dean of the School of Social Service Administration.

[Signature]
To whom it may concern,

I have been requested to prepare a report on the progress of the project to develop a new laboratory for the Department of Physics.

The project was initiated in 1960 and has faced several challenges due to budget constraints and technical difficulties. However, with the recent allocation of additional funds, we anticipate significant progress in the coming months.

The laboratory will be equipped with state-of-the-art equipment and will serve as a hub for research in quantum mechanics and particle physics.

Sincerely,

[Signature]

[Stamp]
Holderness, N. H., September 17, 1923.

My dear President Burton:—

Your memorandum of the thirty first of August, together with Mr. Swift's inquiry and Mr. Payne's and Mr. Marshall's comments came to me here this morning. As Dean Marshall points out, there was before the School of Social Service was established (?) in 1920, the Division of Philanthropic Service of the School of Commerce and Administration. This was mainly undergraduate but I recall several students who took the degree of Master in that Division. As Mr. Swift recalls, those interested in the new venture from the point of view of the School of Civics and Philanthropy, had been greatly concerned to develop graduate work and to insist that the work was of a graduate and of a professional character. However, as Dean Marshall says, every one recognized the temporary character of the present arrangement, and when the Dean reported that the faculty of the Graduate School of Social Service had been authorized or requested to administer the Division of Philanthropic Service, we were very happy to accept the responsibility. It enabled the administrative officials to treat that Division, with Dean Marshall's cordial approval, as much as possible as a pre-professional school. And, I have the facts not before me, the number of graduates who having taken their degree in that Division have decided to continue their work in the Graduate courses has seemed to justify the arrangement.

I can not help hoping, dear Mr. President, that you will be able at an early date to get the whole problem of the School in your mind and that it may be found possible to put the work on a permanent basis.

I need not, I am sure, ask you to excuse the vacation conditions under which I write. I return to Chicago the twenty fourth and am, after that, wholly at your service.

With regard, in which Miss Talbot joins,

Faithfully yours.

Sophonisba P. Breckinridge.
The Great Depression

I am aware of the critical need to improve our programs and curricula. To this end, I have initiated a review of the School of Fine Arts.

I have been informed that the current division of Fine Arts is in need of reorganization. The new administration is looking for ways to improve the division's efficiency.

I have been requested to prepare a report on the current state of the Fine Arts division and suggest improvements.

I would appreciate it if you could provide me with any relevant information or data that might be helpful in this regard.

I look forward to your cooperation in this matter.

Yours sincerely,

[Signature]
Friday noon, October 26, 1923

My dear Mr. Tufts:

I am reminded that Mr. Spencer asked Miss Breckinridge to prepare a memorandum with reference to the suggested report to the President on the work of the School. Miss Breckinridge felt that the report should depart as slightly as possible from the Dean's report of last year. She did, however, suggest that certain data be included. It occurred to me that her memorandum for Mr. Spencer might be of interest to you, and I am therefore inclosing a copy. The more detailed registration report may interest you while the subject is fresh in your mind.

Faithfully yours,

[Signature]

Dean James H. Tufts
University of Chicago
Mr. George N. Tufts:

I am reminded that Mr. French made these recommendations last year in connection with the Circular Board reports, to the effect that the work of the Board, the Board of Education, and the Council of Elementary Education, should be carried on in the spirit of cooperation rather than in the spirit of competition. I am informed that these recommendations are not being followed.

It seems to me that the work of the Board in this matter has been unfortunate.

I am informed that a letter has been written by the President of the Board to you, and that it is now available.

Yours faithfully,

[Signature]

Dean James L. Tufts

[Handwritten note: Signatures of others]
A PLAN
FOR PREPARING
INSTRUCTIONAL MATERIAL
FOR USE IN THE PUBLIC SCHOOLS
FROM THE POINT OF VIEW OF
SOCIAL RELATIONS
A PLAN FOR PREPARING INSTRUCTIONAL MATERIAL FOR USE IN THE PUBLIC SCHOOLS, FROM THE POINT OF VIEW OF SOCIAL RELATIONS

I Purpose or Outlook. The purpose of this plan is to enable our youth to realize what it means to live in society, to appreciate how people have lived and do live together; and to understand the conditions essential to living together well; to the end that our youth may develop such abilities, inclinations and ideals as may qualify them to take an intelligent and effective part in an evolving society. The plan will give a public school graduate a better understanding of his world than the typical college graduate secures. This can be done without diminishing the very proper emphasis upon other fundamental elements of the public school curriculum.

The whole enterprise is of the nature of a specific experiment in the production of material for instruction, rather than of a general study of the problem by representative of all fields of knowledge covered by the curriculum.

II The Mechanism. Series of materials for student use will be prepared, covering the following fields. As this material is being prepared, it will be tested both for its scientific content and for its appropriateness as instruction material.

1. Grades 1 to 6 inclusive.
2. The Junior High School.
3. The Senior High School Commercial Curriculum.
4. The Senior High School Industrial Education Curriculum.
5. The Senior High School General Curriculum.

These materials will not be merely social study texts and appropriate collateral. Up to the end of the Junior High School, the work in mathematics, science and language will be correlated with the social studies. The purpose is to organize curricula around social objectives.

In view of the poor preparation of our teachers it is proposed to provide:

1. A series of appropriate teacher's manuals.
2. A service agency for teachers already in service.
3. A service agency for summer normal instruction.

III The Cost. The plan as sketched is in effect a three year program involving a total cost of approximately $256,000.00.

IV The Organization. It is proposed that a grant for the execution of this plan be made to the University of Chicago. In view of the work already done, and of the relationships established, it is proposed that the conduct of the enterprise be entrusted to L. C. Marshall with whom will be associated C. H. Judd. These gentlemen will also seek counsel and assistance from the most competent men in the country, both with respect to the plan and with respect to the preparation of the material. The approval of expenditures within the amount of the grant will be in the hands of the President of the University of Chicago.
**SUMMARY VIEW OF PROPOSED BUDGET**

This summary view is necessarily a preview of a field in which some factors can be estimated but roughly. It is, therefore, a summary which is more concerned with total dimensions than with details.

<table>
<thead>
<tr>
<th>I</th>
<th>Materials Preparation.</th>
<th>Added to January 1, 1925</th>
<th>Added to January 1, 1926</th>
<th>Added to January 1, 1927</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Junior High School Curriculum&lt;br&gt;See Appendix A for details</td>
<td>15,000</td>
<td>5,000</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Senior High School Commercial Curriculum&lt;br&gt;See Appendix B for details</td>
<td>10,000</td>
<td>5,000</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Senior High School Industrial Education Curriculum. Details comparable to those of the Commercial Curriculum</td>
<td>10,000</td>
<td>5,000</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Senior High School General Curriculum.&lt;br&gt;A somewhat specialized presentation of Psychology, Political Economy, History, and Sociology, based on the Junior High School Curriculum.</td>
<td>5,000</td>
<td>15,000</td>
<td>10,000</td>
</tr>
<tr>
<td>5</td>
<td>Curriculum for Grades 1 to 6</td>
<td>5,000</td>
<td>10,000</td>
<td>15,000</td>
</tr>
<tr>
<td>6</td>
<td>Overhead on materials preparation&lt;br&gt;See Appendix C for details</td>
<td>25,000</td>
<td>25,000</td>
<td>5,000</td>
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</table>

<table>
<thead>
<tr>
<th>II</th>
<th>Teacher Training.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Service Agency for teachers now in the field</td>
<td>5,000</td>
</tr>
<tr>
<td>2</td>
<td>Service Agency for summer normal instruction</td>
<td>3,000</td>
</tr>
<tr>
<td>3</td>
<td>Material for State Departments of Education</td>
<td>3,000</td>
</tr>
<tr>
<td>4</td>
<td>Teacher's manuals to accompany texts.</td>
<td>5,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III</th>
<th>Testing the Materials.</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Supervision of testing</td>
<td>5,000</td>
</tr>
<tr>
<td>2</td>
<td>Clerical</td>
<td>3,000</td>
</tr>
<tr>
<td>3</td>
<td>Preliminary mimeographing and printing of texts</td>
<td>5,000</td>
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</table>

**Total** 99,000 111,000 61,000

Grand total 271,000

Less grant already made, 15,000 256,000
<table>
<thead>
<tr>
<th>Project Area</th>
<th>Budget Year</th>
<th>Budget Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>I: General Administration</td>
<td>1971</td>
<td>000,000</td>
</tr>
<tr>
<td>II: Research and Development</td>
<td>1971</td>
<td>000,000</td>
</tr>
<tr>
<td>III: Training and Education</td>
<td>1971</td>
<td>000,000</td>
</tr>
</tbody>
</table>

Total: 000,000

Note: Figures are in thousands of dollars.
Appendix A

SUMMARY VIEW OF THE JUNIOR HIGH SCHOOL CURRICULUM

The following schedule of material for the Seventh, Eighth and Ninth Grades provides for two things:

1. The Social Science material is presented in terms of giving an organized view of our society and of the individual's place - his rights, duties and responsibilities - in that society.

2. The other fundamental elements of the curriculum, such as language, science and mathematics, are correlated with this social study material. The entire curriculum is organized around social objectives.

For the sake of brevity, discussion of the place of foreign languages and of "drop-out" vocational courses is entirely omitted since such a discussion is not essential to show the scope of the proposal with respect to the social studies.

SEVENTH GRADE MATERIAL


--- Collateral for above.

Lyman: English Manual, Correlated with Social Study Text.

Braslich: Mathematics Manual, Correlated with Social Study Text.

--- Science Manual, Correlated with Social Study Text.

EIGHTH GRADE MATERIAL

Lyon: The Place of the Individual in our Society.

--- Collateral for above.

Lyman: English Manual, Correlated with Social Study Text.

Braslich: Mathematics Manual, Correlated with Social Study Text.

--- Science Manual, Correlated with Social Study Text.

--- History of the United States.

NINTH GRADE MATERIAL


--- --- Collateral for above.

Lyman: English Manual, Correlated with Social Study Text.

Braslich: Mathematics Manual, Correlated with Social Study Text.

--- Appropriate Science Material.
A

IMAGERY VIEW OF THE JUNIOR HIGH SCHOOLS CURRICULUM

The following are brief notes on the Junior High School's curriculum and kinds of courses:

1. The core science materials are presented in the form of preliminary training. The classes are designed to:
   - Introduce basic scientific concepts
   - Lay the groundwork for advanced study

2. Traditional courses are also offered alongside the science materials. These include:
   - Mathematics courses
   - Language arts courses

3. The curriculum is designed to prepare students for college and to enhance their understanding of the world.

GEOMETRY DICKINSON:

Mathematics:
- Algebra
- Geometry
- Pre-Calculus

Science:
- Biology
- Chemistry
- Physics

HIGH SCHOOL MATERIAL:

- English: The Role of the Writer in Our Society
- History: The Growth of the Nation
- Economics: The Principles of Economics
- World History: The Growth of the World

MIDDLE SCHOOL MATERIAL:

- English: The Role of the Writer in Society
- History: The Growth of the Nation
- Economics: The Principles of Economics
- World History: The Growth of the World
### Appendix B
THE SENIOR HIGH SCHOOL COMMERCIAL CURRICULUM

The Laura Spelman Rockefeller Memorial has already given a grant of $15,000.00 for this purpose. The following is set forth merely as a means of showing how one set of details was worked out, and as a means of indicating the procedure that would be followed in the Senior High School General Curriculum, in the Senior High School Industrial Education Curriculum, and in the Curriculum for Grades 1 to 6.

<table>
<thead>
<tr>
<th>Course</th>
<th>Duration</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Place of the Individual in Society (Vocational Survey)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Survey of Business Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic Geography</td>
<td>Three months</td>
<td>D. W. Whittlesey and W. Jones, and</td>
</tr>
<tr>
<td></td>
<td>free</td>
<td>Clerical Help</td>
</tr>
<tr>
<td>Market Organization and Market Administration</td>
<td></td>
<td>Cleona Lewis, and Clerical Help.</td>
</tr>
<tr>
<td>The Worker in Modern Society and Personnel Administration</td>
<td></td>
<td>M. J. Janovsky</td>
</tr>
<tr>
<td>Introductory Psychology</td>
<td>Three months</td>
<td>E. L. Robinson, and Clerical Help.</td>
</tr>
<tr>
<td>Records and Reports in Business Administration</td>
<td>Six months</td>
<td>R. E. Taylor, and Clerical Help.</td>
</tr>
<tr>
<td>Government and Business (Social Control)</td>
<td></td>
<td>W. H. Spencer, and Clerical Help.</td>
</tr>
<tr>
<td>Principles of Social Organization</td>
<td>Three months</td>
<td>L. S. Lyon, and Clerical Help.</td>
</tr>
<tr>
<td>Business Communication</td>
<td></td>
<td>N. W. Barnes, and Clerical Help.</td>
</tr>
<tr>
<td>Business Correspondence</td>
<td>Three months</td>
<td>N. W. Barnes, and Clerical Help.</td>
</tr>
<tr>
<td>Economic History of the United States</td>
<td>Three months</td>
<td>C. W. Wright, and Clerical Help.</td>
</tr>
</tbody>
</table>

Total: $25,000

Less available funds: $10,000

Requested: $15,000
## Appendix C

**The Nation High School Commercial Curriculum**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Place of the Individual in Society (Vocational Training)</td>
<td>100</td>
</tr>
<tr>
<td>2. General Course of Business Administration</td>
<td>200</td>
</tr>
<tr>
<td>3. Economic Geography, D. World History and W. Knowledge</td>
<td>100</td>
</tr>
<tr>
<td>4. Government and Business (Scope General)</td>
<td>200</td>
</tr>
<tr>
<td>5. Mathematics and Science, W. Geometry and Scientific Help</td>
<td>200</td>
</tr>
<tr>
<td>7. Business Communication, M. Exchange, and Office Help</td>
<td>200</td>
</tr>
<tr>
<td>8. Business Correspondence, M. Exchange, and Office Help</td>
<td>200</td>
</tr>
<tr>
<td>9. Economics of the United States, W. Right, and Office Help</td>
<td>200</td>
</tr>
</tbody>
</table>

*Total = 1,000*

<table>
<thead>
<tr>
<th>Exam available hours</th>
<th>10,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Precautionary</td>
<td>1,000</td>
</tr>
</tbody>
</table>
Appendix C

OUTLINE OF OVER-HEAD COST IN PREPARING MATERIALS

1. Since this project involves carrying a new point of view through a considerable body of material, it follows that the editorial work will be exceedingly heavy. Enough experience has been accumulated on this matter to show that substantially every manuscript will have to be rewritten from start to finish by an editorial board. This will involve the necessity of freeing Messrs. C. H. Judd, L. S. Lyon, and L. C. Marshall from part of their teaching so that they may do this editorial work. In certain parts of the field it will be possible to make use of the services of others. The point which has significance for present purposes is this: the cost of editorial work will be relatively high as compared with most text-forming enterprises.

2. Traveling expenses should be available so that there may be brought into occasional conference the best minds of the country. Then too, occasions arise when certain authors ought to be sent to study promising experiments at first hand.

3. It will be necessary to organize a small staff of a few practical secondary school teachers who are skillful in their use of English. They will edit the material from the point of view of its teachability.

4. It will be necessary to have a corps of "materials gatherers" who can perform the first rough task of sorting and compiling materials for authors and editors. Clerical and stenographic assistants will also be necessary.
Appendix C

OUTLINE OF OTHER-HAND OCCUPATIONS IN MINING INDUSTRY

Assistant Engineer:
- Position requires knowledge of mining engineering.
- Responsibilities include planning and supervising mining operations.
- Familiarity with geological surveying and mining equipment.

Geologist:
- Responsibilities include assessing mineral deposits.
- Requires knowledge of geology and mining laws.
- Familiarity with mapping and surveying techniques.

Surveyor:
- Responsibilities include measuring and marking mining boundaries.
- Requires knowledge of surveying techniques and mathematics.
- Familiarity with legal aspects of mining.
President Ernest D. Burton
Faculty Exchange

My dear Mr. Burton:

Just for your information, the Chicago Woman's Aid, a Jewish organization, has sent a check for $180.00 to be credited to the Fellowship funds of the Graduate School of Social Service Administration.

I am, of course, acknowledging the check.

Yours very sincerely,

L. Marshall

LCM:EL
Dear Professor Dr. Park

Thank you for your information. The Chicago Woman's Aid Society organization's fund of $500.00 is to be added to the Fellowship Fund of the Graduate School of Social Service Administration.

I see of course, corresponding the offer.

Yours very sincerely,

[Signature]

[Name]
12/12/23
GREEN HALL
THE UNIVERSITY OF CHICAGO
CHICAGO, ILLINOIS

My dear President Burton,

Dean Tufts told me this afternoon that tomorrow you would appoint Miss Abbot Dean to succeed me at Marshall in the Social Service organization, and I write to express my very great satisfaction and congratulations that you are taking this action.

I am returning to make a request in connection with the action you are about to take. Then I see Selected Establishments, President Anderson freed her name and her pay.
GREEN HALL
THE UNIVERSITY OF CHICAGO
CHICAGO, ILLINOIS

10/15/15

Dear [Name],

Thank you for expressing interest in our program.

I am Professor [Name], the Director of the Research Association. I have received your application and am interested in discussing your qualifications further.

I would like to invite you to a personal interview to discuss your background and your specific interests. Please let me know your availability and any preferences for the interview.

Thank you again for your interest and your commitment to [Field].

Best regards,

[Name]
Director, Research Association
Dear Marshall world. I have been thought it appropriate to recognize her extraordinary equipment by giving her professional rank. There is no test of academic and professional fitness to which she might not be subjected. I am hoping that she may be freed from any embarrassment by being placed on a level with other officials in same university and in other institutions.

I have no doubt you will have thought of this. I know you times have certain. But if you had known all the details of the earlier episodes, and I
GREEN HILL
THE UNIVERSITY OF CHICAGO
CHICAGO, ILLINOIS

لا يوجد نص يمكن قراءته بشكل طبيعي من الصورة المقدمة.
Nurse to write you, knowing that you will understand and that if I have erred, you will make generous allowances for me.

It is quite impossible for me to tell you what I intended and write what I have learned. If you understand, I shall correct what I have said nothing is any one else.

Always faithfully yours,

Sophomores P. Brownie
December 24th
1923

My dear Mr. Tufts:

I should like to turn over to you, for study when you are able to find the time, a document in the case of the Graduate School of Social Service Administration. On the margin of one of the sheets handed me by Mr. Marshall are some notes made in the course of an interview with him. The material received from Mr. Lumsden is of no great significance but the whole problem of what to do with this school is one which falls to you, not only as Vice-President and Dean of the Faculties, but because of your special familiarity with this field. When you can find time to do it, I wish you would work out a policy for the future of the school.

Yours very sincerely,

Mr. James H. Tufts
The University of Chicago

EDB: S
Encl.
December 27, 1923.

Postscript to letter to Dean Tufts written December 24th, about S. S. A.

I suggest that a plan for the School be worked from the point of view and in terms of an Educational Experiment.

Also that we consider asking the General Education Board or the Laura Spelman Rockefeller Memorial to finance a certain part of the programme on condition that we raise money for the rest. We might then ask Wieboldt Foundation and Commonwealth Fund to do the rest on a 5-year or 10-year basis.

E. D. B.
December 29, 1935

Protests to Forest to Keep Trees Alive

December 28th speech 2. A.

I seem to hear a plan for the forest
go working from the point of view and in some
of my instructional department.

Also that we consider saving
General Education board to the forests.

Beca selenium memoir to finance a certain
part of the program so contribution that we
raise money for the forest. We might from experience

We propose continuation and commitment and
for 2 years on a 5-year or 10-year wait.

E. D. P.
Informal and Confidential Memorandum

To Beardsley Ruml from L. C. Marshall and Edith Abbott

February 11, 1924

Subject: Schools of Social Service Administration

1. A report supplementing the investigation of Mr. Tufts could be prepared very quickly and with slight expense by obtaining material from Mr. Tuft's files. Such a report could be prepared here in Chicago, visits being made perhaps to a few of the more important schools.

2. If an independent investigation and report is desired and the undertaking will be larger, since the twenty-nine schools are very widely scattered. However, by assuming the discussion of educational principles in the Tufts report it would be possible to prepare a new report on other aspects of the work of these schools in a fairly short time.

Miss Helen Russell Wright (A.B., Smith, 1912; graduate and research assistant of the old Chicago School of Civics and Philanthropy; Ph.D., 1922, in the Department of Political Economy; now a member of the staff of The Institute of Economics) would be an excellent person to make this more considerable report. The funds involved should cover her salary for three to six months, travel, clerical, and Miscellaneous expense.

3. As a matter of fact the situation of these schools is reasonably well known to those interested in this work. This may well mean that the report mentioned in 1 above is all that is needed.

It is probably fair to say that at the present time and for the past ten years only two schools, New York and Chicago, have been able to maintain a faculty and curriculum that could command the serious respect of graduate students.
The strength of the New York School lies in its large endowment and budget. The budget for the current year is $103,000.00 in addition to sums granted by the Commonwealth Fund for research. The weakness of this School is its independence. Probably because of the terms of the Kennedy Endowment it has never become an intricate part of any university and it lacks in its curriculum the basic courses offered in the social sciences and also lacks a certain standardizing of its faculty and its courses which would inevitably come if they were required to meet the tests of a strong university.

The strength of the Graduate School of Social Service Administration at the University of Chicago lies in its solid university connection. It alone of all such Schools has been able to relate its professional curriculum to the fundamental courses in Political Science, Political Economy, Sociology, Psychology, and Philosophy. Its professional courses have of necessity been weighed and tested in comparison with graduate courses long approved in the social science field and in the law school. Its own professional courses have been supplemented by graduate courses of other divisions of the University. Its weakness is in its slender budget, which was roughly $26,000.00 this current year plus a grant of $2,700.00 from the Local Community Research Fund.

4. There are certain definite and specific pieces of service that now need to be rendered in this field. What will be said below upon this point if of general application, although the computations involved have necessarily been made in terms of our own experiences.

a. Always, of course, there is need of funds for social research. These funds are needed not merely for the research itself but as a means of providing a training school for investigators. Statistical training is an essential part of the equipment of the social worker and such training can best be given by experience in field work as well as class room instruction.
Students should participate in properly conducted investigation both in group and in individual research.

The points which should be covered in such research funds are these: 1) Supervision of field work; 2) paid investigator as occasionally needed to supplement the work of students; 3) clerical assistance; 4) materials; 5) Fellowships and assistantships.

The amount that any one institution could appropriately expend in this way would depend upon its staff and many other considerations. In general terms the amount might be stated as ranging between $15,000.00 and $30,000.00 per year.

b. There is a pressing need of providing teaching materials for the Schools in this field and for certain classes in allied social science subjects. This is one of the needs that the Tufts report (see page 188) particularly dwelt on. The funds involved in rendering such service would need to cover $5,000.00 to $7,500.00 a year to assist in gathering and editing the material and $5,000.00 to $7,500.00 a year to subsidize publication. In this case publication is one of the essentials of the situation.

c. The establishment and maintenance of a scientific journal which would at this time render very marked service in the field. This would probably require a subsidy of $4,000.00 to $6,000.00 a year.

d. The foregoing statements of needs in the field have been quite general in their application in the sense that they are needs of the field as a whole. In addition to these there are certain special needs and projects (each calling for, say $5,000.00 a year) which ought to be considered in any well-rounded development of the field of social work. By way of illustration of such special needs the following sample cases are cited:
1) The development of appropriate work in the field of public health nursing.

2) The development of appropriate "extension work" for persons who have entered the social field improperly equipped and for the well-equipped social worker who wishes to keep in touch with material and better methods.

5. By way of summary of the foregoing it is entirely feasible to construct rather quickly a supplement to the Tufts report. Or, it is entirely feasible to make a more extended investigation dealing with details not covered in the Tufts report.

The chances are strong that either of these investigations will, moreover, in the main, specify illustrations of the following types of need in the field:

a. Provision for research, not merely for the sake of research but also for the sake of developing of investigators and properly equipped teachers

b. Provision for satisfactory teaching materials

c. Provision for a scholarly and scientific journal

d. Provision for certain special needs designed to round out the field of training and to improve the quality of persons in the key positions in the social field.
January 25, 1934

Dear Miss Breckinridge:

Mr. Rosenwald asks me to write you that it might be very much worth while for Miss Abbott and you to prepare a review of the work of the School of Social Service Administration, of course from the first. Such a history should be comprehensive, going into the details of the work of the School and setting out its needs and possibilities. Mr. Rosenwald recognizes that you ladies have both the ability and the first hand knowledge to do this work.

If you and Miss Abbott are willing to prepare such a record, Mr. Rosenwald will be glad to present it to Dr. Abraham Flexner with the idea, perhaps by means of a survey, or in some other manner, of getting cooperation, based on suggestions that Dr. Flexner might see his way to make, for help on a larger scale through the General Education Board, or through one of the other foundations, like the Commonwealth or Carnegie.

Regarding the need of the publication soon of the two books, which are in manuscript, if the Press will be willing to take the risk of printing these books, Mr. Rosenwald has in mind someone who might be willing to underwrite a guaranty to the amount of $5000, although this is not a certainty.

Yours very truly

(Signed) William C. Graves,
Secretary to
Mr. Rosenwald
January 26, 1925

Dear [Name]

Mr. Rosennan [sic] asks me to write you that it might be very much
worth while for you to attend and have a review of the work
of the School of Social Service Administration. It is also
true that you may be able to contribute something to the
study of the work of the School and might come to the
interest of my committee. Mr. Rosennan recognizes that you have not
been a director of the work and have not knowledge of the
subject.

If you are interested in our work, if you will write to me, I will
substitute for the work the discussion of the two books which are
now in print. These books, "Rosennan and the School of Social
Service" and "Rosennan and the School of Social Administration," are
to be published in the fall of 1925, and are very interesting.

Yours very truly,

(Signature)
Secretary to Mr. Rosennan
My dear Dean Tufts:

In reply to your letter about the advertisement in The Survey, I am adopting your suggestion and using your additional sentence describing the work of the School.

I did make a mistake in using the word "preliminary" announcement and you are quite right in thinking that I meant the advertisement only for the summer session and that the complete announcement will be available when the advertisement appears, so I am withdrawing the word preliminary.

As regards the other point you raised about our counting the other courses in the School as important for our students, we have always felt very strongly about the importance of this point; and I spent about an hour Friday in Miss Miller's office going over the complete announcements in order to list the courses in the other Social Science departments, that seemed especially appropriate for our students, at the end of our own announcement. I find that I have listed altogether fifteen of these courses, and you will note from the enclosed announcement of last year that Mr. Marshall also adopted this policy. The fact that our students can take these other courses is the most important single gain resulting from our amalgamation with the University; and we have always tried to stress its importance.

Thank you for your help and advice.

Faithfully yours,

[Signature]

EA:G
To Mr. James Gray:

In reply to your letter, I understand the importance of the information you are seeking. I am working to gather all the necessary data and correlate it with the information you have already provided. I anticipate that the data will be available within the next few days.

I am confident that the information you need will be provided in a timely manner. Please let me know if you have any questions or concerns.

Thank you for your prompt attention.

Sincerely,

[Signature]

Date: [Insert Date]
My dear Mr. Tufts:

I am writing to ask your advice and approval in regard to the following matters which I do not like to proceed with without informing you about them.

1. It has seemed to us all a good plan, and I have also consulted Mr. Marshall about this, to have Miss Dixon hold regular office hours, one afternoon a week, downtown in the so-called Charities building. I have spoken formally with Mr. Reynolds of the Council of Social Agencies about this and he welcomes the idea very heartily and has offered to give Miss Dixon a desk in the office of the Council, to use. Miss Dixon can find time to do this because a good many people from downtown come out here to consult her about field work and matters of personnel, and it would be very much more convenient for them if they could see her at a more convenient place. I believe it will also help us to keep in touch with the work of the agencies in a way that would be helpful both to them and to us. If you approve this plan we shall put it into operation at once.

2. As another possible method of bringing the School more closely in touch with the social agencies of the community we have been thinking that it might be a good plan to organize occasionally a "Social Service Institute" something like the institutes of the Divinity School. Concretely, I think we might try to have at the close of the present quarter a Child Welfare Institute, reserving expenditures which would otherwise have been made during the quarter for outside lecturers, to bring to Chicago at least one person of some note in the child welfare field, possibly Mr. Prentis Murphy of Philadelphia. We could get at the same time without any expense two persons from the U.S. Children's Bureau, and I believe we could also get without any expense Mr. Carstens who has an allowance for traveling. That is, I believe we could organize a rather good institute which would be useful to wind-up the quarter for our own students who have been having a course in the Public Care of Children during the quarter, and by making the session open to the social workers of Chicago. I think we would be doing something for the community and giving our students the benefit of certain professional discussions that would be bound to arise in the course of the sessions. What I sketch here is only a vague outline of just what we would do in the institute; I only wish to suggest that I think we could organize something like a three-day institute that would offer some excellent sessions and I believe it is important for us, when we can, to offer something educational to the social agencies in our community. I shall be very grateful for any advice you can give us about this matter.

If you approve the general idea, I shall submit definite plans to you later. Yours truly,

E. Abbott
The University of Chicago
Graduate School of Social Service Administration

December 1937

Dear Mr. Brown,

I am writing to inquire about the possibility of securing a position as a social service administrator in your organization. I am currently employed as a social worker at the University of Chicago, where I have been working for the past two years. My duties have included case work, group work, and community organization.

I am particularly interested in gaining experience in community development and have been working on several projects related to this area. I believe that I have the necessary skills and experience to contribute to your organization.

I would appreciate the opportunity to discuss my qualifications with you further. Please let me know if there is any additional information you would like from me.

Sincerely,

[Signature]

[Address]

[City, State, Zip Code]
January 21, 1934

William C. Graves, Esq.
Secretary to Mr. Rosenwald
Sears Roebuck and Company
Chicago

My dear Mr. Graves:

In answer to your question, What should we like to have Mr. Rosenwald do in connection with the School of Social Service Administration? I think what we want most of all is to have him get our situation in mind and then decide what he thinks should be done, if anything, and advise us further as to what in his judgment we would best do. It is, of course, a great privilege to state to you and through you to Mr. Rosenwald what the situation is.

A. On the academic side the situation on the whole seems reasonably satisfactory.

1. There has been an encouraging registration of graduate students. The figures for the three years are as follows:

   1920-21. . . . 31
   1921-22. . . . 38
   1922-23. . . . 55

2. The curriculum has been strengthened and new courses organized, so that they command the respect of our colleagues and of the students. Dean Marshall is perhaps the one of the faculty best able to testify to the educational value of the work, and he has said that he will be glad to do this at any time.

3. A series of textbooks has been prepared. The first volume in this new Social Service Series is Miss Abbott's "Immigration: Select Documents and Case Records," which will be published by the University Press this month. Miss Abbott has two other volumes ready for press, and I have two volumes also, one on "Family Welfare Work" and one on "Public Welfare Administration." The University Press has published only the first of these volumes but has approved the publication of the other volumes on condition that special funds can be raised for them. Mr. Marshall has kindly consented to continue to serve as one of the editors of the series and will help us get the series published if and when he can.

He believes and we believe that the preparation of this series of textbooks is one of the most substantial results of our three and a half years of work out here. As you know, all the Schools of Social Work have been greatly in need of teaching materials, and it seemed proper for our School to take the lead in trying to meet this need.

4. Our students have gone out to dignified positions, not only in social service and social research but also in teaching positions in other schools — one to Bryn Mawr faculty, one to the University of Indiana, and one is teaching at the University of North Carolina, one is on our own School faculty.
B. As regards our financial situation:

1. What we have done has been done on a very slender budget, even smaller than our old School of Civics budget. You will recall that the School was established in 1920 on a graduate professional basis and assured an existence of five years with an income of $25,000 a year plus the tuition fees of students registered in the School. But I think you know that during the three years ending June 30, 1923, the income from contributions has not been $25,000 but $16,250. We are not complaining about this, but we wish you to know that the University arrangement has certainly been a very economical one. The economies come largely from (a) the very considerable savings in overhead and (b) the fact that our students are permitted to take courses in all the University departments so they get the benefit of instruction in Economics and Political Science, etc., without extra expenditure. I think you may be interested, as an illustration of the economy of our experiment, to know that the budget of the New York School of Social Work was $103,000 for the current year exclusive of large sums for social research given by the Commonwealth Fund.

The total income of our School has run as follows:

<table>
<thead>
<tr>
<th></th>
<th>1920-21</th>
<th>1921-22</th>
<th>1922-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributions</td>
<td>$16,250.00</td>
<td>$16,250.00</td>
<td>$16,250.00</td>
</tr>
<tr>
<td>Tuition fees</td>
<td>7,231.34</td>
<td>8,735.50</td>
<td>10,343.50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$23,481.34</strong></td>
<td><strong>$24,985.50</strong></td>
<td><strong>$26,593.50</strong></td>
</tr>
</tbody>
</table>

Of course, I do not mean to say that I think our budget has been large enough, and I shall set forth a very substantial list of what may be considered urgent needs; but I wish to emphasize the fact that on a very slender and economically administered budget the University experiment has proved a success.

C. With regard to the future, I should set forth our needs as follows:

The first and obvious problem is that of our continued existence. As you know, our guarantee will carry us through to September, 1925; but of course we ought to know by January 1, 1925, when plans for the new academic year should be taken up, what is going to happen to us. I confess I am greatly troubled to know what we ought to do or when. Ours is the only University in the country that has placed education for social work on the basis of a dignified graduate professional school. If we should fail, it would be a great loss to the whole field of social work, and I think also a loss to our University. We owe our existence here to Mr. Rosenwald's interest in the work and to his strategic position as a Trustee of the University and a Trustee of the School. We want to do whatever he thinks we ought to do.
But the School ought not merely to survive: it ought also to grow. And as elements of growth we need:

1. That the new guarantee be brought up at least to the $25,000 originally planned a year plus tuitions. This additional amount is greatly needed for a larger provision for instruction and lectures. In particular, there is a great need that we develop courses in the field of Hospital Social Service.

2. A fund for the publication of the Social Service Series of Textbooks already referred to. At present two completed volumes that have been approved for publication are lying by because the Press is unwilling to assume the whole risk of publishing the series without special funds. While we regret their decision, we feel that the Press is probably justified in their attitude. In the meantime we need at least $3,500 to underwrite each of the volumes now finished, and there will be others coming along quite rapidly so that an additional $7,000 a year really ought to be included in the budget to assist in the publication of the textbook series.

3. A fund of approximately $4,000 a year to support the publication of a quarterly journal to be published by the University Press. This would serve the School as the Journal of Sociology and the Journal of Political Economy serve the needs of those departments in promoting scientific work in those fields.

4. Finally of course again assuming that we are a healthy growing institution and not merely a surviving institution, we ought to have a "Social Service Building." It is not possible to describe to you how cramped we are and how inefficient we are in places because of the lack of proper quarters. We are not complaining about this. We are only stating the fact so that Mr. Rosenwald shall know our real situation. When we gave up the Crane house we knew it would not be possible for the University to give us equal space or anything like it, for our work. We felt that the needs of instruction were first and we agreed with Mr. Marshall that no part of our slender budget ought to go to any upkeep for a building. But the fact remains that we have only odds and ends of space here and there. The School of Commerce is willing to let us go on using space in their building, but they have none to spare of the kind we need. We have no dean's office and no proper place for interviews with students. Miss Abbott keeps office hours in a room where there are half a dozen other people working. The same thing is true of the supervisor of field work. We also have no offices for work like those provided for the regular University departments in Harper Memorial. Miss Abbott and I have desks in a section of the Law Stacks. In place of the fine statistical room we had on the third floor of the Crane house, our students work in a corner of a basement room in the Law Library, which is used as a sorting room for pamphlets. Again I wish to say that we are not complaining about this for we believe the University has done the best for us it can in the way of space, and we are merely giving you the facts to support our statement that we do need a Social Service Building so that our work can be carried on more efficiently.
A final word on the education of the Social Services Series of Textbooks.

The present volume forms part of the University Series of Textbooks. We have aimed to prepare a volume in which the reader is not merely familiar with the subject matter but is able to understand and apply it. The text is divided into sections, each dealing with a particular aspect of the subject. Each section is followed by a set of questions designed to test the reader's understanding.

To the student who is new to the field of Social Services, we recommend that you read this volume carefully. It is written in a clear and concise style, and the material is presented in a logical sequence.

To the teacher who is planning to use this volume in a course, we suggest that you familiarize yourself with the content before lectures. This will enable you to present the material in a logical and coherent manner.

To the reader who is already familiar with the subject, we hope that this volume will be of interest and that it will help to deepen your knowledge and understanding.

Finally, we wish to express our gratitude to the many individuals who have helped to make this volume a reality. We are indebted to them for their valuable contributions.
To come back to your question, what we should like Mr. Rosenwald to do, I have to reply that it is a great privilege to be able to set out our situation. I have had since 1920 no opportunity of doing this, and I shall be infinitely grateful if he will "lend us his brains," as Ed ard Denison said, get our problems into his mind and let us know what he thinks can and should be done.

Will you make known to him our situation and let us know what he thinks is our next step?

Gratefully yours

(Signed) S.P. Breckinridge
To come back to New York soon, will be a great privilege to see once more our old friends. I have heard that it is a great privilege to do your part to set one's own affairs in order. I am glad to hear that you have had the opportunity of going to the East and I shall be infinitely grateful if you will let us know what the future may have in store for you

With warmest regards,

[Signature]

R. P. Prentkirk
Chicago, March 8, 1924

Dear Miss Breckinridge:

It seems best to prepare a brief of the various items of information you kindly provided about the School of Social Service Administration. Enclosed herewith is the first rough draft of such a brief. Will you kindly look it over with a critical eye, making freely any alterations or additions and cutting out parts, if you think they will not be helpful?

It seems to me a fuller list of the trustees of the School would be advisable. I am not sure if those I have mentioned on page four were trustees.

Perhaps it would be well to mention the amount of money Mr. Lawson gave.

It might be well also to submit with the brief and the longer statement which you made, a copy of the curriculum of the School. If you want to add a line about the pupils and income so far for 1923-24, that might be advisable, although I am not sure about it.

Kindly return at your convenience, and please do not have any embarrassment about making changes. My object in submitting this to you is in the interest of making a more helpful and more accurate result.

Yours sincerely,

(Signed) William C. Graves
COPY

Chicago, March 8, 1939

Dear Mr. Provost:

I am pleased to receive a copy of the various items of information you kindly brought from the School of Social Service Administration. With a full knowledge of your past record of good service to this institution I am pleased to read the cut and criticise the magazines I have received from you. It is to be regretted that I have not been able to attend any meetings of the Board of the School, but I have made every effort to keep in touch with the work of the School.

It seems to me a further test of the trustees of the School would be the amount of money Mr. Lewis receives.

I understand that Mr. Lewis has been notified of the impending change, and I hope he will not have to make any major changes. If you would like to discuss this matter further, I would be happy to meet with you.

Sincerely,

( Signature )
William C. Graves, Esq
Secretary to Mr. Rosenwald
Sears Roebuck and Company
Chicago

My dear Mr. Graves:

I am writing to thank you for your letter and the suggestions about the brief about the needs of the School. I am wondering, however, if it would not be possible for Miss Abbott and me to have a conference with you about the matter. I have a feeling that we need some advice from you about a number of points that are rather difficult to present in a letter. We should be grateful for any arrangement you care to make about a conference and would set any hour that is convenient to you, if you felt like stopping here at the University some day, or we will meet you if that is more convenient to you. I shall be grateful indeed if you will let me know whether you think such a conference will be possible. In the meantime, please believe how grateful we are for your help.

Always faithfully yours,

(Signed) S. P. Breckinridge
I am writing to thank you for your letter and the suggestion you made in your letter about the next meeting of the Students' Society. I am writing to you, however, to let you know that it is probably impossible for me to attend the meeting on the date you suggested. I have several commitments that week, which make it difficult for me to attend.

I am writing to you as a courtesy and to let you know that I am unable to attend. I hope that I will be able to attend a later meeting. If you have any suggestions for a future meeting, please let me know. I would be happy to discuss the topic at that time.

Sincerely,
[Signature]

[Name]

[Position]
COPY

Julius Rosenwald
Chicago

March 21, 1924

Dear Miss Breckinridge:

Please let me acknowledge receipt of your letter of March 19, with enclosures, which I am passing on to Dr. Flexner with a letter of explanation. I am returning copy of the history in the blue typewriting, which does not seem to agree with the one in the black, smaller type, which I take it, was the revised history. That is the one I am sending to Dr. Flexner. Will you kindly make corrections in the copy I am returning so that it will be the same as the one sent to Dr. Flexner, and then return to me?

I hope good fortune will smile on this effort in behalf of the Graduate School of Social Service Administration.

With kind regards to Miss Abbott and yourself, I am

Yours very truly,

(Signed) William C. Graves

WOG-MB

Enc

Miss S. P. Breckinridge
Green Hall,
University of Chicago
Chicago
Chicago

DEAR W. T. HECKEL:

Please let me acknowledge receipt of your letter of March 16.

With cordial regret, I am presenting my resignation to Dr. Plehmer with a letter of explanation. I am returning copy of the letter in the plain type, which goes not seem to agree with the one in the press, smaller.

I am returning, as noted, the letter to Dr. Plehmer. Will you kindly make corrections in the copy and please return to me?

I hope your post will improve on the efforts in behalf of the

Graduate School of Social Service Administration.

With kind regards to Miss Hopkins and yourself, I am

Yours very truly,

(Signed) William C. Greene
Memorandum May 19, 1924

Sir, J.T. A.-

Mr. Swift suggests that
a) effort be made to secure endowment for the School of J.T.A.
b) that in the event it was

indiscriminately successful in time to cover
the year 1925-6, the money which will
be returned to Gen. Rec. When Mr.
Julius Rosenwald makes his gift to
match Mr. Rockefeller’s gift for
the purchase of land for
he devoted to the J.T. A. for the
Year 1925-6.
The Graduate School of Social Service Administration was established in 1920 as one of the graduate professional schools of the University of Chicago in response to proposals made by the Trustees of the Chicago School of Civics and Philanthropy. The history of the School may be somewhat briefly stated as follows:

The Chicago Institute of Social Science, 1903 -- 1906

The School was originally organized in 1903 under the Extension Division of the University of Chicago as the Chicago Institute of Social Science. President Harper was interested in some suggestions for such a school made by Dr. Graham Taylor and encouraged and supported the undertaking until his death. The work of the School was largely carried by Miss Lathrop, Dr. Taylor, and Professor Charles R. Henderson, of the University.

In 1906 through the generosity of Mr. Victor Lawson, who gave $2,000 a year, the trustees of the Chicago Commons were enabled to take over the work and develop it somewhat further; and in August, 1907, the trustees of the Commons accepted a grant from the Russell Sage Foundation to establish a Department of Social Investigation, of which Miss Lathrop was co-director with Dr. Taylor.

The Chicago School of Civics and Philanthropy

In May, 1908, the School was incorporated under the name of the Chicago School of Civics and Philanthropy "to promote through instruction, training, investigation, and publication, the efficiency of civic, philanthropic and social work." Courses of lectures were held in various places, such as the
The Graduate School of Social Service Administration was established in 1932 as one of the innovative educational programs of the University of Chicago to train a new generation of social workers.

The Graduate School of Social Service Administration is located on the campus of The University of Chicago in the South Side of Chicago. It offers a variety of programs leading to the Master of Social Service Administration degree.

The Graduate School of Social Service Administration is a leader in the field of social work education and research. It is committed to preparing social workers who are effective leaders and change agents, capable of addressing complex social problems.

The Graduate School of Social Service Administration is a dynamic and diverse community of students, faculty, and staff who are dedicated to excellence in teaching, research, and service.
rooms of the Bureau of Charities, the University College, etc. No records were kept, no credit allowed, no certificates given until the year 1906-7, when the first student "graduated."

The Grant of the Russell Sage Foundation

The growth after 1907 is undoubtedly to be attributed to the grant made by the Russell Sage Foundation of $10,000 a year to be used in the establishment in the School of a Department for training in Social Investigation. The uses of the grant were thus nominally specifically limited, but the fact of the grant was evidence of confidence in the undertaking and other gifts were thus more easily obtained. This is shown by the fact that the income of the School independent of gifts of the Russell Sage Foundation rose from $1,805 in contributions plus $431 in tuitions in 1906-7, to $15,850 in contributions plus $13,897 in tuitions in 1919-20.

<table>
<thead>
<tr>
<th>Income 1906-20</th>
<th>Contributions</th>
<th>Tuitions</th>
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<tbody>
<tr>
<td>1906</td>
<td>$1,805</td>
<td>$431</td>
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<tr>
<td>1906-07</td>
<td>2,010</td>
<td>486</td>
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<td>1907-08</td>
<td>4,061</td>
<td>1,025</td>
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<td>1908-09</td>
<td>9,755</td>
<td>1,676</td>
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<td>1909-10</td>
<td>9,830</td>
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<td>1910-11</td>
<td>12,250</td>
<td>2,579</td>
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<td>1911-12</td>
<td>12,500</td>
<td>4,084</td>
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<tr>
<td>1912-13</td>
<td>16,975</td>
<td>6,344</td>
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<td>1913-14</td>
<td>18,910</td>
<td>8,741</td>
</tr>
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<td>1914-15</td>
<td>13,266</td>
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<td>1915-16</td>
<td>16,921</td>
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<td>1916-17</td>
<td>13,919</td>
<td>13,031</td>
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<tr>
<td>1917-18</td>
<td>24,101*</td>
<td>10,657</td>
</tr>
<tr>
<td>1918-19</td>
<td>18,283</td>
<td>13,359</td>
</tr>
<tr>
<td>1919-20</td>
<td>15,850*</td>
<td>13,897</td>
</tr>
</tbody>
</table>

* Including contract work done for the Children's Bureau and Bureau of Labor Statistics.
The grant of the Research College.

The money after 1960 to be appropriated to the extent of 4,100,000 a year for the next five years to the department of public policy of the School of Government for projects in social investigation.

The need for the School of Government to concentrate on social investigation has been recognized by the need for the School to concentrate on social investigation.

The amount of the grant for the next five years to be 4,100,000 for the five years.

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<tbody>
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<td>56,010</td>
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<tr>
<td>3</td>
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<tr>
<td>4</td>
<td>56,010</td>
<td>56,010</td>
<td>56,010</td>
<td>56,010</td>
<td>56,010</td>
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</table>

No increase in appropriations in 1960-61.
The "Blaine Committee" 1916 -- 1918

Affiliation with the University of Chicago or with the University of Illinois was discussed at various times by the Trustees of the School. As a result of the thorough review of the work of the School and of its possible future by a Committee of the Board of Trustees appointed at the request of Mrs. Emma Blaine, the conclusion was reached that the experimental period of the work of the School had come to an end and that an attempt should be made to secure a permanent place for the School as a constituent part of the University of Chicago. A Committee consisting of Judge Julian W. Mack and Mr. Bernard Flexner was appointed to take up the matter with the President of the University. After certain preliminary discussions in 1916, the conditions created by the War made further negotiations impossible for the time being.

The 1916 -- 1919 Guarantee

In the meantime the School was moved to the old house of Mr. Charles R. Crane, and a guarantee for a period of three years from September, 1916, to September, 1919, was secured with Mr. Rosenwald, Mr. Crane, Mrs. Blaine, Mr. Edgard L. Ryerson, and Mr. Lawson, as the chief guarantors.

The Move to the University

In September, 1919, the old guaranty expired, and it had been found impossible to secure a new underwriting of the budget except for one year. The year 1919-1920 was carried on in a hand-to-mouth way and in a condition of uncertainty which was extremely discouraging and which made the development of sound educational work impossible.

When in June, 1920, a new three-year guaranty which was needed was still not secured, it was suggested that affiliation with the University of Chicago might be possible. After some preliminary discussions, Mr. Rosenwald, who occupied a
The "White House" at the University of Chicago. A committee of the faculty of the University of Chicago and the University of Chicago have prepared a report of its findings. The report, which is executive in character, is based on a careful examination of the records of the University of Chicago and the University of Chicago. The report contains a summary of the findings and recommendations of the committee. The report is available on request from the University of Chicago.

The "White House" at the University of Chicago. A committee of the faculty of the University of Chicago and the University of Chicago have prepared a report of its findings. The report, which is executive in character, is based on a careful examination of the records of the University of Chicago and the University of Chicago. The report contains a summary of the findings and recommendations of the committee. The report is available on request from the University of Chicago.
strategic position as a member of the Board of Trustees of the University, as well as of the School, proposed a $25,000 guaranty for five years so the School could be made a constituent graduate school of the University of Chicago.

THE GRADUATE SCHOOL OF SOCIAL SERVICE ADMINISTRATION

The new Graduate School of Social Service Administration was the successor not only of the old School of Civics but also of the Philanthropic Service Division of the College of Commerce and Administration. Professor L. C. Marshall, who had been for some years the dean of Commerce and Administration, was also made the dean of the new School. The number of graduate students registered has been as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1920-1921</td>
<td>31</td>
</tr>
<tr>
<td>1921-1922</td>
<td>38</td>
</tr>
<tr>
<td>1922-1923</td>
<td>55</td>
</tr>
<tr>
<td>1923-1924</td>
<td>39 (Autumn and winter quarters)</td>
</tr>
</tbody>
</table>

During these years at the University the curriculum has been strengthened so that it commands the respect of the graduate students and of the members of the faculty in the allied social service departments. An important factor in the development of the curriculum has been the preparation of a series of source books (cases and documents) greatly needed for the use of all schools of social service. (Further description of these books will be found on page 8.)

The Income of the School

The School was assured an income of $25,000 a year plus tuition fees for five years but the actual income has been considerably smaller.

The total income of the School has run as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Contributions</th>
<th>Tuition Fees</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1920-21</td>
<td>$16,260.00</td>
<td>7,232.34</td>
<td>$23,492.34</td>
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<tr>
<td>1921-22</td>
<td>$16,250.00</td>
<td>8,735.60</td>
<td>$24,985.60</td>
</tr>
<tr>
<td>1922-23</td>
<td>$16,250.00</td>
<td>10,343.50</td>
<td>$26,593.50</td>
</tr>
</tbody>
</table>
THE GRADUATE SCHOOL OF SOCIETY SERVICE ADMINISTRATION

The new Graduate School of Society Service Administration has been established not only in the School of Business, but also in the Administration School. It is a unique and important part of the University of Chicago.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
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<tbody>
<tr>
<td>1960-1961</td>
<td>28</td>
</tr>
<tr>
<td>1961-1962</td>
<td>36</td>
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<tr>
<td>1962-1963</td>
<td>28</td>
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<td>1963-1964</td>
<td>26</td>
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The new Graduate School of Society Service Administration has been established not only in the School of Business, but also in the Administration School. It is a unique and important part of the University of Chicago.

The importance of the Graduate School for the University and the professional community is evident. It not only provides opportunities for advanced study in a variety of fields, but also prepares students for careers in the social and administrative sciences.

The new Graduate School of Society Service Administration has been established not only in the School of Business, but also in the Administration School. It is a unique and important part of the University of Chicago.
The School has been able to carry on with this small budget because of the economies made possible by (a) the very considerable savings in overhead costs; and (b) the fact that the students of the School were enabled to take courses in all the University departments so that the School added to its curriculum with courses in Political Economy, Political Science, Sociology, Philosophy, and Psychology, and Law, without any extra expenditure.

**General Position of the Schools of Social Work**

Although there are now twenty-nine different institutions in the Association of Professional Schools for Social Work, these Schools represent widely divergent educational standards and serve quite different purposes. The "Tufts Report" has shown, as indeed a study of their own announcements and catalogues also show, how little these schools have in common beside a name.

Certain facts about these schools are so well known to those interested in them and so obvious from the accounts of their work in their own announcements that certain of their weaknesses and needs "leap to the eyes."

It is probably fair to say that at the present time and for the past ten years, only two schools, New York and Chicago, have been able to maintain a faculty and a curriculum that could command the serious respect of graduate students. The majority of the other schools really provide only a sequence of courses designed for and carried by undergraduate students and other persons so poorly equipped educationally that they are really below the grade even of the undergraduates. Of the two outstanding Schools (New York and Chicago) their strong and weak points might be summarized as follows:

**The New York School**

The strength of the New York School lies in its large endowment, which is so very much larger than that of any other school that New York in this respect is in a class by itself. With this large endowment New York has been able to
the document was not scanable or was not a natural representation of text. It appears to be a page from a scanned document, but the quality is not high enough to be read accurately. The text is not legible enough to extract meaningful content.
assemble a large faculty and to secure some promising students by granting generous fellowships, again quite out of proportion to those granted in any other school. Thus the New York School budget for 1923-24 was $103,000 exclusive of the very large sums granted by the Commonwealth Fund for research. The income of the Chicago School was $26,000 (gifts and tuition) during the same period with a grant of $2,700 from the Local Community Research Fund. In New York, eight fellowships of $1,000 each were offered last year in addition to certain smaller ones and also in addition to fifteen scholarships of $1,200 each given by the Commonwealth Fund. In Chicago the total sum granted for fellowships and scholarships was approximately $4,100.

The weak point of the New York School is its independence; probably because of the terms of the Kennedy Endowment it has never become an integral part of any university, and it lacks in its curriculum the basic courses offered in the social science departments in a university, and it also lacks a certain standardizing of its faculty and its courses which would inevitably come if they were required to meet certain tests as part of a university organization.

The University of Chicago Graduate School of Social Service Administration

The strength of the Chicago School lies in its solid University connection. Chicago alone among all the schools has been able to relate its professional curriculum to the fundamental courses in Political Science, Political Economy, Sociology, Psychology, and Philosophy. It has been able to offer as an integral part of its work not only the professional Social Service Administration courses but a wide range of graduate courses such as only a great university can offer in the basic social sciences. Each of its professional courses has been of necessity weighted and tested in comparison with graduate courses long approved in the social science field and also in comparison with the courses in the
University Law School, which is also a graduate professional school. This University relationship has made it possible to develop a graduate curriculum justifying the granting of the University Ph.D., for work in this field.

Both Chicago and New York alike share the advantage of a location in a great social laboratory and a close relationship to the social agencies of a great city.

Needs of the Chicago School

The first need of the School is obviously security of tenure and the substitution of a permanent or long-time income in place of the temporary guarantee, which will expire October 1, 1925. While it has been demonstrated that the School can be carried on on this very slender income, it is of utmost importance that a much larger budget should be provided. This larger income should be assured not only in the interests of the Chicago School but to strengthen and to standardize the whole group of schools and the whole field of social work. The foundations of the Chicago School have been so laid that, with proper funds, it might render a service to the other institutions (a) by providing properly equipped teachers, (b) by preparing textbooks, (c) by establishing and publishing a scholarly and scientific journal, (d) by improving the quality of persons in the key positions in the social field.

A constructive program for assistance in the field of education for social work would therefore include:

A) Provision for Fellowships to enable promising graduate students to complete their work for the doctorate. Ten thousand dollars a year could be at present usefully employed for this purpose.
B) Provision of teaching materials. This is one of the needs the "Tufts Report" particularly dwelt on:

"There is general complaint of the lack of sufficient source material in form which is most desirable for critical teaching, and which can be placed in the hands of all students. Certain case material has been supplied in a limited number of copies and with restrictions as to its use. The lack of a large number of cases for comparative treatment leads almost inevitably to the spending of undue time upon one case. Inability to place a large number of cases in the hands of students for previous study robs the method of much of its efficiency as a training in independent, careful, and rapid analysis. A need so generally felt is almost certain to be met at no distant date. Publication of such materials is an illustration of what has been previously referred to as one of the two great functions of the professional school; namely, raising the standard of the profession through research and publication." -- Education and Training for Social Work," p. 128.

The preparation of a series of source books was one of the first tasks which the members of the faculty of the Chicago School devoted themselves when the University School was organized in 1920. The following books are already completed or well under way:

1. Immigration: Select Documents and Case Records, 800 pages. Published February 1924

* 2. Historical Aspects of the Immigration Problem: Select Documents, by Miss Abbott. Ready, awaiting funds for publication

3. History of Immigration Legislation. Publication to begin in instalments in University Journal of Business, March number

* 4. Family Welfare Work in a Great City: Select Case Records and Documents, by Miss Brockinridge. Ready, and awaiting funds for publication


7. Public Care of Children: Case Records and Documents. Material in hand; time needed for organization

8. History of English Philanthropy: Select Documents. This collection is well under way, and mimeographed documents are being temporarily used in class.

9. Social Statistics ) These two volumes have been long under way, ) but a good deal of time is needed to compile ) them. Mimeographed versions are being used

10. Methods of Social Investigation

* These are the two books which this School desires to publish now.
The volumes enumerated are only those that have been completed or are well under way. A considerable number of others could be enumerated that are greatly needed and ought to be undertaken at the earliest possible date.

The need of funds for this series. To provide for this series there should be

1. A fund of $5,000 to $7,500 a year to assist in preparation

2. A fund of $5,000 to $7,500 a year for publication

C. The establishment and maintenance of a Journal. Little need be said of the importance of a scholarly journal to promote scientific studies in this field. This would probably require a subsidy of $4,000 to $5,000 a year.

D. A Fund for Social Research.

Social research is so closely related to Social Service that it is of special importance for educational purposes in the social service field. Statistical training is an essential part of the equipment of the social worker, and such training can be properly given only by experience in field work as well as classroom instruction. There is a constant demand also, largely from the government technical bureaus, for persons who have combined a sound statistical training with a knowledge of the social field. To meet this demand it is necessary to give graduate students the opportunity of participating in properly conducted investigations both in group and in individual research.

A relatively small sum, say $5,000 a year, would go far toward providing (1) for supervision of field work; (2) for paid investigator as occasionally needed to supplement the work of students; (3) necessary clerical assistance; and (4) materials. Further provision for research fellowships would of course be desirable and much larger funds would be needed for a research program that looked toward large results in the field of research.
How do you make up your letter to the bank to explain your reasons for not repaying the loan?

1. A lump sum of $5,000 to $10,000 for a variety of reasons.
2. A part of the loan for a variety of reasons.

The loan was to purchase a property.

1. Why was your property purchased?
2. Why were you not able to repay the loan?
E. Public health Nursing

A less fundamental but important need of the School is a relatively small amount of say $6,000 to establish a series of public health nursing courses. A very great and urgent demand exists at the present time for women who are properly qualified, both on the nursing side and on the social service side, to fill responsible executive positions in the Public Health Nursing field. The number of nurses who could qualify educationally for work in the Graduate School of Social Service Administration is limited.

The School could only accept as students the nurses who were qualified educationally to carry its social service courses. This would mean nurses who were already college graduates or had had at least three years of college work before their nursing training and who could proceed to the Degree of M.A., or complete with a year the work for the B.A. To provide a course for these nurses there would be needed in addition to the Social Service courses already available certain courses in Public Health, which would be offered in the Department of Bacteriology and a series of courses (three to six majors) in Public Health Nursing, for which a new member of the faculty would be necessary. To provide these courses, a salary of approximately $4,000 to $4,500 (for four quarters) would be necessary. The number of students would be small in the beginning and would perhaps never be large, but they would be "key persons" in the field and would be influential out of all proportion to their numbers. While there is a demand for public health nurses of all kinds, the great demand is for the superior person who can fill adequately an important executive post.

F. Extension Work

Little need be said of the importance of extension work. An added $6,000 in the budget would make possible some valuable assistance to the social agencies of the community. Such work is needed not merely in behalf of persons who have entered the social field improperly equipped but also to keep the well-equipped social worker in touch with the newer and better work that is being done.
By way of summary, the chief needs of the School are:

1. Funds guaranteeing the continuation of the School after October 1, 1925, on the basis of the estimate made by the School of Civics Trustees of 1920, viz., $35,000 a year plus tuition fees.

2. But the School should not merely survive; it should grow. As elements of growth other needs should be met as follows:
   a) Provision for research, not merely for the sake of research but also for the sake of developing of investigators and properly equipped teachers.
   b) Provision for satisfactory teaching materials
   c) Provision for a scholarly and scientific journal
   d) Provision for certain special needs designed to round out the field of training and to improve the quality of persons in the key positions in the social field, e.g., development of a sound public health nursing work, and hospital social service work.
APPENDIX A

In order to give concreteness to the statement of the need of teaching materials it is perhaps appropriate to say that the preparation of a series of source books was one of the first tasks to which the members of the faculty of the Graduate School of Social Service Administration devoted themselves when the University school was organized in 1920. The following books are already completed or are under way:

1) Immigration: Select Documents and Case Records. 800 pages. To be published February 16.

2) Historical Aspects of the Immigration Problem, Select Documents. Ready, awaiting funds for publication.

3) History of Immigration Legislation. Publication to begin in installments in the University Journal of Business, March number.


7) Public Care of Children: Case Records and Documents. Material in hand. Time needed for organization.

8) History of English Philanthropy: Select Documents. This collection is well under way and mimeographed documents are being temporarily used in class.

9) Social Statistics.

10) Methods of Social Investigation.

These two volumes have been long under way, but a good deal of time is needed to complete them. Mimeographed versions are being used in classes as a substitute for text books.

The volumes enumerated are only those that have been completed or are well under way. A considerable number of others could be enumerated that are greatly needed and ought to be undertaken at the earliest possible date.
A. HEALTH

In order to give consequences to the appearance of the need of some public

It is necessary to give consequences to the appearance of a series of public

The following points were strongly emphasized at the

under these

1) Health education:

2) Malaria control:

3) Tuberculosis control:

4) Mental health:

5) Public health:

6) Environmental health:

7) Nutrition:

8) Water supply:

9) Sanitation:

10) Mental health:

The above measures were only those that prove successful in the

A committee was formed to study the problem of the

and only to a minor extent of the critical problems.
February 16, 1924

My dear Mr. Graves:

Please accept my very warm thanks for your letter of January 25. It has taken us some time to prepare the statement which you suggested and I am including a review of the work of the School. We have tried to follow the line you suggested which was that the history of the School should be given in some detail. If the material about the old school seems too voluminous, it could easily be made an appendix to the part of the review dealing with the present School. If this meets with your approval and that of Mr. Rosenwald, we shall be very happy and if changes seem to you to be desirable, we hope that you will let us know. If there are some omissions in the record of the School of Civics during its later history, this is due to the fact that Dr. Taylor took the books so that we haven't access to those later records.

With reference to the publication of the two books, I should like to report that I took the matter up at once with Mr. Leing who, in reply, wrote me on February 5, telling me that at a meeting of the "Trustee Committee of the Press" the publication of two of our volumes was "discussed favorably." No final action was taken and further consideration was postponed for a month. Mr. Leing writes, "I am sure from what I heard of the meeting that the members of the Committee realized the importance of the work and want to include these books on our list of publications as soon as possible. I am sure that they would bring the books out this year if we could have the definite assurance of $5,000 from an outside source. The investment involved in the two books will be something like $10,000."

I might say that at an earlier Press Committee meeting some time in the autumn, the publication of these volumes was approved subject to the necessity of securing some additional funds. It might be that you would be willing to speak with Mr. Leing on the telephone and learn from him the attitude of the Press toward these volumes.

Again, if there seems to be anything more that we can do, I hope that you will let me know.

With assurances of regard, Very truly yours,

(Signed) S. P. Breckinridge

William C. Graves, P.E.
Secretary to Mr. Rosenwald
Sears Roebuck and Company
Chicago
Please accept my very sincere thanks for your letter of January 30. It

pleases me very much to state from personal observation what

my acquaintance with the work of the School. I am particularly

interested in the work of the School. I follow the work of the School

with much interest and I must say that the work of the School

has been a pleasant experience for me. I am sure that the work of

the School will be very beneficial to the community.

With regards to the question of the two books, I should like to

mention that I have not yet seen the books. I am writing to you

in the hope that you will be able to provide me with the

books.

I am very much interested in the work of the School and I

would like to know more about it. I am looking forward to

receiving the books as soon as possible.

With many thanks,

Very truly yours,

[Signature]

W. M. Evans

Secretary to Mr. Roosevelt

Board of Directors and Company

Office.
COPY

March 25, 1924.

Dear Mr. Graves:

I have yours of the 21st with reference to the Chicago School of Civics and Philanthropy. Dr. Ruml is unfortunately out of town and I am myself going to Europe on April 2nd, so I shall not see him again until I return towards the end of May. I am, however, forwarding your memorandum to him with the request that he communicate with you.

Sincerely yours,

signed ABRAHAM FLEXNER

Mr. William C. Graves
Secretary to Mr. Rosenwald
Sears, Roebuck and Co.,
Chicago, Illinois.
November 30, 1939

Dear Mr. Oliver:

I have known the staff with reference to the Office of Public
Works and Information for some time and I
am very glad to continue my present
stay here. I am not sure what I should
wonder if I return to the city at any

Mr. Oliver
Secretary to the Roosevelt
Governor and Co.

Mr. William Oliver
Water Treatment Plant
May 10, 1924.

Mr. William C. Graves
Secretary to Mr. Rosenwald
Sears-Roebuck and Co.,
Chicago, Illinois.

My dear Mr. Graves:

Mr. Flexner has handed me your letter of March 21st and I have been hoping for an opportunity to talk with President Burton about the situation.

I read over the material carefully and the history and work of this School are very interesting indeed. It is my feeling, however, that an application to the Memorial for funds should come perhaps through President Burton and I wonder if you would be inclined to take the matter up with him?

Very sincerely yours,

signed - BEARDSLEY RUMIL
May 10, 1934

Mr. William C. Evans
Secretary to Mr. Edward C. Sears, 
Sears-Roebuck & Co.
Chicago, Illinois.

My dear Mr. Evans:

Mr. Frenzel has prepared me your letter.

I have been hearing of your School and I have been looking for an opportunity to talk with you about the opportunity you report the School may have over the material already in the School, and the fact that you have an opportunity to promote the School.

I have heard of your School and I wonder if you would be interested in taking the School of study myself.

Very sincerely yours,

[Signature]

FRANKLIN KURTZ
May 20, 1924.

My dear Harold:

I am sending you a night letter giving gist of my conference with Ruml today. Fosdick was tied up with the Foundation Board meeting so I could not see him.

Ruml thinks it most unfortunate that the situation has taken the present turn and hopes that something may be done to set the matter right yet. He said that he expected to come to Chicago in June and would like to discuss the matter in full with you first, and then with Scott, and if needful with the prospective donor and give them a broader angle on the matter. He thought that perhaps he could work out something for Scott's work which would give him a basis of trade and might make it possible to settle the matter for the best interests of all concerned.

Ruml also feels that the work of the School of Civics and Ph. is an essential part of the general program and should be continued by all means by the University, but thinks it unwise to ask his Board for a contribution to it under the present circumstances. I learned from him that the $25,000. per year contingent gift to the U. of C. is for research workers and so is for the same sort of thing as the original outright gift.

Ruml is very much concerned that the problem shall be settled in the right way and would like to talk to you very frankly in June to see what he can do to help. He said that a
May 20, 1939

Mr. Great Heart:

I am sending you a copy letter giving scale of
conference with Your Honor. Please meet with the Honors
from Board meeting so I can not see him.

Must strike up more correspondence with the attention
and feel the President's mind and hope that something may be gone
so see the matter right next. He said that he expected to come
to Supreme in June and would like to attend the meeting in July
with you there and then with Scoots and all meeting with the
President, and write to President and give them a proper notice on the meeting.
He agreed that perhaps we could work out something for Scoots' work which would give him a break on those and might make it
possible to settle the matter for the benefit of all.

Kemp also feels that the work of the School or
Gives any. He feels an essential part of the General program
and especially to continue at the expense of the University.
committee was appointed to work out a plan of cooperation among
the U. of C., Northwestern and Social Agencies and he would like
to see what it has done. I think that when you see him it will
be well for you to talk very freely with Ruml, and I am hoping
that it will be productive of results.

I gave Ruml a general outline of the University's plan
for its needs and he was delighted to see that the needs of the
graduate and present departments were put first. I explained to
him the wisdom of the University's jeopardizing large plans to
a small enterprise. He saw the point and agreed with it. Here's
wishing good luck.

Will let you know developments on this and all other m
matters of interest before I go.

With most cordial regards, I am

Yours sincerely,

TREVOR ARNETT
committee was appointed to work out a plan of cooperation among the U.C. high education and society agencies and be ready to put it into effect when you see him. I will let you know to talk very freely with him, and I am positive that if I will present the plan I have drafted out the University's plan to the board and get their approval, we can then put it into practice. I explained to them the construction of the University's educational plans to a small group only. Here's a sample page. What do you think? Do you know developments on this end and will other "yours sincerely,

TREVOR WHEAT
COPY

May 21, 1924.

My dear Dr. RumI:

Mr. Rosenwald, I think you know, is in Europe. I am sure he will appreciate the friendly interest shown in your letter of May 10th in the Graduate School of Social Service Administration. I have thought over your suggestion. It seems to me that, as the School has been so close to Mr. Rosenwald's heart for so many years, it would be better to await his return before taking further steps. This seems particularly advisable because he will be home soon, I expect, and because the matter does not require haste.

Thanking you for your letter,

Very sincerely yours,

WCG/MB

Dr. Beardsley RumI, Director
The Laura Spelman Rockefeller Memorial,
61 Broadway, New York City.
May 6th, 1938

My dear Dr. Kemp:

I'm sure you know, Mr. Recommender, I think you know, if I may refer to my earlier recommendation letter of May 10th in the Graduate School of Social Service Administration. I have quoted over your suggestion. If I may say so, the emphasis has been on economics. I think Mr. Recommender's emphasis is on social pedagogy. The emphasis on economics and social pedagogy is not to be confused with economics and social pedagogy. I expect and believe the matter goes not to...

Warmest regards.

W.E.

My dear Dr. Kemp,

I suggest that you refer to your letter of May 10th. I believe Mr. Recommender's emphasis on economics and social pedagogy is not to be confused with economics and social pedagogy. I expect and believe the matter goes not to...

Warmest regards.

W.E.
My dear President Burton:

I wish to call your attention to plans for the Graduate School of Social Service Administration. You will recall that I was among those interested in the old School of Civics and Philanthropy and was one of those who guaranteed the income of the School of Social Service Administration during its trial period of five years. The fourth of these years is now drawing to a close. It is important that steps be taken assuring the continued existence of the School, its friends believe, at least for ten or fifteen years.

With this in view I called the needs of the School to the attention of Mr. Abraham Flexner in the hope that he might secure the interest and support of one of the eastern Foundations. He was good enough to place the data in the hands of Dr. Ruml of the Laura Spelman Rockefeller Memorial, which, as you know, is especially interested in activities in the social service field.

Dr. Ruml wrote he was interested in the material furnished him by Mr. Flexner. He had hoped to confer with you. He thought an application to the Foundation for this object should come perhaps through you. I had intended asking for an interview to submit this to you next week, particularly as Dr. Ruml is to be here, and we could take advantage of his presence for a conference, but I have been unexpectedly called East and will not be back in time to carry out that plan. Therefore, I am asking my secretary, Mr. Graves, to take the matter up with you, and submit the particulars, in the hope that you will find it convenient to confer with Dr. Ruml and that you may consider addressing a request to the Laura Spelman Rockefeller Memorial, as indicated.

Regretting that I shall not have the privilege of taking this up with you in person, I am

Respectfully yours,

Dr. Ernest D. Burton,
Pres. University of Chicago,
Chicago, Ill.
Dr. M. E. Flatt

Dear Dr. Flatt:

I have read with great interest your recent article in the Journal of the American Medical Association. Your analysis of the current state of medical education is both timely and insightful.

In particular, I was struck by your emphasis on the need for increased research funding. As a researcher myself, I fully appreciate the importance of supporting scientific inquiry.

I would be interested in discussing this topic further with you. Perhaps we could arrange a meeting at your convenience?

Sincerely,

[Signature]
June 10, 1924

MEMORANDUM OF telephone conversation with Mr. Swift
respecting Mr. Rumil's visit to him today.

1. As on previous occasions, he assumed the attitude of a
casual and friendly caller who had no special business
to carry on.

2. He indicated, however, that he felt there was a
tremendous opportunity for work in the social service
field, and that the kind of work which we were under-
taking was of very great importance.

3. He expressed the opinion that Miss Abbott and those
who were working with her should be notified very soon
as to what the attitude of the University is to be.
The enterprise being underwritten for only one year
more, they, of course, are a good deal up in the air.

4. To this report of Mr. Rumil's remarks, Mr. Swift himself
added that if possible a recommendation should be brought
to the Board at its meeting this week, but it should be
a recommendation, not simply an inquiry. Mr. Swift
also expressed his own feeling that we could not
possibly discontinue the work in this field and that
therefore a positive recommendation was called for
despite the fact that such a recommendation, if adopted,
would give to the maintenance of this work priority
over extension in other fields.

5. Mr. Rumil said he was impressed by the Rosenwald
correspondence, and indicated that while he had said to
Mr. Rosenwald that a request should come from the
President of the University, in the back of his head
he hoped that there would be no formal request. Mr.
Rumil, however, will come to see me (E.D.B.), and Mr.
Swift advises a frank conversation with him, asking
him what is to be done with the Rosenwald correspondence.

6. Mr. Rumil did not indicate — seemed rather to avoid
indicating — whether he felt we ought to have snatched
at the opportunity which the Laune letter opened. He
did indicate, however, that while he thought there was
a field of work for Northwestern he regarded the type
of work which we were doing as of far greater importance.

7. Incidentally, Mr. Rumil indicated a little irritation
in Laune's im calling on him a little over a month ago
gave him no indication of what was going on with North-
western, and was a little indisposed to call on Laune here.
Mr. Swift advised him to call however and Mr. Rumil seemed
disposed to do so.

8. Mr. Swift advises that when Mr. Rumil comes, the conversation
include (a) definite expression of appreciation of what the
Laura Spelman Rockefeller Memorial is doing for us, and
(b) a frank inquiry as to how the Rosenwald situation is
to be handled.
MEMORANDUM OF Telephone Conversation with Mr. Swift

June 10, 1934

Respectfully Mr. Hunt, a call to Mr. G.

I am an executive o'f the company, and have no special business.

It is important that you be present for the morning session.

The experience the opinion that Mr. Appel and I have worked with you and are interested in the work of the University to be done. We expect the attitude of the University to be taken.

The expression of our interest in the work of the University to our mothers and the interest of the University in the work of the University is taken.

It would give the satisfaction of the work of the University to our mothers and the interest of the University to our mothers.

Mr. Hunt said, the importance of the University, and his interest in the work of the University.

Mr. Hunt said, the importance of the University, and his interest in the work of the University.

Mr. Swift said, a little interest in the work of the University, and his interest in the work of the University.
June 10, 1924

MEMORANDUM OF telephone conversation with Mr. Swift respecting Mr. Ruml's visit to him today.

1. As on previous occasions, he assumed the attitude of a casual and friendly caller who had no special business to carry on.

2. He indicated, however, that he felt there was a tremendous opportunity for work in the social service field, and that the kind of work which we were undertaking was of very great importance.

3. He expressed the opinion that Miss Abbott and those who were working with her should be notified very soon as to what the attitude of the University is to be. The enterprise being underwritten for only one year more, they, of course, are a good deal up in the air.

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8. Mr. Swift advises that when Mr. Ruml comes, the conversation include (a) a definite expression of appreciation of what the Laura Spelman Rockefeller Memorial is doing for us, and (b) a frank inquiry as to how the Rosenwald situation is to be handled.
MEMORANDUM OF Telephone conversation with Mr. Snow

June 10, 1952

Respecting Mr. Snow's visits to this country.

I. I am prepared to accommodate Mr. Snow and to ensure the smoothness of his visits and the efficiency of his business arrangements.

II. He indicates, however, that he will prefer to make arrangements for his own accommodation and to work in the office during his visits. I feel that this kind of work will enable him to be more effective.

III. I am of the view that more effective co-operation can be achieved by working with Mr. Snow to make the office more efficient.

IV. He expresses his desire to see the office staff and the office itself.

V. He requests a copy of the minutes of the meeting that he attended last week.

VI. He requests a copy of the minutes of the meeting that he attended last week.

VII. He requests a copy of the minutes of the meeting that he attended last week.

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June 10, 1924

MEMORANDUM OF telephone conversation with Mr. Swift

respecting Mr. Ruml's visit to him today.

1. As on previous occasions, he assumed the attitude of a
casual and friendly caller who had no special business
to carry on.

2. He indicated, however, that he felt there was a
tremendous opportunity for work in the social service
field, and that the kind of work which we were under-
taking was of very great importance.

3. He expressed the opinion that Miss Abbott and those
who were working with her should be notified very soon
as to what the attitude of the University is to be.
The enterprise being underwritten for only one year
more, they, of course, are a good deal up in the air.

4. To this report of Mr. Ruml's remarks, Mr. Swift himself
added that if possible a recommendation should be brought
to the Board at its meeting this week, but it should be
a recommendation, not simply an inquiry. Mr. Swift
also expressed his own feeling that we could not
possibly discontinue the work in this field and that
therefore a positive recommendation was called for
despite the fact that such a recommendation, if adopted,
would give to the maintenance of this work priority
over extension in other fields.

5. Mr. Ruml said he was impressed by the Rosenwald
 correspondence, and indicated that while he had said to
Mr. Rosenwald that a request should come from the
President of the University, in the back of his head
he hoped that there would be no formal request. Mr.
Ruml, however, will come to see me (E.D.B.), and Mr.
Swift advises a frank conversation with him, asking
him what is to be done with the Rosenwald correspondance.

6. Mr. Ruml did not indicate - seemed rather to avoid
indicating - whether he felt we ought to have noticed
at the opportunity which the Laune letter opened. He
did indicate, however, that while he thought there was
a field of work for Northwestern he regarded the type
of work which we were doing as of far greater importance.

7. Incidentally, Mr. Ruml indicated a little irritation
in Laune's mind calling on him a little over a month ago
gave him no indication of what was going on with North-
western, and was a little indispersed to call on Laune here.
Mr. Swift advised him to call however and Mr. Ruml seemed
disposed to do so.

8. Mr. Swift advises that when Mr. Ruml comes, the conver-
sation include (a) definite expression of appreciation of what the
Laura Spelman Rockefeller Memorial is doing for us, and
(b) a frank inquiry as to how the Rosenwald situation is
to be handled.
June 10, 1924

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June 10, 1934

MEMORANDUM OF TELEPHONE CONVERSATION WITH MR. Smart

Regarding Mr. Smart's offer to fill 300 vacancies

I have been informed that Mr. Smart, a respected civil engineer, has been engaged in the construction of buildings in various parts of the country.

He has been recommended to me as someone who could fill the vacancies we have been trying to fill in recent weeks. His knowledge of the field and his ability to work efficiently are outstanding.

He has also been recommended to me as someone who is interested in the advancement of the field and is willing to work hard to achieve success.

I would like to express my gratitude to Mr. Smart for his offer and to invite him to join our team.

Sincerely yours,

[Signature]
BRIEF HISTORICAL AND STATISTICAL ACCOUNT
OF THE
CAROLA WORRISHOFFER GRADUATE DEPARTMENT OF SOCIAL ECONOMY AND SOCIAL RESEARCH
OF BRYN MURR COLLEGE
SUBMITTED BY THE DIRECTOR OF THE DEPARTMENT
FOUNDATION

The Carola Woerishoffer Graduate Department of Social Economy and Social Research was opened by Bryn Mawr College in the autumn of 1915, eight and one-half years ago, in order, as stated in the preliminary prospectus, to afford post-graduate women students an opportunity to obtain preparation for work in Social Economy, as nearly as possible, of the same academic standard as is given in other graduate departments.

The Department was named in memory of Carola Woerishoffer of New York, a graduate of Bryn Mawr College who devoted her brief life to social service in the industrial field, and an annual income of about $13,000 was appropriated for its support from the legacy of $750,000 which she left the College at the time of its greatest financial need. It was hoped at that time that this income, modest as it seems since the war, would suffice to provide the necessary special work in Social Economy by taking advantage of the other closely allied graduate courses of the College, such as the seminars in Economics, Politics, Social Psychology, Experimental and Applied Psychology, Education, Educational Psychology, Philosophy and Biology.

Susan Myra Kingsbury, A.B. College of the Pacific, A.M. Leland Stanford Junior University, Ph.D. Columbia University, Professor of Economics, Simmons College, and Director of the Department of Research, Women's Educational and Industrial Union, Boston, was appointed Professor of Social Economy and Director of the Carola Woerishoffer Graduate Department of Social Economy and Social Research in the spring of 1915 and proceeded to organize graduate work in this new field.
The Carrie Woodruff Career Development of Social Science and Society Research was opened by the New College in the autumn of 1935. Since then the department has expanded and more people have come to work in the field of social science and society, as well as to study and research in this area.

The department is open to anyone who wishes to study and research in this area. It is located on the first floor of the College of Social Science and Society Research. The department is open to anyone who wishes to study and research in this area.

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Those were the early pioneering days of the teaching of Social Economy. The Carola Woerishoffer Graduate Department was the first school of advanced theoretical teaching to be organized by any college or university in the United States. Indeed in 1915 no such school of social work was connected with any American college or university. The "profession of social work" had no generally recognized academic standing.

There were in existence at that time only five independent schools for social workers: the New York School of Philanthropy which began as a summer school in 1898, and for the first time in 1904 offered a full year's course of instruction; the Boston School of Social Work, established in 1904, now connected with Simmons College and known as the Simmons College School of Social Work; the Chicago School of Civics and Philanthropy opened in 1908 which developed from extension courses given by the University of Chicago from 1905-08; the Missouri School of Social Economy, opened in St. Louis in 1907, loosely connected with Washington University in St. Louis from 1909-1915, and since 1916 a department of the University of Missouri but supported financially by a local advisory board; and the Pennsylvania School for Social and Health Work, organized in 1909, and incorporated in 1916.

For the first five years after the Carola Woerishoffer Department opened graduate work was given only by Bryn Mawr and by Western Reserve University which organized in 1916, a year later than Bryn Mawr, a Graduate School of Applied Social Science. It is only within the past four years that Chicago University, Johns Hopkins, and Harvard have announced Graduate Schools for Social Service. In 1919 Johns Hopkins introduced courses in Social Economy; in 1920 Chicago took over the Chicago School of Civics and Philanthropy and made it a graduate school of the university; and also in 1920 Harvard extended its Department of Social Ethics so as to prepare men for social case work.
The George Washington University Department was the first school of economics.

The coordination of economic and social policy teaching was a focus of the school's curriculum. In 1904, the school conducted a survey of American colleges and universities to help develop a curriculum in economic and social work.

There were no graduate schools in the United States at the time, but the school sought to develop a curriculum in economic and social work. In 1908, the school opened its School of Social Science and Social Work.

The school was connected with the University of Chicago and the University of Minnesota through the Graduate School of Social Work. It opened in 1908-09 as the Graduate School of Social Science and Social Work.

The school was established in 1908-09, and has since become a major department of the University of Minnesota, offering a wide range of graduate and professional degrees.

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(women not being admitted). All of these universities now confer advanced
degrees in Social Economy. In addition there are now more or less fully or-
organized undergraduate and graduate courses in Social Economy in the uni-
versities of Columbia, Minnesota, North Carolina, Ohio State and Oregon, and in
the women's colleges of Smith, Goucher, Simmons and the Margaret Morrison Car-
eggie College of the Carnegie Institute of Technology, Pittsburgh; and in Ca-
 nada, in McGill, Montreal and Toronto; and doubtless in many other institutions.
It has come to be generally recognized that the preparation of men and women
for social work can be carried on to greater advantage as an integral part of
the work of colleges and universities, and that only so can high standards be
maintained in the profession of Social Work and Social Investigation.

Perhaps one of Bryn Mawr's most distinctive contributions to the ad-
vanced university education of social workers has been to prove that a De-
partment of Social Work can be maintained in connection with colleges and uni-
versities on a purely graduate basis.

ORGANIZATION

ADMISSION REQUIREMENTS

In 1915, it took considerable courage to lay down the requirements
for admission to the Carola Woerishoffer Graduate Department. These require-
ments have not been varied from in the past eight and one-half years except
as they have been increased in difficulty. As prescribed in 1915, they are:
a bachelor's degree from a college or university of recognized standing (See
Appendix A of this Report for a list of American, Canadian, and foreign col-
leges and universities from which the Carola Woerishoffer students have come.);
In 1916, the faculty of the University of California initiated a course in Social Work under the direction of Professor Robert K. Hurlbut. This course was designed to provide a thorough foundation in the principles and methods of social work, preparing students for careers in the field. The curriculum included courses in sociology, economics, psychology, law, and public administration.

In subsequent years, the course in Social Work was expanded and refined. In 1924, a new course in Social Administration was added, focusing on the management and administration of social services. This course was designed to prepare students for careers in non-profit organizations and government agencies.

In 1930, the course in Social Work was reorganized to emphasize the role of the professional social worker in addressing social problems. The curriculum included courses in social psychology, social policy, and social welfare agencies.

In 1935, the course in Social Work was renamed the University of California School of Social Work. The school was the first of its kind in the United States and quickly became a leader in the field of social work education.

Today, the University of California School of Social Work is one of the largest and most respected schools of social work in the United States. It offers a wide range of programs and courses, including undergraduate, master's, and doctoral programs, as well as continuing education opportunities for social workers in the field.
a preliminary course in economics; and one or more advanced courses in some subject of study connected with social science, equivalent in standard to the Bryn Mawr College major courses which presuppose, and are based on, one year's work of five hours a week for one year, such as major economics, major politics, major sociology, major history, major psychology, or major philosophy. Since 1921 an additional course in either psychology or sociology has been required for admission. During the first six years it was recommended but not required.

COURSES OF INSTRUCTION

The courses of instruction extend over one, two and three years. The seminaries of the Department are on a purely graduate basis and are counted in the same way as the graduate courses of other graduate departments of the college for the higher degrees of A.M. and Ph.D. Students are encouraged to spend three years in advanced study and take the doctor's degree.

Those students who cannot give as much time as this to preparation but who have completed the full work of one, or two years, are awarded one year, or two year, certificates, respectively, in order to enable them to present this work as qualifying them to hold responsible positions in the field of social service.

Each student taking full work in the Department is required to elect two seminaries in fundamental subjects, such as sociology, economics, politics, psychology, philosophy or education; or in the case of a specially well prepared student, the more advanced seminary in social and industrial research. For the third seminary, the student is permitted to select either another theoretical seminary or a seminary in which field work is combined with theore-
a more practical course of instruction and one that more satisfactorily
will ensure connection with social science, economics, psychology, and
the natural sciences. 

The three-year course is designed to prepare students for teaching in
higher education, and to provide a strong foundation for a career in
social sciences or education. 

The College of Education offers a variety of courses designed to
prepare students for careers in teaching and education. 

The College offers a Bachelor of Arts in Education, a Master of
Education, and a Doctor of Education. 

The Bachelor of Arts in Education prepares students for careers in
teaching at the secondary level. 

The Master of Education program offers courses in curriculum and
development, educational administration, and educational research. 

The Doctor of Education program is designed for those who wish to
pursue a career in higher education or administration. 

The College of Education is committed to providing students with the
skills and knowledge necessary for success in their chosen careers. 

The College of Education offers a variety of courses and programs
designed to prepare students for successful careers in education.
tical work, so that about one-half of the student's time in the seminary, seven hours a week, is given to the study of the theory and one-half of the student's time in the seminary, seven hours a week, to the study of the technique of the field which she has chosen, such as Social Case Work, Community Organization, Industrial Relations, or Social Investigation, and these seminars which combine theoretical and field work are supplemented and completed, during the summer and in the college vacations, by practical work with social agencies, or in institutions, or business firms. No student who has not had advanced theoretical courses may elect more than one such seminar containing field work in any given semester. No undergraduates are admitted to any work in the Department. (See p.p. 1-17, and also p.p. 25-30 in the accompanying announcement of the Carola Veerishoffe Graduate Department of Social Economy and Social Research, 1924; also see Appendix 3 for list of Co-operating social agencies.)

The graduate seminars accompanied by field work described above were untried experiments in 1915, but have proved to be very satisfactory to both teachers and students, and have since served as models for similar courses elsewhere. They are often referred to as having been successful in preparing students who have taken them for social work. (See, for instance, Elizabeth Kemper Adams, Professional Education, p.p. 167, 191, 200, and 216.)

The somewhat general seminars, including field work in social service and social research, organized in 1915, have gradually through further experience developed into specialized field seminars in preparation for four kinds of social and industrial work: first, Social Case Work, as it is carried on by
Great work on your part! We are very pleased with the results of the examination. We congratulate you on your success.

The examination consisted of several parts, each designed to assess different aspects of your knowledge. Your performance in all areas was excellent. We are confident that you will continue to excel in your studies.

We would like to remind you that your next examination is scheduled for next month. Please make sure to prepare adequately.

Once again, congratulations on your success. We look forward to seeing you achieve even greater heights in the future.
family and child welfare organizations, probation departments and schools; second, Community Work, as it is operated through settlements, civic associations, clubs, unions, and community centers; third, Industrial Relations, as it has been developed in employment management and shop committees, in public utilities, factories, stores, and other organizations dealing with the human problems of labor and industry; and fourth, Social and Industrial Research, such as is now being done by state and federal departments, great research foundations, and by the more scientific and self-examining of private social agencies. (For detailed description of this specialized preparation, see accompanying Department Calendar, p.p. 9-15).

Experience has shown that the above four courses cover satisfactorily the different phases of social and industrial preparation called for, except in the field of medical and psychiatric social work for which adequate preparation can be given only by a department connected with a medical school fully equipped with clinical laboratories and hospital opportunities.

FELLOWSHIPS AND SCHOLARSHIPS AWARDED BY THE CAROLA WOERISHOFFER GRADUATE DEPARTMENT OF SOCIAL ECONOMY AND SOCIAL RESEARCH

Fellowships and Scholarships are sorely needed by women who are preparing themselves for Social Work. They are even more needed than by women preparing to teach, and few are the teachers, either men or women, who can pursue advanced graduate work without substantial financial assistance.

Social Work is a new profession and until recently its financial returns have been small and uncertain. As in the professions of teaching and preaching the rewards in the profession of Social Service will never compare favorably
with the rewards in business or in the professions of law and medicine. Parents, especially in the case of women students, are often unable, and usually unwilling, to pay for advanced preparation in a new and untired subject, and women cannot borrow money as easily as men. Such is the appeal made by Social Economy to women that many Social Workers, and many of the students in the Carola Woerishoffer Graduate Department, have left the profession of teaching in order to prepare themselves for this new field of work, which means that they have been unable to save money to pay for their new training and are taking great risks by beginning all over again. (See James H. Tufts, *Education and Training for Social Work*, Chapter xiii, "Fellowships and Scholarships.")

A Social Economy Department without fellowships and scholarships to award will inevitably lose some of the best student material. The Carola Woerishoffer Graduate Department has been very fortunate in being able to help able students by the following Fellowships and Scholarships:

**Two Carola Woerishoffer Memorial Fellowships** of the value of $810. are awarded annually on the ground of excellence in scholarship to candidates who have completed at least one year of graduate work at some college of good standing after obtaining their first degree.

**Two Grace H. Dodge Memorial Fellowships** of the value of $810. in Industrial Relations are awarded annually on the ground of excellence in scholarship to candidates who have completed at least one year of graduate work at some college of good standing after obtaining their first degree.

**A Resident Intercollegiate Community Service Association and Bryn Mawr**
A Society's Economic Departmenent without Fellowship and Travelgrants to

A Society's Economic Departmenent without Fellowship and Travelgrants to

The College Corporation's Fellowships at the ages of 25 and 30.

The College Corporation's Fellowships at the ages of 25 and 30.

And often originating from a richer generation,

And often originating from a richer generation,

And quite the same kind of financial opportunities as the College of the same college of the same age.

And quite the same kind of financial opportunities as the College of the same college of the same age.

A Rural Historical Community, Greater Attention, and Better...
College Joint Fellowship of the value of $650. is offered by the Intercollegiate Community Service Association and by some alumnas of Bryn Mawr College to a Bryn Mawr College graduate or to a graduate candidate who has had one year of graduate work in Bryn Mawr College.

The Susan B. Anthony Memorial Research Scholarship in Social Economy and Social Research or in Politics, of the value of $550., was founded in 1910 by the Executors of the late Susan B. Anthony, the late Dr. Anna Howard Shaw and Miss Lucy E. Anthony, in memory of Susan B. Anthony's work for women's college education. It is awarded to the candidate wishing to devote herself to studies dealing with the position of women in industry and politics whose work shows most promise of future success. The holder is required to complete for publication a study in one or the other of these subjects, and one-half the amount of the scholarship, two hundred and seventy-five dollars, will be retained by the College until the above study, approved by the Department and in complete form for publication, is filed in the President's office.

The Robert G. Valentine Memorial Scholarship in Social Economy and Social Research of the value of $350. is offered annually by Mrs. Frank W. Hallowell of Chestnut Hill, Massachusetts, to be awarded by the President and Faculty of Bryn Mawr College on the Recommendation of the Director of the Carola Hoerisch-Doff Department of Social Economy and Social Research to a candidate approved by the donor. It is open to graduates of Bryn Mawr College or of any other col-

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1 The term fellowship is used here because adopted by the Intercollegiate Community Service Association. The condition of one year's graduate study required of candidates for Bryn Mawr College resident fellowships does not apply.
lege of good standing.

Two Carola Woerishoffer Memorial Scholarships in Social Economy of the value of $350 are offered annually to candidates next in merit to the successful candidates for the fellowships and are open for competition to graduates of Bryn Mawr College or of any other college of good standing.

Six Grace H. Dodge Memorial Scholarships in Social Economy in preparation for Industrial Relations, of the value of $350. each, are open for competition to graduates of Bryn Mawr College or of any other college of good standing.

GRADUATES

In the past eight years 116 women have pursued courses in preparation for one of the four types of specialized work offered by the Department, and are successfully holding, or have held, positions in all of them.

PH.D. DEGREE

The Ph.D. Degree has been received by 6 students, 4 from Bryn Mawr and 2 after leaving Bryn Mawr from other universities; and 13 other students are within one year of completing their Ph.D. work, 6 at Bryn Mawr and 7 elsewhere. This is a total of 19 students who have received, or will have received, advanced professional training of three, or more, years in Social Economy, together with the Ph.D. degree.

TWO YEARS CERTIFICATES

Nineteen students have received these two year Certificates, of whom
ten have received the degree of Ph.D., or are working for it.

ONE YEAR CERTIFICATES

Eighty-eight students have received these One Year Certificates, of whom 36 students have had an additional year of training.

SUMMARY

Of the 116 students who have studied in the Department 66, or considerably more than one-half, have given two years, or more, to preparation for social work.

Of the remaining 52, 30, or more than one-half, have had one year, or more, of experience in teaching, or in social work, in the interval between graduating from college and studying in the Department.

Only 22 out of 116 students leaving the Department have entered upon social work without more than one year's graduate preparation, or its equivalent. These 22 students must have reached a certain degree of maturity, and have received a fairly adequate general education - as far, at least, as this can be ensured by a four years' college course; and in addition they have studied for one year in the Corola Toerishoffer Graduate Department in the special branch for which they are preparing themselves; and this graduate study has been based on at least three full undergraduate courses in the social science field. But, nevertheless, our experience seems to prove that holders of Two Years Certificates have received much more than double the preparation of students holding strictly One Year Certificates, and that, with the mastery obtained during the first year of graduate study of the tools and technique of
you have received the notice of I.I.D. of the committee for its

DEPARTMENT OF INTERIOR

right-eighths students have received from one year of affiliation of the

addressee may feel an affiliation year of affiliation.

SECRETARY

In the 70 students we plan to place in the Department of the Committee.

With more than one-half have known two decades of work to the Department.

City Bank

Of the remaining 25, 50 or more than one-half have been one-half of

have one-fourth year of experience in the Department. As a matter of fact,

By suggesting you could enter a position in the Department.

With 50 or more than one-half the students for the most part... Have you
taken any special work? Have you been exposed to the Department.

For more advice and direction to the students.

India, to this time, and you have received a certain year of affiliation.

I am sure you could enter a position with the Department.

I am sure you feel as college courses are not for physical work.

This is a Committee of the Department of the Department to the

any more of your work. I have not been exposed to the Department.

You will receive an opportunity to work with the Department and

Please consider the following points:

1. Your affiliation may have more than one-half year of affiliation.

2. You will receive an opportunity to work with the Department.

3. Your affiliation may have more than one-half year of affiliation.

4. You will receive an opportunity to work with the Department.

5. Your affiliation may have more than one-half year of affiliation.

6. You will receive an opportunity to work with the Department.

7. Your affiliation may have more than one-half year of affiliation.

8. You will receive an opportunity to work with the Department.

9. Your affiliation may have more than one-half year of affiliation.

10. You will receive an opportunity to work with the Department.
their subject, they are able in the second year to dig far more deeply into the difficult social problems that confront them. The Department, therefore, believes, as the result of experience, that students qualified for social work in other respects should prepare themselves for at least two years, when three years are impossible.

RECOGNITION OF THE WORK DONE IN THE SOCIAL SERVICE FIELD BY STUDENTS WHO HAVE STUDIED IN THE CAROLA WOEHRISHOFER GRADUATE DEPARTMENT

Not only the possibility, but the desirability, of enforcing academic standing in preparation for social work is shown by the recognition given work of the graduates of the Carola Woehrishofer Graduate Department, as witnessed by the positions they have held, the salaries they have received, and the investigations they have published, during the brief period of eight years since the first class graduated in June 1916.

POSITIONS HELD

This Summary covers the positions held during the present academic year 1923-24: Of 116 graduates who have been awarded a degree, or a certificate, by the Department, 15 are engaged in Social Case Work; 8 in Community Work; 30 in Industrial Relations; 8 in Social or Industrial Investigation; 5 in Teaching in Professional Schools of Social Work or in Universities; 6 in Teaching in Secondary Schools; 1 in Journalistic Work; and 1 in Tutoring abroad. Sixteen are studying, of whom 8 hold fellowships, scholarships, or assistantships. Fourteen are married and not at present holding paid positions. Six are unemployed; 5 have Not Reported; 1 is dead. Of those listed as Employed,
In addition and more important in the course of command, it has been

understood that for the preparation of an officer in command, the two

years are necessary. The same applies to the preparation of a graduate of the

Columbia Preparatory School. Furthermore, the two years are necessary for

the preparation of a graduate of the Columbia Preparatory School. The

same applies to the preparation of a graduate of the Columbia Preparatory School.

The general course for the position of the officer in command is

required to be passed and an officer in command to be commissioned.

The general course for the position of the officer in command is

required to be passed and an officer in command to be commissioned.

The general course for the position of the officer in command is

required to be passed and an officer in command to be commissioned.

The general course for the position of the officer in command is

required to be passed and an officer in command to be commissioned.

The general course for the position of the officer in command is

required to be passed and an officer in command to be commissioned.

The general course for the position of the officer in command is

required to be passed and an officer in command to be commissioned.

The general course for the position of the officer in command is

required to be passed and an officer in command to be commissioned.

The general course for the position of the officer in command is

required to be passed and an officer in command to be commissioned.

The general course for the position of the officer in command is

required to be passed and an officer in command to be commissioned.
eleven are married and continuing their professional work.

The following table shows the great variety of positions held by these 116 students during the past eight years, and among them the large proportion of influential ones not usually held by social workers with such brief experience.

Table I

TABLE OF POSITIONS HELD BY FORMER STUDENTS
of the
CAROLLA WOERISHOFER GRADUATE DEPARTMENT OF SOCIAL ECONOMY AND SOCIAL RESEARCH
1916-1924

(In the following Table each year that a student has held a position, studied, or been unemployed, is counted as one position. Each year that has elapsed since leaving Bryn Mawr is accounted for in the case of each student. For example, a student who graduated in June 1916, 8 years ago, must account for 8 years, and similarly, a student who graduated in 1923, 1 year ago, must account for only 1 year. The 116 students, had they all been heard from, would have spent in positions, study, or unemployment, a total of 458 years. As 1 student has been dead for 4 years, and as there are 15 other years for which no positions are reported, the Table shows a total of only 439 years.)

I. Social Case Work .................................................. 64

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitals</td>
<td>11</td>
</tr>
<tr>
<td>Children's Organisations</td>
<td>16</td>
</tr>
<tr>
<td>Courts and Reform Organizations</td>
<td>9</td>
</tr>
<tr>
<td>Relief Organizations</td>
<td>9</td>
</tr>
<tr>
<td>Administration in Social Agencies</td>
<td>2</td>
</tr>
<tr>
<td>American Red Cross</td>
<td>17</td>
</tr>
<tr>
<td>Employment</td>
<td>2</td>
</tr>
<tr>
<td>Executive Secretary</td>
<td>7</td>
</tr>
<tr>
<td>Field Work</td>
<td>7</td>
</tr>
<tr>
<td>Campaign Manager</td>
<td>1</td>
</tr>
</tbody>
</table>

II. Community Work ................................. 36

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Settlements</td>
<td>10</td>
</tr>
</tbody>
</table>

...
The following form upon the close of the position held in space
of information concerning matters relating to society's welfare with
plastic

Table I

<table>
<thead>
<tr>
<th>Work or Occupation Held by Young Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
</tbody>
</table>

II. Community Needs

- Employment
- Education
- Health
- Recreation
- Community Services

III. Summary

[Further text not legible due to image quality]
**Table I (continued)**

**TABLE OF POSITIONS HELD BY FORMER STUDENTS**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y. W. C. A.</td>
<td>16</td>
</tr>
<tr>
<td>Field Secretary</td>
<td>6</td>
</tr>
<tr>
<td>General Secretary</td>
<td>7</td>
</tr>
<tr>
<td>Instruction</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Work</td>
<td></td>
</tr>
<tr>
<td>Vassar Unit</td>
<td>1</td>
</tr>
<tr>
<td>American Friends</td>
<td>1</td>
</tr>
<tr>
<td>Y. W. C. A.</td>
<td>3</td>
</tr>
<tr>
<td>American Red Cross</td>
<td>1</td>
</tr>
<tr>
<td>Teaching Community Work</td>
<td>3</td>
</tr>
<tr>
<td>Community Work - General</td>
<td>3</td>
</tr>
</tbody>
</table>

**III. Industrial Relations**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relations between Employer and Employed</td>
<td>40</td>
</tr>
<tr>
<td>Investigations and Statistical Work</td>
<td>19</td>
</tr>
<tr>
<td>Instruction of Workers in Industry</td>
<td>17</td>
</tr>
<tr>
<td>Y. W. C. A., Industrial Secretary</td>
<td>14</td>
</tr>
<tr>
<td>Vocational Guidance</td>
<td>7</td>
</tr>
<tr>
<td>Placement Bureau</td>
<td>11</td>
</tr>
<tr>
<td>Women's Trade Union League</td>
<td>1</td>
</tr>
<tr>
<td>Child Labor</td>
<td>1</td>
</tr>
<tr>
<td>Production and Supervision in Industry</td>
<td>15</td>
</tr>
<tr>
<td>Worker's Education</td>
<td>2</td>
</tr>
<tr>
<td>Business Carried on Independently</td>
<td>8</td>
</tr>
</tbody>
</table>

**IV. Investigations with Organizations**

<table>
<thead>
<tr>
<th>Organization</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consumer's League</td>
<td>2</td>
</tr>
<tr>
<td>Federal, State, and City Commissions</td>
<td>12</td>
</tr>
<tr>
<td>Boards and Commissions, Private Foundations</td>
<td>9</td>
</tr>
<tr>
<td>Universities</td>
<td>9</td>
</tr>
<tr>
<td>Industrial Consultant, Assistant to</td>
<td>1</td>
</tr>
<tr>
<td>Y. W. C. A.</td>
<td>6</td>
</tr>
</tbody>
</table>

**V. Teaching**

<table>
<thead>
<tr>
<th>Level</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Schools</td>
<td>13</td>
</tr>
<tr>
<td>Universities</td>
<td>9</td>
</tr>
<tr>
<td>High Schools and Preparatory Schools</td>
<td>29</td>
</tr>
<tr>
<td>School Administration</td>
<td>2</td>
</tr>
<tr>
<td>Tutoring Abroad</td>
<td>1</td>
</tr>
</tbody>
</table>

-13-
Table I (continued)
TABLE OF POSITIONS HELD BY FORMER STUDENTS

<table>
<thead>
<tr>
<th>VI. Journalism</th>
<th>..................................................</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>VII. Studying</td>
<td>..................................................................</td>
<td>62</td>
</tr>
<tr>
<td>(In American colleges and universities - 44)</td>
<td>..........................................</td>
<td></td>
</tr>
<tr>
<td>(In Foreign colleges and universities - 18)</td>
<td>..................................................................</td>
<td></td>
</tr>
<tr>
<td>Holding Fellowships</td>
<td>.............................................</td>
<td>9</td>
</tr>
<tr>
<td>Holding Scholarships or part time assistantships</td>
<td>........................................</td>
<td>20</td>
</tr>
<tr>
<td>Meeting Own Expenses</td>
<td>................................................</td>
<td>33</td>
</tr>
<tr>
<td>VIII. Years in which No Position was held</td>
<td>................................................</td>
<td>46</td>
</tr>
<tr>
<td>By Unmarried Students</td>
<td>.............................................</td>
<td>12</td>
</tr>
<tr>
<td>By Married Students</td>
<td>................................................</td>
<td>34</td>
</tr>
<tr>
<td>Total Year Positions</td>
<td>................................................</td>
<td>439</td>
</tr>
<tr>
<td>Deceased for 4 years</td>
<td>..................................................</td>
<td>4</td>
</tr>
<tr>
<td>(1 student)</td>
<td>..................................................................</td>
<td></td>
</tr>
<tr>
<td>Years for which No Report has been received</td>
<td>........................................</td>
<td>15</td>
</tr>
<tr>
<td>..................................................................</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Grand Total of Possible Years</td>
<td>........................................</td>
<td>458</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>---------------------</td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## BRIEF DISCUSSION OF THE ABOVE TABLE OF POSITIONS

### Table II

#### 1. Social Case Work

<table>
<thead>
<tr>
<th>Type of Position</th>
<th>1916</th>
<th>1917</th>
<th>1918</th>
<th>1919</th>
<th>1920</th>
<th>1921</th>
<th>1922</th>
<th>1923</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitals</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Children's Organizations</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Courts and Reform Orgs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizations</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relief Organizations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration in Social</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agenáles</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Red Cross</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>Executive Secretary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Work</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Campaign Manager</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>11</td>
<td>14</td>
<td>13</td>
<td>15</td>
<td>64</td>
</tr>
</tbody>
</table>

The number of positions held in children's organizations is to be noted. This is probably in part due to the interest aroused in university women by the combination of community courses with those in education, and in part to the excellent social case work carried on in connection with school counseling by the White-Williams Foundation of Philadelphia where many of the Bryn Mawr students have taken their field work. The number working in the Red Cross is exceptionally large, and may be regarded as due to the 4 war years being included in the 8 years covered by this Table, and also to the scholarships awarded by the Red Cross at Bryn Mawr, and elsewhere, in order to have women trained for Red Cross positions.

The responsible nature of the positions held deserves attention. Also
The number of those held in captivity or internment in the following:

<table>
<thead>
<tr>
<th>Type of Internment</th>
<th>1941</th>
<th>1942</th>
<th>1943</th>
<th>1944</th>
<th>1945</th>
<th>1946</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Captive in Prison</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td>Captive in Internment</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>30</td>
</tr>
</tbody>
</table>

The number of those held in captivity or internment in the following:

<table>
<thead>
<tr>
<th>Type of Internment</th>
<th>1941</th>
<th>1942</th>
<th>1943</th>
<th>1944</th>
<th>1945</th>
<th>1946</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Captive in Prison</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td>Captive in Internment</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>30</td>
</tr>
</tbody>
</table>
special mention may be made of contributions to the study of Social Case Work
made by certain graduates of the Department in the brief time since the com-
pletion of their preparation.

One graduate, after serving some years in a children's bureau, is now Secretary
of a Charity Organization District in New York City; she has been so successful
in her work that many students are now sent to her by the New York School of
Social Work for their field training: her case-conferences have been commented
upon as being especially excellent.

A second graduate has done unusual work under the American Red Cross in Durham,
North Carolina, and has been asked by the University of North Carolina to give
instruction in the University in Community Work: her work, both under the Red
Cross and at the University, was so excellent that she is now the first executive
secretary of the North Carolina State Conference of Social Service.

A third graduate entered the White-Williams Foundation, where she aided in work-
ing out problems and methods in vocational guidance; after a special study of the
whole movement of juvenile exchange in London she entered the bureau of Vocational
Service for Juniors in New York City. Her Doctor's thesis will contain a careful
study of the problems of school counseling and vocational guidance.

A fourth graduate, after two years' study at Bryn Mawr and one year's study at
the New York School of Social Work, has been assigned to school counseling in
New York City in special and difficult problems, and has been appointed assis-
tant to the Instructor in Psychiatry in the New York School of Social Work.
specific mention was made of contributions to the work of
Society to Work.

meant for certain groups of the Department in the past three years. The

sition of their promotion.

certain graduates after receiving some honors in a graduate's program to new
rectory of the Department of New York City. The group to which the

an organization of the Department of New York City, the group to which the

not work. The secretaries were not sent to New York for the year School or

come to all their administrative activities.

owed an equal opportunity accorded.

A secret that has been true in the years under the American Youth

ence and the Board of Trustees, the University of the State of New

patronage of the University in Community Work. For that reason the

community in the University of the State of New York. The Trustees have

with the University of the State of New York.

with the University of the State of New York.

of the University of the State of New York.

of the University of the State of New York.
2. **Community Work**

Table III

<table>
<thead>
<tr>
<th>Type of Position</th>
<th>1916</th>
<th>1917</th>
<th>1918</th>
<th>1919</th>
<th>1920</th>
<th>1921</th>
<th>1922</th>
<th>1923</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Settlements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Y.W.C.A.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>Field Secretary</td>
<td></td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Secretary</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Work:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vassar Unit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>American Friends</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y.W.C.A.</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>American Red Cross</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Teaching Community Work</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Work: General</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>5</td>
<td>8</td>
<td>6</td>
<td>8</td>
<td>38</td>
</tr>
</tbody>
</table>

Under **Community Work** is included a group of positions other than industrial in the Young Women's Christian Association. In addition general community work and work in settlements and community centers have proved attractive to graduates, some of whom have held, or are holding, very influential positions.

The teaching of foreigners as a phase of community work and all work with immigrants, whether under the Young Women's Christian Association, or under other organizations, is grouped here under Community Work.

One notable contribution in the field of community work is embodied in a report of the adult education work in the Hackensack schools. Although...

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"See Helen I. Schermerhorn, "Citizenship Instruction: The Problem confronting the Classes in Hackensack, New Jersey." Published by the U. S. Department of Labor, Washington, 1923."
<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
<th>Column 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value 1</td>
<td>Value 2</td>
<td>Value 3</td>
<td>Value 4</td>
<td>Value 5</td>
</tr>
<tr>
<td>Value 6</td>
<td>Value 7</td>
<td>Value 8</td>
<td>Value 9</td>
<td>Value 10</td>
</tr>
</tbody>
</table>

**Table Note:**
- Column 1 represents the first set of data entries.
- Each column contains relevant information for analysis or reporting purposes.
the report necessarily deals with a local situation it is so thorough and so constructive that it has been published by the United States Department of Labor.

A second graduate has been made the General Secretary of the Young Women's Christian Association in the important center of Lawrence, Massachusetts.

A third graduate took the two years' course in preparation for community work. Immediately after leaving the Department, she succeeded as well as a Director of one of the most difficult and important Summer Settlement Camps that she was offered the position of Head Settlement Worker. In the Y. W. C. A. where she is working now she has been steadily advanced, first, as County Secretary, later, as National Secretary, and now as Field Secretary in Rural Communities under the Department of Industry.

A fourth graduate managed for some years the large and important Brooklyn Y. W. C. A. Center.

A fifth graduate as Headworker in a large settlement house in Pittsburgh has charge of developing an adequate personnel force.

In both Social Case Work and Community Work unusual types of positions are held by graduates who have combined courses in social case work with courses in psychology, or in education, as for example, one graduate, associated with the White-Williams Foundation, has been able to attack certain problems from a new point of view and made a distinctive contribution to Social Case Work. Another graduate has initiated psychological analyses in cooperation with the educational division of a reform school. Still another (Miss Schermerhorn; see Note 2, P. 17) has thrown light on the whole subject of the education of immigrants.
The report emphasizes the need for a joint effort to implement the proposed plan to enhance cooperation and communication.

A second recommendation was made to the General Secretary of the trade unions.

A third recommendation was made to the trade unions' own internal policies and structures.

In relation to one of the most significant and important issues facing the union movement today, the report stresses the importance of effective communication within the union to ensure that all members are aware of the latest developments and changes.

To further enhance the effectiveness of the union's communication, the report suggests the implementation of a comprehensive training program for all members.

A fourth recommendation was made to the government to improve the overall efficiency and effectiveness of the labor market.

In addition, the report highlights the importance of working closely with other relevant organizations and stakeholders to ensure that the aims and objectives of the union are effectively realized.

In summary, the report calls for a joint effort from all members of the union to promote effective communication and cooperation, which is essential for the success of the union and its members.
3. **Industrial Relations**

Table IV

<table>
<thead>
<tr>
<th>Type of Position</th>
<th>Number of Graduates holding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relations between Employer and Employed</td>
<td>1, 1, 7, 12, 9, 4, 6, 4</td>
</tr>
<tr>
<td>Investigations and Statistical Work</td>
<td>1, 4, 4, 3, 4, 1</td>
</tr>
<tr>
<td>Instruction of Workers in Industry</td>
<td>3, 5, 5, 3, 1</td>
</tr>
<tr>
<td>Y.W.C.A. Industrial Secretary</td>
<td>4, 2, 3, 4, 4</td>
</tr>
<tr>
<td>Vocational Guidance</td>
<td>1, 1, 3, 1</td>
</tr>
<tr>
<td>Placement Bureaus</td>
<td>1, 2, 2, 2, 1</td>
</tr>
<tr>
<td>Women's Trade Union League</td>
<td>1</td>
</tr>
<tr>
<td>Child Labor</td>
<td>2, 1, 3, 4, 5</td>
</tr>
<tr>
<td>Production and Supervision in Industry</td>
<td>2, 2</td>
</tr>
<tr>
<td>Worker's Education</td>
<td>1, 1, 2, 4, 8</td>
</tr>
<tr>
<td>Business Carried on Independently</td>
<td>28, 27, 24, 30, 135</td>
</tr>
</tbody>
</table>

The instruction in Industrial Relations has been a gradual development.

During the first three years after the opening of the Carola Woerishoffer Department several students devoted special attention to the problems of labor and industry, but it was the experience gained in the seminar in Social and Industrial Research conducted by the Director, in the year 1917-18, and the study there made of the war-time substitution of women in Philadelphia industries, that demonstrated that careful training along these lines was sorely needed.

It was in the year 1918-19 that courses to prepare college women for positions in labor and industry, were offered for the first time in Bryn Mawr -- and also for the first time in any school or department of Social Work -- by the cooperation of the Young Women's Christian Association. In this year the National War Council of the Y.W.C.A. contributed $15,000. to meet the ex-
pense of additional fellowships and scholarships and the cost attendant on training 30 women for industrial positions. In view of the exigencies of the war a special course of eight months' duration was organized, divided between theory and practice, as follows:— four months were devoted to work at Bryn Mawr in fundamental subjects, including labor organization and statistics; and in addition courses in either psychology, education, politics, or economics; and required of all students was a full course in Industrial Relations involving both theory, technique, and practice; and four months were given to field practice in a given factory under the careful supervision of one of the instructors of the Department.

At the close of the year, June 1919, although the war was over, the Y.W.C.A. felt that the work had been so valuable that it voted to make another grant for the following academic year, 1919-20, and appropriated for the purpose $8,000. in order to assist 9 women to obtain preparation for important industrial positions, thus making it possible to award one fellowship of $525. and 8 scholarships of $300.; and to meet the additional cost of housing these 9 women and of teaching them in this wholly new field. In spite of its own budget being greatly reduced since the war, the Y.W.C.A. continued to make grants for the next two years:— $3,000. in 1920-21; and $3,000. in 1921-22; and in 1920-21, when it became necessary to try to secure supplementary funds so as to make up the amount of $8,000. annually and in each of the years 1922-23 and 1923-24, to beg the entire cost of the work in Industrial Relations, the President of the Y.W.C.A., Mrs. Robert E. Speer, herself took the Chairmanship of the Begging Committee and has made every effort to assist the Director of the Gertrude Werishoffer Graduate Department in raising the annual deficit of $8,000., even to

-20-
the extent of personally underwriting part of the deficit for 1923-24.

It was in the spring of 1920, during the Two Million Dollar Drive of the Bryn Mawr Alumnae to raise the salaries of Bryn Mawr professors, that Mrs. Speer and the Director of the Department appealed for assistance to Mr. John D. Rockefeller, Jr., and received from him the generous gift of $100,000 for the Department of Social Economy. This was used to raise the salaries in the Department proportionally to the increase in other college salaries, and was, however, to be counted as part of the Alumnae Two Million Dollar Salary Endowment Fund.

After the war, in 1919-20, the teaching in Labor and Industry was put on the same academic basis as the other courses in the Department, and includes, as in the case of the other courses, eight months' study at Bryn Mawr and two months in the field during the following summer. This course in Industrial Relations has now become an integral part of the work in Social Economy and has proved especially fertile on the side of research and investigation.

A careful review of the work in Industrial Relations, as given during the past four years, and an analysis of the positions held by the students who have taken it, shows that it satisfactorily prepares women for positions of vocational direction and for positions in organizations dealing with industrial workers, such as, industrial secretaries in the Y.W.C.A.; advisors in an employment office; and investigators under federal, state and private commissions. In industry the student on first leaving the Department ordinarily enters on her work as an assistant, and after this practical experience she is able to assume considerable responsibility in aiding in the development of workers, both in their relations to the community and to industry, as citizens and as human beings.
The criterion of permanent improvement in the field of the 1930 census.

The purpose of this scheme to raise the standard of the field work started in 1930. Under the direction of the Director of Field Supervision for the purpose of the

The result may be expected from the field supervisors to be a

The Department of Social Economics. Thus we may to some extent to some extent in the Department proportionately to the interests in other college sciences and

the necessity to be carried on part of the Administration. Two million dollars have been

Since the war, it is 1930-30, the teaching in labor and industry may have

since the same personnel point in the Department may include

In the case of the other courses, little attention, much of the field work was

The course in Industrial

Residences and non-residences are important parts of the work in Social Economics and

Training especially relating to the type of labor and industrial

A careful review of the work to important relation was given during

we have been, as evidence of the position taken by the numerals and

have taken to show that it is still necessary to make room for analytical relationships with intellectual

wages, with an important constituent in the Y.W.C.A. societies in so

In addition to the work done in the Y.W.C.A. societies and the

In contrast to the question on first taking the Department of Social

The work we are encouraged can be found in theoused experiences and to some extent in other college sciences and

as far as they are so

to their relation to the community and to industry, as different as human.
Manufacturers, Labor Organizations and Social Service Organizations of all kinds, such as, Federal and State Employment Services, the Pennsylvania and Massachusetts Departments of Labor and Industry, the Consumers League of Eastern Pennsylvania, the Women's Educational and Industrial Union of Boston, the Trade Union Leagues of Philadelphia, New York and Boston, and many others have cooperated cordially in giving student workers in Industrial Relations opportunities for observation and field work during the college term and for practice during one month in the winter and two months in the summer. Also 26 manufacturers in and about Philadelphia have welcomed them for observation and practice. Fifteen firms in New York, New Jersey, Connecticut and Ohio have received students for mid-winter and mid-summer field work and 11 firms in Massachusetts and New Hampshire have offered them positions during the summer months.

Of the 135 Year Positions reported by the 51 graduates in positions having to do with labor and industry, up to and including the year 1923-24, 40 Year Positions, or 29 per cent, are in adjustment of relations between employer and employed in industry, 18 Year Positions in guiding and placing individuals in industry through bureaus, placement departments of schools, or social organizations; 16 Year Positions, in organizations interested in the development and advancement of the worker, or of social legislation, as in the Y.W.C.A., the Consumers League and so forth; 19 Year Positions, in guiding the worker through departments of instruction, or in workers' education classes; 19 Year Positions, in Investigation and Statistical work; 15 Year Positions, in Production and Supervision in Industry; and 8 Year Positions, in Independent Business.

It can be said with confidence that no graduates leaving the Department have
received more satisfactory recognition both in responsible positions and in
salaries than members of the Industrial Relations Group. In this social field
there will be a steadily increasing, and insistent, demand for educated men and
women prepared to suggest solutions of its difficult and complicated problems.

In addition to the graduates enumerated above, some women who completed
the work of the Industrial Relations Group have followed various other kinds of
social work after leaving, especially along the lines of investigation and re-
search. And some students who entered the Department with interests in other
fields have gone into industry and labor. For a complete Table of the present
occupations of the 62 women studying in the Industrial Relations Group, see
Appendix C.

A few illustrations of what has been done by the graduates of this group
may perhaps give some idea of the kinds of service they are rendering, for
example, -- pioneer social work in oriental countries; social investigation
in Czecho-Slovakia; personnel work in factories and mills; supervision of the
work of women workers in Industry, and direction of a large Y.W.C.A. branch in
a large industrial city; management of employees in a southern mill, with especial
reference to community problems; supervision of employees in factory production;
investigation and executive work with organizations and state departments; im-
provement of labor conditions. Nine illustrations of the above work have been
selected from the departmental files.

(1.) A graduate, who had been a worker in industry and had supported herself
through college, and had done w.r. work under the Y.W.C.A., took the Industrial
Relations Courses at Bryn Mawr and was able almost at once to carry on an in-
vestigation with the Y.W.C.A. which helped to determine its policies in respect
to women in Industry. Later she was sent to Japan where she has been successful
in arousing the interest of the Japanese in personnel work and in stimulating
protective legislation for women workers in Japan.
recognizing more assertive, responsible, and active positions in the Inclination for Women's Groups. In this section, there will be a significant increase in interest and participation, leading to the establishment of new women's groups to support creation of the affirmative and complementary movement.

In addition to the changes occurring within the groups, the following actions are being taken to make the work of the Inclination for Women's Groups more fulfilling and relevant for women:

1. Women's participation in society's activities outside the scope of the groups is encouraged to a greater extent.
2. Women's empowerment in order to engage in the development of new initiatives and projects.
3. Women's increased interest in the topic of equality and women's rights.
4. Women's active role in the decision-making process.

Appendix C

A few illustrations of some of the contributions of the groups:

- Women's leadership in the field of science and technology, for example in the field of biotechnology.
- Women's participation in political committees and decision-making processes.
- Women's active role in the creation of and initiatives in the field of women's rights.

In conclusion, the importance of women's contributions and their active role in women's groups.
(2) A graduate was sent out immediately on leaving Bryn Mawr as Industrial Investigator to Czecho-Slovakia to take part in a government survey. The director of the survey stated that the scholarly statistical work of the survey was entirely due to her careful training. Later she carried on work for the World's Y.W.C.A. in various European centers, and, after studying for a year in the London School of Economics, is now on the staff of "The Survey."

(3) A graduate, after preparing herself at Bryn Mawr in personnel work and community organization took a position in hospital social service in an industrial section of Philadelphia; later she became assistant, and almost immediately, director, in the personnel department of a large hosiery mill, and is now in charge of the employment work of the entire plant of 900 to 1,000 employees.

(4) A graduate, who after teaching for 8 years, came to Bryn Mawr to prepare for war service, on leaving took a position as director of service in a large Massachusetts cotton mill, and later was appointed supervisor of service in a still larger cotton mill where she is now responsible for the entire employment department and is recognized as one of the leading women in her profession.

(5) A graduate, who had had one year of graduate work and two years of teaching, was very successful in stabilizing the labor force of a Philadelphia factory; she became community worker in a North Carolina mill; and is now in charge of personnel work in another North Carolina mill. She is working and writing constantly on the relation of industry to the community.

(6) A graduate was supervisor of centralized instruction in a large rubber plant in Williamsport, Pennsylvania, for one year; and later, when the period of unemployment came, was transferred to the position of supervisor of production in a large factory in Buffalo.

(7) A graduate, while working in various mill towns in the South as industrial secretary for the Y.W.C.A., was asked by a number of employers to install departments of industrial relations or to make suggestions and criticisms upon the work that was being carried on with their employees.

(8) A graduate, with one year of additional experience, who held the position of industrial secretary in the Y.W.C.A. before coming to Bryn Mawr was able, after completing one year's work in the Industrial Relations Group to fill the very important and difficult post of general secretary of the Y.W.C.A. in Lawrence, Massachusetts, and is now exerting wide influence over a very large number of women workers in a center of great industrial activity.

(9) Another graduate, after a year of study abroad and a year of additional study in this country, worked with the Trade Union League, and is now on the staff of the Massachusetts Minimum Wage Commission.
(a) A committee of the Royal Society of Edinburgh, appointed by your Government, to examine the problem of the rapid spread of disease and to recommend steps to be taken in the interests of public health, has reported that the present condition of affairs is serious and that immediate action is necessary.

(b) The committee recommends that steps be taken to improve the conditions of detention in overcrowded institutions, and that adequate provision be made for the medical care and treatment of those affected.

(c) It is suggested that a special committee be appointed to investigate the causes of the spread of disease and to make recommendations for its prevention.

(d) The committee also recommends that steps be taken to improve the living conditions of the affected areas, and that adequate provision be made for the distribution of food and other essential supplies.

(e) The government is asked to consider the appointment of a special officer to deal with the problem of disease and to coordinate the efforts of all concerned.

(f) The committee further recommends that steps be taken to ensure the proper disposal of infected materials and to prevent the spread of disease to other areas.

(g) The committee also recommends that steps be taken to ensure the proper care and treatment of those affected, and that adequate provision be made for the distribution of medical supplies and equipment.

(h) The government is asked to consider the appointment of a special panel to advise on the best methods of dealing with the problem of disease and to make recommendations for its prevention.

(i) The committee also recommends that steps be taken to ensure the proper care and treatment of those affected, and that adequate provision be made for the distribution of medical supplies and equipment.

(j) The government is asked to consider the appointment of a special officer to deal with the problem of disease and to coordinate the efforts of all concerned.

(k) The committee also recommends that steps be taken to ensure the proper disposal of infected materials and to prevent the spread of disease to other areas.

(l) The government is asked to consider the appointment of a special panel to advise on the best methods of dealing with the problem of disease and to make recommendations for its prevention.
4. Social and Industrial Investigation

Table V.

<table>
<thead>
<tr>
<th>Type of Position</th>
<th>1916</th>
<th>1917</th>
<th>1918</th>
<th>1919</th>
<th>1920</th>
<th>1921</th>
<th>1922</th>
<th>1923</th>
<th>1924</th>
<th>Total</th>
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<tr>
<td>Consumer's League</td>
<td>1</td>
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<td>Federal, State and City</td>
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<td>Commissions</td>
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<td>Industrial Consultant</td>
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<td>Assistant to Y. W. C. A.</td>
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<td>Total</td>
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<td>4</td>
<td>10</td>
<td>8</td>
<td>39</td>
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</tbody>
</table>

Academic traditions are very apt to influence students all of whom are college graduates in favor of social and industrial investigation, but to do it with any prospect of success is quite another matter.

The Department offers each year to advanced students a Seminary in Social and Industrial Research conducted by the Director planned so as to afford special training in methods of investigation. Some subject, or group of subjects, is selected for the subject of the seminary that, whenever possible, can be carried on from year to year in order not only to train the students but to make a contribution in some field of social economy, for example:

A.

Three Seminaries, covering three years, were devoted to a group of
Academic institutions are very well endowed with the facilities needed to conduct any kind of research and practical experimentation. In order to achieve this goal, any number of students is required to conduct research in a suitable manner. The Department allows each year to graduate students a certain amount of money in order to conduct research. Some students are then chosen to conduct research in various fields of interest. For example, four students can conduct research on the nature of scientific activity. Three students can conduct research on some third or any other scientific activity. The four students, one by one, can conduct research on some third or any other scientific activity.
studies that have been of service to neighboring communities, as follows:

(1) **A STUDY OF OCCUPATIONAL DISEASES**, 1915-1916, in cooperation with the Social Service Department of the University of Pennsylvania Hospital.

The students of the seminary investigated the social and occupational history of the patients referred to them from the hospital wards as probably having occupational causes for disease, and all such patients passing through the Social Service Department, and also studied a group of patients from the Ely Clinic of the Episcopal Hospital in Kensington. Throughout this study field supervision was given by Mrs. Helen Glenn Tyson and medical supervision by Dr. Alfred Stengel who, at the end of the year, announced to the students that, as a result of their study, the University of Pennsylvania Hospital would immediately open the first occupational clinic in Philadelphia.

(2a) **A SURVEY OF THE TOWN OF BRYN MAWR**, 1918-1919, in cooperation with the Bryn Mawr Community Center.

The students of the seminary interviewed every household in the community of Bryn Mawr, and made a record of the needs of the community and its desires, which record was then utilized at once for day-to-day activities by the Center and served as a basis for the Center's programme of work for the year.

(2b) **AN INDUSTRIAL SURVEY OF MANAYUNK**, 1918-1919, at the request of the Falls of the Schuylkill Branch of the Y. W. C. A.

The students of the seminary studied the different processes in the occupations of the working women (largely foreign) in the Manayunk community, and their opportunities for education and recreation. This study was of value in enabling the Y. W. C. A. Board to direct its work intelligently in this and other labor centers.

(3) **SUBSTITUTION OF WOMEN FOR MEN IN PHILADELPHIA INDUSTRIES**, 1917-1918.

The students of the seminary studied especially those industries in which women were substituted for men in the manufacture of war products, and in which large numbers of women were undertaking unusual, difficult, and dangerous tasks. As a result of this study the installation of employment management of women workers was much advanced in Pennsylvania, especially in the yards and shops of the Pennsylvania

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3 See Ruth Hibbard, "Our Town: How We Began, How We are Governed," Published by the Pennsylvania League of Women Citizens, Lower Merion Township Branch, 1920.
the Social Service Department of the University of Pennsylvania, Philadelphia.

The purpose of this renovation of the Department of Social Service is to provide a new and more effective program of social service education.

The renovation work is being done under the supervision of the Department and with the cooperation of the Department's faculty.

A brief summary of the proposed program is presented below:

1. The program will be based on the principle that social service education should be a part of the total education of the student.

2. The program will be designed to meet the needs of social service workers in the field of social work.

3. The program will be designed to meet the needs of social service workers in the field of social work.

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9. The program will be designed to meet the needs of social service workers in the field of social work.

10. The program will be designed to meet the needs of social service workers in the field of social work.

The program will be presented in a series of courses, each of which will be designed to meet the needs of social service workers in the field of social work.

The courses will be designed to meet the needs of social service workers in the field of social work.

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The courses will be designed to meet the needs of social service workers in the field of social work.

The courses will be designed to meet the needs of social service workers in the field of social work.
Railroad. This study led to the organization of the Industrial Relations Courses by the Carola Woerishoffer Department, and to the cooperation and financial backing of the Y. W. C. A. in working them out.

Four Seminaries, covering four years, were devoted to four studies that have been, or will be, published by Federal or State Departments:

(4) A STUDY OF INDUSTRIAL HOME WORK IN THE STATE OF PENNSYLVANIA, 1916-1917, in cooperation with the State Department of Labor and Industry and the Consumers League of Eastern Pennsylvania, which financed the clerical work of investigation and provided additional investigators.

The State Department of Labor and Industry sent out questionnaires to 3,028 employers in the State of Pennsylvania, including every industry where it was suspected that industrial home work existed, and tabulated the returns. In addition 230 manufacturers in different industries employing home workers were personally interviewed. Including workers and manufacturers visited by the students of the seminary, a group of 1,113 home workers and 230 manufacturers were studied. All of this material was then analyzed and interpreted by one of the students of the seminary in her Bryn Mawr Ph.D. dissertation on Industrial Home Work in Pennsylvania. The State Department provided for a follow-up study in 1920 and has published the whole report. It is hoped that the results will form a basis of regulation for future legislation in this extensive and unregulated industry. Not only was the amount of home work carried on in Pennsylvania found to be greater than anticipated, but unusual and unsuspected industries utilizing women's work in the home were uncovered, and methods and conditions discovered which were shocking in the extreme.

A Study of the Industrial Home Work in the State of Kansas

The State Department of Labor and Industry sent out a questionnaire to 2,000 employers in the State of Kansas. Many of these employers did not return the questionnaire. The results of the survey were reported in a follow-up study in 1925. The report concluded that the existing home work industry was a valuable source of employment for women and should be encouraged.

In conclusion, the report recommended the continued support and expansion of the home work industry for women, particularly in the Kansas state. The report also emphasized the need for further research and development in the field of industrial home work.
(5) MOTHERS IN INDUSTRY, 1919-1920, in cooperation with Seybert Institution in Philadelphia.

The students of the seminary, assisted by investigators from Seybert Institution, made a house to house canvas of 11,073 families in the industrial section of Philadelphia; and selected 728 families where the mother with small children was a wage earner. These mothers were then visited by the students when they were at home at night and a special study was made of their social and industrial histories. The analysis of these returns was made in a Bryn Mawr Ph.D. Dissertation on Mothers in Industry. This study was undertaken as an industrial study but became a study in social conditions, the number of such mothers being so small as to be insignificant in industrial organization, only 728 being found in the City of Philadelphia. In the course of the investigation of the 11,073 families many startling discoveries were made, such as, for example, that only 45% of these 11,073 families are supported by the husband alone.

(6) YOUNG WOMEN, MARRIED OR UNMARRIED, WITHOUT YOUNG CHILDREN, IN INDUSTRY IN PHILADELPHIA, 1922-1923.

Not yet analysed or completed.

(7) THE YOUNG EMPLOYED GIRL, 1923-1924, in cooperation with the Continuation Schools of the City of Philadelphia, and the National Girl Reserve of the Y.W.C.A.

In process of investigation.

G.

Two Seminaries, covering two years, were devoted to the subject of

---

5 Mothers in Industry, Gwendolyn Hughes, published by the Pennsylvania Department of Labor and Industry, Harrisburg (in press 1924).

Women's Trade Unions, and Women's Work in Industry.

(8) History of the Organization of Workers in the Shoe Industry, with Special Reference to Philadelphia, 1921-1922, in cooperation with the Women's Trade Union League.

This seminar was conducted by Associate Professor Neva Deardorff during the sabbatical year's leave of absence of the Director, Professor Susan H. Kingsbury. The results were tabulated in a Ph.D. dissertation presented to the University of Illinois. In this impartial and non-controversial discussion the Unions have been afforded data which is already being called upon by them in their endeavor to bring together their several craft unions.

(9) A Brief Study of the Sweated Clothing Shops in Philadelphia, 1920-1921, in cooperation with the Pennsylvania Department of Labor and Industry.

The students of the seminar made this brief survey and also continued investigation upon Mothers in Industry. The results were utilized by the Pennsylvania Department of Labor and Industry.

Summary

The preparation in investigation obtained by students who have worked in the above 9 research seminars and in other seminars accompanied, like these, by a limited amount of field work, seems to be justifying itself in the number of graduates of the Department who are engaging in social and industrial investigation. Thirty-nine Year Positions in industrial organizations and in addition 19 Year Positions in investigation with industrial firms, as stated in the Table of Positions held by former students (see pages 12-14) have been held by graduates of the Department.

Among such investigation work should be mentioned in addition to the research work done in connection with the Seminar in Social Research which has already been described, a Bryn Mawr Ph.D. dissertation on "Ille-
A NARRATIVE OF THE ORGANIZATION OF WORKERS IN THE IRON INDUSTRY.

(8) (a) (b) is cooperation with the Women's Trade Union League.

The seminar met in conjunction with a social service association. The seminar was attended by a large number of women and members of the Women's Trade Union League. The seminar was organized to discuss the role of women in industrial society and the need for cooperation with the Women's Trade Union League.

The committee of the seminar was joined by several members of the Women's Trade Union League. The committee was formed to discuss the role of women in industrial society and the need for cooperation with the Women's Trade Union League.

...
5. Teaching

Table VI

<table>
<thead>
<tr>
<th>Type of Position</th>
<th>1916</th>
<th>1917</th>
<th>1918</th>
<th>1919</th>
<th>1920</th>
<th>1921</th>
<th>1922</th>
<th>1923</th>
<th>Total</th>
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<tr>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Universities</td>
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<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High and Preparatory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutoring Abroad</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>5</td>
<td>8</td>
<td>14</td>
<td>13</td>
<td>12</td>
<td>54</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Not anticipated but by no means unimportant are the teaching positions held by graduates of the Department in professional schools of social work, and in high schools, colleges, and universities. Thirteen Year Positions have been held by students in professional schools, and 9 Year Positions

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7Amey Eaton Watson, "Illegitimacy -- Philadelphia's Problem and the Development of Standards of Care," forming a section of Methods of Care in Selected Urban and Rural Communities, which is published as Part 3 of Illegitimacy as a Child Welfare Problem, published by the Federal Children's Bureau (in press 1924).
### Table of Positions

<table>
<thead>
<tr>
<th>Type of Position</th>
<th>1941</th>
<th>1942</th>
<th>1943</th>
<th>1944</th>
<th>1945</th>
<th>1946</th>
<th>1947</th>
<th>1948</th>
<th>1949</th>
<th>1950</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Not applicable for Ph.D. students in the Graduate Program.

*Pursuant to the directive of the Department of Preparatory Science and Social Science, the above positions have been made available to graduate students in the Graduate Program.*

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*Note:* The page is partially visible, with some text cut off at the bottom. The full content is not fully visible due to the cropping.
in colleges and universities; in all, 54 Year Positions in teaching.

The type of preparation given in the Department especially prepares students to take up the more difficult teaching positions in professional schools where theory and practice combined with pedagogy are required. Also there seems to be a steady demand in the universities and colleges for teachers with academic preparation in sociology and labor in addition to a knowledge of practical social and industrial problems.

There are also three other groups of teachers who are leaving the Department:—first, the little group which has definitely combined the study of education with the study of social economy while at Bryn Mawr, and is seeking positions where the socialization of education may be advanced; second, the group of students who are interested in, and have prepared themselves for, vocational guidance and school counseling, who either go directly into the schools, or first into industry, and then work back into teaching, and sooner or later hold positions of full-time vocational counselors; and, third, the students who have found that their chief interest is in teaching; or who have not found satisfactory social economic positions and have returned to teaching temporarily but who are seeking positions in social economy later. In almost every case students belonging to these three groups are giving work based on their preparation at Bryn Mawr, and are finding their training of special advantage.

6. Journalism

Only one Year Position was held in this subject.
7. Studying

Table VII.

<table>
<thead>
<tr>
<th>Type of Position</th>
<th>1916</th>
<th>1917</th>
<th>1918</th>
<th>1919</th>
<th>1920</th>
<th>1921</th>
<th>1922</th>
<th>1923</th>
<th>1924</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holding fellowships or scholarships or part-time assistantships</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Meeting own expense</td>
<td>1</td>
<td>.3</td>
<td>.3</td>
<td>.4</td>
<td>.19</td>
<td>.8</td>
<td>.29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>11</td>
<td>18</td>
<td>16</td>
<td>62</td>
<td></td>
</tr>
</tbody>
</table>

What is necessary to be said under this heading will be found under GRADUATES, pages 9, 10 and 11 of this Report.

SALARIES

Any report of salaries would be misleading without interpretation. The eight year period is too short to measure fairly the ultimate earning capacity of the 116 students who have left the Department, for example, only 3 students have held positions for eight years, only 4 for seven years, only 10 for six years, and so on. Moreover, most of the 116 students were entering on a new profession and in many cases had left established positions in teaching or in industry to prepare themselves and had, as it were, to begin again. They were consequently compelled to accept in the first few years after graduation salaries in many cases considerably less than those received before entering upon their professional training. Also the salary situation during the last five years has been
complicated by the attempt to pre-war conditions and the consequent readjustment of salaries in industrial and social institutions. Some of our graduates, therefore, received during the war rather higher salaries than might have been expected, which were reduced instead of raised, as time went on.

Nevertheless the salary schedules of the Carola Woerishoffer Graduate Department are excellent as compared with the salary schedules presented by Professor Tufts and by Miss Adams and the reports of the University of Chicago and the University of Minnesota.

In these schedules no account is taken of the years of experience except by the University of Chicago. Also, salaries for men are noticeably higher than for women, as men usually hold the more highly paid executive positions.

It is satisfactory, however, to see that the average for the entire group of women graduating from the Carola Woerishoffer Department is higher than, or at least as high as, the average for both men and women, quoted for former students of the New York School of Social Work in 1918 and 1919. For the years 1916 to 1924 the arithmetic average for Carola Woerishoffer

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graduates was $1896. as opposed to an average of $1500. for both men and women students of the New York group in 1918, although the median for both groups was the same, namely $1800. in round numbers. Whereas 30 per cent of the women of the New York School of Social Work were reported, in 1918 and 1919 as receiving $2000., or more, the Department schedule shows that 39 per cent of Bryn Mawr women have received, or are receiving, that amount, or more.

In Minneapolis, in 1918, the median salary for men was slightly higher than the median salary for Bryn Mawr women, being $1842.82, as opposed to the Bryn Mawr median of $1814., the Bryn Mawr statistics covering the years from 1916 to 1924, but it must be remembered that there is usually no comparison possible between men's and women's salaries, women's salaries being so much lower. For women in Minneapolis the median was pitifully low, only $986. In Minneapolis 42.3 per cent of men social workers received $2000., or more, at a time when 39 per cent of Bryn Mawr women received $2000. or more. Of all workers in Minneapolis, men and women both, only 8.9 per cent received $2000., or more, as opposed to 29 per cent of Bryn Mawr women. In the New York Charity Organization Society, in 1919, the median range of salaries was from $970. to $1275., depending on the type of preparation.

The salaries reported, in January 1915, by the graduates of the University of Chicago College of Commerce and Administration, including Philanthropic Service, stood as follows as compared with Bryn Mawr salaries for the years, 1915-1924:

-33-
McKinley's efforts in 1900, he opposed the annexation of Hawaii to the United States, believing it would lead to a sea power and...

In 1906, McKinley's efforts in 1900, he opposed the annexation of Hawaii to the United States, believing it would lead to a sea power and...

In 1906, McKinley's efforts in 1900, he opposed the annexation of Hawaii to the United States, believing it would lead to a sea power and...

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In 1906, McKinley's efforts in 1900, he opposed the annexation of Hawaii to the United States, believing it would lead to a sea power and...

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In 1906, McKinley's efforts in 1900, he opposed the annexation of Hawaii to the United States, believing it would lead to a sea power and...

In 1906, McKinley's efforts in 1900, he opposed the annexation of Hawaii to the United States, believing it would lead to a sea power and...

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In 1906, McKinley's efforts in 1900, he opposed the annexation of Hawaii to the United States, believing it would lead to a sea power and...

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In 1906, McKinley's efforts in 1900, he opposed the annexation of Hawaii to the United States, believing it would lead to a sea power and...

In 1906, McKinley's efforts in 1900, he opposed the annexation of Hawaii to the United States, believing it would lead to a sea power and...
### Table VIII

<table>
<thead>
<tr>
<th></th>
<th>Arithmetic Average of Initial Salary</th>
<th>Arithmetic Average of Second Year Salary</th>
<th>Arithmetic Average of Third Year Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
<td>Men</td>
</tr>
<tr>
<td>Chicago</td>
<td>900</td>
<td>840</td>
<td>1200</td>
</tr>
<tr>
<td>Bryn Mawr</td>
<td>---</td>
<td>1694</td>
<td>---</td>
</tr>
</tbody>
</table>

In the salaries reported by the Carola Soerishoffer graduates it is noticeable that the first year's salary of 20 graduates is over $1850. One-half of the first year salaries were $1550., or more, the median salary being $1600.; and the arithmetic average being $1694., thus showing that many of the graduates were really receiving much higher salaries; 19, or 23 per cent of the whole number, being, in fact, in the group receiving $2000., or more. The maximum first year's salary was $3300.

In their second year, the median salary is $1764., and the arithmetic average is $1817. Over a third of the whole number are earning $2000., or more, while the maximum remains $3300.

In the third year, the median is $1827. and the arithmetic average is $1940. Just over one-fourth are in the $2200. group or over. The maximum salary is $3500.

In the fourth year, the graduates received an average salary of $2055. one-half were earning $1950. or over.

In the fifth year, the arithmetic average moves up to $2221. and the median to $2050., with a maximum at $3600.

For the sixth, seventh and eighth years, the number of graduates holding each position is too small to be significant.
<table>
<thead>
<tr>
<th>Year</th>
<th>Women</th>
<th>Men</th>
<th>Total</th>
<th>Women</th>
<th>Men</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1840</td>
<td>1200</td>
<td>1200</td>
<td>2400</td>
<td>1200</td>
<td>1200</td>
<td>2400</td>
</tr>
<tr>
<td>1841</td>
<td>1100</td>
<td>1300</td>
<td>2400</td>
<td>1200</td>
<td>1200</td>
<td>2400</td>
</tr>
<tr>
<td>1842</td>
<td>1100</td>
<td>1300</td>
<td>2400</td>
<td>1200</td>
<td>1200</td>
<td>2400</td>
</tr>
<tr>
<td>1843</td>
<td>1100</td>
<td>1300</td>
<td>2400</td>
<td>1200</td>
<td>1200</td>
<td>2400</td>
</tr>
<tr>
<td>1844</td>
<td>1100</td>
<td>1300</td>
<td>2400</td>
<td>1200</td>
<td>1200</td>
<td>2400</td>
</tr>
</tbody>
</table>

In the statistical report by the California Agricultural Bureau, it is noted that the first year's enrollment at the College was over 1840. One-third of the first year's faculty were women, and the average annual enrollment in 1840 was 1780. The number of students then receiving enrollment at the College was over 2400. Two-thirds of the male students, in fact, were enrolled at the College. In their second year's enrollment, the male students increased to 1980, and the average enrollment in 1841 was 1780. The number of students at the College then amounted to 2400. The maximum enrollment occurring in 1842 was 1880. It is noted that enrollment was over 2400 in 1843, with a peak of 1880 in 1844.
Table IX

SALARIES RECEIVED BY 116 STUDENTS SINCE LEAVING THE CAROLA UERISHOFFER DEPARTMENT

(This Table is based on the principle of counting the years from leaving Bryn Mawr College irrespective of whether a student was continuing her studies elsewhere, or was employed; so that in such cases the salaries listed as 2nd or 3rd year salaries may sometimes in reality be 1st year salaries. As only 6 students are concerned, and as the study seems to show relatively large salaries received by Bryn Mawr College women, the argument is not affected by the salaries being lower than they would otherwise be.)

<table>
<thead>
<tr>
<th>Salary</th>
<th>1st year</th>
<th>2nd year</th>
<th>3rd year</th>
<th>4th year</th>
<th>5th year</th>
<th>6th year</th>
<th>7th year</th>
<th>8th year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,900</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2,100</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>2,110</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2,120</td>
<td>10</td>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>2,130</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>2,140</td>
<td>8</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>26</td>
</tr>
<tr>
<td>2,150</td>
<td>13</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td>34</td>
</tr>
<tr>
<td>2,160</td>
<td>5</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>2,170</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>2,180</td>
<td>14</td>
<td>11</td>
<td>13</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td>46</td>
</tr>
<tr>
<td>2,190</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>2,200</td>
<td>6</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td>29</td>
</tr>
<tr>
<td>2,210</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
<td>13</td>
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</tr>
<tr>
<td>2,280</td>
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</tr>
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<td></td>
<td></td>
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<td></td>
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<td>3,100</td>
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<td>3,200</td>
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<td></td>
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</tr>
<tr>
<td>3,300</td>
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<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>3,600</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>total</td>
<td>83</td>
<td>71</td>
<td>58</td>
<td>40</td>
<td>24</td>
<td>10</td>
<td>4</td>
<td>3</td>
<td>293</td>
</tr>
</tbody>
</table>
Table IX

Number of Students Receiving Education in the Oregon Penitentiary Department

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The table provides data on the number of students receiving education in the Oregon Penitentiary Department for the years 1988 to 1992.
### Table IX (continued)

**Salaries Received by 116 Students Since Leaving the Carola Woerishoffer Department**

**Allocation of Students Not Receiving Salaries**

<table>
<thead>
<tr>
<th></th>
<th>1st year</th>
<th>2nd year</th>
<th>3rd year</th>
<th>4th year</th>
<th>5th year</th>
<th>6th year</th>
<th>7th year</th>
<th>8th year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>War Service</strong></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Volunteer</strong></td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td><strong>Independent Business</strong></td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td><strong>Part-time Student</strong></td>
<td>19</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td></td>
<td>62</td>
</tr>
<tr>
<td><strong>Unemployed</strong></td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td><strong>Married and unemployed</strong></td>
<td>2</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td></td>
<td>34</td>
</tr>
<tr>
<td><strong>Salary</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unknown</strong></td>
<td>7</td>
<td>7</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>28</td>
</tr>
<tr>
<td><strong>Deceased</strong></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>116</td>
<td>102</td>
<td>88</td>
<td>72</td>
<td>51</td>
<td>16</td>
<td>8</td>
<td>5</td>
<td>458</td>
</tr>
<tr>
<td><strong>Students in Classes</strong></td>
<td>0</td>
<td>14</td>
<td>23</td>
<td>44</td>
<td>65</td>
<td>100</td>
<td>108</td>
<td>111</td>
<td></td>
</tr>
<tr>
<td><strong>not included</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**End of Table IX**
The interest in Social Economy manifested from year to year by graduate students specializing in other subjects is shown by the relatively very large number of seminars elected in Social Economy. This interest is especially gratifying in the case of Bryn Mawr alumnae studying in the Graduate School of the College, both because they have received probably one of the most academic educations still given in the United States, and also because there has as yet been no place made in the Bryn Mawr undergraduate curriculum for minor, major, and post-major courses in Social Economy, only two undergraduate electives being given, -- one, a two hour elective in Applied Sociology, and one, a one hour elective in Social Statistics --, only three hours in all.

Table X (See Page 41) shows in tabular form the graduate seminars elected by Bryn Mawr Alumnae from 1916-1923 inclusive. This Table shows that in the election of graduate seminars, Social Economy, notwithstanding its brief existence, leads all other graduate departments except Psychology, with which it ties; and that the Department of Social Economy has conferred as many M.A. degrees on Bryn Mawr Alumnae as any other departments, 6 M.A. degrees having been conferred by each of three departments, French, Applied Psychology, and Social Economy, respectively. In this 7 year period no Ph.D. degrees were conferred in Social Economy upon Bryn Mawr Alumnae but 3 were conferred on non-Bryn Mawr graduates; and in only 2 departments, Latin and Biology, were 4 Ph.D. degrees conferred during the time covered by this Table. In this respect, as in many other respects, departments in which Bryn Mawr
The introduction to social economy mandated from year to year by the

influence of economic principles in other populations to affect the economy... The importance

now takes a number of semesters covering both social economy.. The importance

to specialised training in the case of his new economic studies to the

Graduate School of the College's core courses that have received proper

one of the most economic countries at the given in the initial section and

so it has been since and are not seen as a place to make it the time to come.

to promote education for minor works and belief in courses in social eco-

with only two understanding elements being given... after a two-year period,

in Applied Sociology, can one see your specialisation in social science.

the... only please yours in... it's

Table 1 (see page 6) shows to repeat for the economy's location

economic by the economic firm from 1937-1939 indicating... the large firms

growth in the location of economic enterprise; social economy... other departments

the past existence... since the Department of Social Economy and continuing

or any other; may it please the Department at Social Economy and continuing

or any other; may it please the Department at Social Economy... it's

in the place of high specialisation in social economy and engage in other departments...
alumnae have been able to work as undergraduates are at a great advantage as compared with a purely graduate department like Social Economy.

Nevertheless, this Table is significant, and proves that Social Economy has already become an integral part of the Bryn Mawr Graduate School, and already affords to graduate students in other departments an opportunity (much desired, as is shown by the large number of their electives) to work in Social Economy.

On the other hand, as shown by Table XI, the Department of Social Economy has sent its graduate students, whose chief interest is Social Economy, into 62 full seminars and 38 half-seminars given by other Graduate Departments; and is thus making a double contribution to the Graduate School as a whole.
some year has passed to work as an assistant in the Department of "Economic and Business Studies" and have some small achievements.

My strength was a great deal of time available to gain experience in other departments, in particular in the "Business Administration" and to expand on the "Economics". I was able to work on the "Economics" and "Business Administration" departments and to start my own firm in the "Economics".

In short, the firm was a success, and I was able to start my own firm in the "Economics". The firm was a success, and I was able to start my own firm in the "Economics".

I hope that this experience will be useful for my future career.
### COMPARATIVE TABLE OF GRADUATE SEMINARIES ELECTED BY BRYN MAWR ALUMNAE 1916 to 1923 (inclusive)

<table>
<thead>
<tr>
<th>Department</th>
<th>Number of Bryn Mawr Alumnae Electing Seminaries in Specified Departments</th>
<th>Total No. Seminaries taken higher in specified departments</th>
<th>Total No.</th>
<th>Bryn Mawr Alumnae</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One : Two : Three : Four : Five : Six : Total Departiments</td>
<td>Specified Departiments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>One</th>
<th>Two</th>
<th>Three</th>
<th>Four</th>
<th>Five</th>
<th>Six</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psych.</td>
<td>.8</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Soc.</td>
<td>.7</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Eng.</td>
<td>.3</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Fr.</td>
<td>.5</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Educ.</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Hist.</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Latin</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Econ. and Pol.</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Chem.</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Greek</td>
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<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Math.</td>
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<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Phil.</td>
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<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Span.</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Geol.</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Arch.</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Biol.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Ger.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Orient</td>
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<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Sansk.</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

**Note 13:** No graduate half-seminaries have been counted in the above table, such as Social Psychology, Social Philosophy, or Social Education, especially arranged for students in the Department of Social Economy or half seminaries especially arranged for demonstrators or assistants; or seminaries taken for a half year only. Also no post-major courses, given for undergraduates as well as graduates, are counted.

**Note 14:** Of the 18 Bryn Mawr Alumnae electing 38 seminaries in Social Economy only 2 held a fellowship and only 5 held scholarships in the Department of Social Economy. As each of the other Graduate Departments has in its gift,
for each of the years covered, 1 fellowship and at least 1, and, if desired, usually 2 scholarships, the elections cannot be explained by the amount of financial assistance given by the Department of Social Economy.

Note 15: If the graduate students in other graduate departments, who are not Bryn Mawr Alumnae, were included in the above Table, the total number of graduate students electing Social Economy would be 25, and the number of seminaries in Social Economy elected would be 47.
For each of the items concerned, I feel that both are important. The effective execution of the current economic and social development plans is crucial. The presentation given by the Department of Social Economy...

Note: If the economic situation is under the control of government...

The impact of economic policies and social programs on economy and society cannot be overestimated as they...

Report on economic indicators reflecting social and economic reality of the country...
### Table XI

**SEMINARIES GIVEN BY OTHER GRADUATE DEPARTMENTS OF BRYN MAWR COLLEGE ELECTED BY STUDENTS REGISTERED FOR DEGREES AND CERTIFICATES IN THE CAROLA WERTHEIS-HOFER GRADUATE DEPARTMENT OF SOCIAL ECONOMY AND SOCIAL RESEARCH DURING THE SEVEN YEARS FROM 1916 TO 1923 (inclusive).**

<table>
<thead>
<tr>
<th>Subjects of Seminaries</th>
<th>No. of Seminaries Elected</th>
<th>Subjects of Half-Seminaries Given Especially for Social Economy Students</th>
<th>No. of Half Seminaries Elected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Politics</td>
<td>16</td>
<td>Social Psychology</td>
<td>23</td>
</tr>
<tr>
<td>Education (methods and Measurements)</td>
<td>11</td>
<td>(Given by Department of Social Psychology)</td>
<td></td>
</tr>
<tr>
<td>Municipal Government</td>
<td>11</td>
<td>Social Philosophy</td>
<td>16</td>
</tr>
<tr>
<td>Applied Psychology</td>
<td>10</td>
<td>(Given by Department of Philosophy)</td>
<td></td>
</tr>
<tr>
<td>Intelligence Tests</td>
<td>5</td>
<td>Social Education</td>
<td>6</td>
</tr>
<tr>
<td>Philosophy</td>
<td>3</td>
<td>(Given by Department of Education)</td>
<td></td>
</tr>
<tr>
<td>Social Psychology</td>
<td>4</td>
<td>TOTAL NUMBER OF SEMINARIES</td>
<td>63</td>
</tr>
<tr>
<td>Economics</td>
<td>2</td>
<td>TOTAL NUMBER OF HALF SEMINARIES</td>
<td>45</td>
</tr>
<tr>
<td>History of Modern Europe</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>No. of ( \text{Hall Seminaries Given} )</td>
<td>No. of ( \text{Seminaries} )</td>
<td>No. of ( \text{Graduates} )</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------------------------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>History</td>
<td>55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political Science (History and Government)</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political Science (Government and Philosophy)</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science (Philosophy)</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number of Hall Seminaries</td>
<td>56</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Compliments of University of Ghana College of Education
CONCLUSION

The faith of the President and Board of Directors seems to the Director of the Carola Woerishoffer Graduate Department to have been justified by the growing interest in Social Economy since the opening of the Department by Bryn Mawr College in 1915. College women in general, including the graduates of Bryn Mawr College, are beginning to take up the new profession of Social Work.

Table XII, based on the statistics in the Bryn Mawr College Register, as of 1923, shows that a larger number of Bryn Mawr alumnae are employed in Social Work than in any other profession except that of Teaching; and that of those employed 10% are doing Social Work, as compared with 31% who are Teaching; 4% who are practicing Medicine, and 2% who are practicing Law. The number of Women Social Workers and Social Investigators may be expected ultimately to equal the number of women Teachers, especially among women, like the Bryn Mawr alumnae, a comparatively small percentage of whom support themselves, and many of whom marry. Social work can be carried on by married women, and by women who do not have to support themselves, from love of the social service done. Social Reconstruction, Social Betterment, and Social Investigation seem to make a special appeal to the generation of women now in college, and it is from them that the educated, prepared Social Workers and Investigators must come. Social Work like Teaching seems destined to become one of the great professions of women.
CONCLUSION

The letter of the Secretary of the Interior of the United States, President of the United States, to the Secretary of the Interior, is a significant step in the movement to preserve the natural resources of the United States. It is through this letter that the Secretary of the Interior is able to express his support for the protection of the environment and the need for conservation of natural resources. The letter also highlights the importance of the role of the Secretary of the Interior in the conservation movement.

The Secretary of the Interior has long been a strong advocate for the preservation of the environment. He has worked to ensure that the natural resources of the United States are protected and that the country's natural heritage is preserved for future generations. The letter is a testament to the Secretary of the Interior's commitment to conservation and his dedication to the preservation of the environment.

As a result of the Secretary of the Interior's letter, there is a growing awareness of the importance of conservation and the need for action to protect the environment. The letter serves as a call to action for all Americans to join in the fight to preserve the natural resources of the United States. It is through collective effort and a commitment to conservation that we can ensure the survival of our natural heritage for future generations.
Table XII

Occupations of Bryn Mawr Alumnae

Percentage in Specified Occupations in relation to Total Number Employed

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>37%</td>
</tr>
<tr>
<td>School</td>
<td>28%</td>
</tr>
<tr>
<td>College</td>
<td>7%</td>
</tr>
<tr>
<td>Tutor</td>
<td>2%</td>
</tr>
<tr>
<td>Social Work</td>
<td>10%</td>
</tr>
<tr>
<td>Paid</td>
<td>7%</td>
</tr>
<tr>
<td>Volunteer</td>
<td>3%</td>
</tr>
<tr>
<td>Secretaryships</td>
<td>6%</td>
</tr>
<tr>
<td>(Executive and clerical)</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>2%</td>
</tr>
<tr>
<td>Private Schools</td>
<td>4%</td>
</tr>
<tr>
<td>Medicine</td>
<td>4%</td>
</tr>
<tr>
<td>Law</td>
<td>2%</td>
</tr>
<tr>
<td>Unclassified</td>
<td>41%</td>
</tr>
</tbody>
</table>

**TOTAL**             **100%**
FINANCIAL APPEAL
ENDOWMENT AND DEFICIT

The Department cannot continue to carry its work as outlined in this Report without an Endowment of $200,000. in addition to the annual income of $13,000. appropriated to it by the trustees of the College from the Carola Woerishoffer Endowment. It needs $8,926.49 to pay off its accumulated Deficit.

For the past 5 years, i.e. since 1918-19, or the fourth year after it opened, the Department has received outside gifts to carry on its work -- first, from the generous grants of the Young Women's Christian Association in 4 successive years amounting to $30,000. in all; and from the individual gifts, laboriously begged by the friends of the Department and by the Director. In spite of strenuous efforts, and what seems to the Director to be warm interest in the Department, it has proved impossible to get the entire amount; and in spite of rigid economy a deficit amounting to $8,926.49 has been accumulated during the past 5 3/4 years, which the Department has not been able to pay off. The $30,000. raised during each of the last three years to carry on the Bryn Mawr Summer School for Women Workers in Industry makes a strong personal appeal and renders it almost impossible to raise money for another college department.

During the current year some of the Bryn Mawr alumnae who cannot afford to lose the money, and the Director of the Department who is in the same position, have partially underwritten the expenditures of the Department so that its work might not be seriously crippled during the time that an effort
The Department continues to carry the work on茸修in the
recently completed renovation of the main building at a cost of
$50,000. The Department is also responsible for the maintenance of the
college's grounds and facilities.

I wish to call your attention to the
recently completed renovation of the main building.

For the past 6 years, I have been a faculty member at the
University of Maine, where I taught history and served as the
Chairman of the History Department.

I am writing to express my support for the proposed
budget for next year.

The University of Maine is facing significant financial
difficulties due to the current economic climate. I believe that
investing in faculty development and academic programs is crucial
to the long-term success of the institution.

To this end, I am proposing an increase in the
departmental budget of $100,000. This additional funding will
allow us to attract and retain top talent, enhance our academic
programs, and support student success.

I look forward to discussing this matter with you in
the near future.
is being made to secure endowment and pay off the Deficit.

The Director of the Department respectfully submits the above Report and Financial Statement (see Appendix E) in the hope that, if the work of the Department commends itself, it may receive the necessary financial assistance.
to point near to some measure may be of the effect.

The prevention of the Department' s requisition enables the Union to be

any financial assistance (see paragraph E) to the people of the same mity.

of the Department's actions, except to make known the necessary measures.

was requested.
LIST OF APPENDICES

A. Complete List of American, Canadian, and Foreign Colleges and Universities from which the 138 students who have studied or are studying in the Carola Woerishoffer Graduate Department hold the degrees of Bachelor of Arts, Bachelor of Science, and Master of Arts.

B. A List of the Social Agencies and Organizations for Public Welfare with which the Carola Woerishoffer Graduate Department has cooperated in observation and field work.

C. Table of Positions Held by Graduates having prepared in the courses in Industrial Relations.

D. Favorable Comments on the Carola Woerishoffer Graduate Department of Social Economy and Social Research.
APPENDIX A

Complete List of American, Canadian and Foreign Colleges and Universities from which the 128 students who have studied or are studying in the Carola Woerishoffer Graduate Department hold the degrees of Bachelor of Arts, Bachelor of Science and Master of Arts.

(This list includes the students who were admitted to the Department in the autumn of 1923. No student without a college degree has been permitted to study in the Department, even during the years of the war.)

<table>
<thead>
<tr>
<th>American and Canadian Universities</th>
<th>Number of students receiving degree of B.A. or B.S. M.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albion College, Michigan</td>
<td>1</td>
</tr>
<tr>
<td>Baker University, Kansas</td>
<td>1</td>
</tr>
<tr>
<td>Barnard College, New York State</td>
<td>2</td>
</tr>
<tr>
<td>British Columbia University, Canada</td>
<td>1</td>
</tr>
<tr>
<td>Brown University, (Women’s College), Rhode Island</td>
<td>3</td>
</tr>
<tr>
<td>Bryn Mawr College, Pennsylvania</td>
<td>11</td>
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<tr>
<td>Bucknell College, Pennsylvania</td>
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</tr>
<tr>
<td>University of California, California</td>
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</tr>
<tr>
<td>University of Chicago, Illinois</td>
<td>2</td>
</tr>
<tr>
<td>Columbia University, New York State</td>
<td>1</td>
</tr>
<tr>
<td>Colorado College, Colorado</td>
<td>1</td>
</tr>
<tr>
<td>Converse College, South Carolina</td>
<td>2</td>
</tr>
<tr>
<td>Cornell University, New York State</td>
<td>2</td>
</tr>
<tr>
<td>Dalhousie University, Nova Scotia, Canada</td>
<td>1</td>
</tr>
<tr>
<td>Denver University, Colorado</td>
<td>2</td>
</tr>
<tr>
<td>Dickinson College, Pennsylvania</td>
<td>1</td>
</tr>
<tr>
<td>Drake University, Iowa</td>
<td>1</td>
</tr>
<tr>
<td>Elmira College, New York State</td>
<td>2</td>
</tr>
<tr>
<td>George Washington University, Washington, D. C.</td>
<td>1</td>
</tr>
<tr>
<td>Goucher College, Maryland</td>
<td>1</td>
</tr>
<tr>
<td>Grinnell College, Iowa</td>
<td>1</td>
</tr>
<tr>
<td>H. Sophie Newcomb College of Tulane University, Louisiana</td>
<td>2</td>
</tr>
</tbody>
</table>
ANNEX:

Complete list of Accredited Colleges and Universities may be submitted with the student's application to the Office of the Registrar to be considered for classification purposes. The following list is intended as a guide to students interested in obtaining admittance to the Department.

1. George Washington University, Washington, D.C.
2. Georgetown College, Washington, D.C.
3. Georgetown College, Hawley, Texas
4. Grace College, Hawley, Texas
5. George Washington University, Washington, D.C.

H. Sophie H. Smith College of Texas University, Location...
### Appendix A (continued)

**Complete List of American, Canadian and Foreign Colleges and Universities**

<table>
<thead>
<tr>
<th>Institution</th>
<th>B.A.</th>
<th>B.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Idaho, Idaho</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>University of Illinois, Illinois</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Jackson College of Tufts University, Massachusetts</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>University of Kansas, Kansas</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Lake Erie College, Ohio</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Leland Stanford Junior University, California</td>
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<td></td>
</tr>
<tr>
<td>Meredith College, North Carolina</td>
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<td></td>
</tr>
<tr>
<td>Miami University, Ohio</td>
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<td></td>
</tr>
<tr>
<td>University of Michigan, Michigan</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Mills College, California</td>
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<td></td>
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<tr>
<td>University of Minnesota, Minnesota</td>
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<td></td>
</tr>
<tr>
<td>University of Missouri, Missouri</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Mt. Holyoke College, Massachusetts</td>
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<td></td>
</tr>
<tr>
<td>University of Montana, Montana</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Monmouth College, Illinois</td>
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<td></td>
</tr>
<tr>
<td>University of Nebraska, Nebraska</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Northwestern University, Illinois</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Oberlin College, Ohio</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Ohio Wesleyan University, Ohio</td>
<td>1</td>
<td></td>
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<tr>
<td>Peabody College for Teachers, Tennessee</td>
<td>1</td>
<td></td>
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<tr>
<td>Penn College, Iowa</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>University of Pennsylvania, Pennsylvania</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Radcliffe College, Massachusetts</td>
<td>4</td>
<td>2</td>
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<tr>
<td>Reed College, Oregon</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Richmond College, Virginia</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Ripon College, Wisconsin</td>
<td>1</td>
<td></td>
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<tr>
<td>University of Rochester, New York State</td>
<td>1</td>
<td></td>
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<tr>
<td>Smith College, Massachusetts</td>
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<td></td>
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<tr>
<td>Swarthmore College, Pennsylvania</td>
<td>1</td>
<td></td>
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<tr>
<td>University of Texas, Texas</td>
<td>1</td>
<td>1</td>
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<tr>
<td>University of Toronto, Canada</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Waverly College, New York State</td>
<td>5</td>
<td></td>
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<tr>
<td>University of Vermont, Vermont</td>
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<td></td>
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<tr>
<td>University of Virginia, Virginia</td>
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<td>Institution</td>
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<tr>
<td>University of Iowa, Iowa</td>
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<td></td>
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<tr>
<td>University of Illinois, Illinois</td>
<td></td>
<td></td>
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<tr>
<td>Jackson College of Texas, Texas</td>
<td></td>
<td></td>
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<tr>
<td>University of Kansas, Kansas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iowa State University, Iowa</td>
<td></td>
<td></td>
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<tr>
<td>Grand Rapids College, Michigan</td>
<td></td>
<td></td>
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<tr>
<td>University of Michigan, Michigan</td>
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<td></td>
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<tr>
<td>University of Florida, Florida</td>
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<tr>
<td>University of Florida, Florida</td>
<td></td>
<td></td>
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<tr>
<td>Florida State University, Tallahassee</td>
<td></td>
<td></td>
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<tr>
<td>Oregon State University, Oregon</td>
<td></td>
<td></td>
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<tr>
<td>Oregon State University, Oregon</td>
<td></td>
<td></td>
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<tr>
<td>University of Tennessee, Chattanooga</td>
<td></td>
<td></td>
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<td>University of Tennessee, Chattanooga</td>
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<tr>
<td>University of Tennessee, Chattanooga</td>
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<td></td>
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</table>
Appendix A (continued)

Complete List of American, Canadian and Foreign Colleges and Universities

<table>
<thead>
<tr>
<th>Institution</th>
<th>B.A. or B.S.</th>
<th>M.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Washington, Washington</td>
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<td>1</td>
</tr>
<tr>
<td>Wellesley College, Massachusetts</td>
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<td>1</td>
</tr>
<tr>
<td>Western Reserve University, Ohio</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>University of Wisconsin, Wisconsin</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Bachelors' Degrees, which represent 60 different colleges and universities situated in 29 states and in Canada ......................... 119

Total Masters' Degrees held by these 119 Bachelors ......................... 19

Foreign Universities

A. Graduate Students who came to the United States especially to study in the Carola Woerishoffer Graduate Department:.....

- Lycée Molière, University of France .... 1
- University of Bordeaux .................. 1
- Sydney University, Australia and London School of Economics .................. 1
- University of Zurich .................... 1

B. Foreign universities conferring degrees on graduate students who specified in their application for admission their intention to take one or more courses in the Carola Woerishoffer Graduate Department:...

- Sorbonne, University of Paris .......... 1
- University of Prague .................... 1
- Liverpool University ................... 1
- Girton College, University of Cambridge. 1

C. Foreign university conferring degree on student who decided after reaching Bryn Mawr to take all her work in the Carola Woerishoffer Graduate Department:

- University of Manchester .............. 1

Total Foreign Students .................... 9

(Note: A Chinese student who did one full year's work in the Department received her B.A. from Smith College and so does not appear in the Foreign Degree List.)

Total American, Canadian and Foreign Degrees 128
Appendix A (continued)

Completed List of American Colleges and Graduate and Professional Undergraduate

B.A. or B.S. M.A.

University of Minnesota

University of Wisconsin

University of Kentucky

University of Notre Dame

University of Chicago

University of Pennsylvania

University of California

University of Southern California

Eckerd College

Southern Illinois University

Western Reserve University

State University of New York

University of Wisconsin


Total Baccalaureate Degrees Awarded


Total Doctoral Degrees Awarded


Foreign Universities

A graduate student who comes to the United States to

study in the Graduate Vocational Department

University of California

University of Chicago

University of Texas

University of Michigan

University of Illinois

University of Wisconsin

University of Minnesota


Foreign universities containing a graduate department.

University of Paris

University of London

University of Cambridge

University of Edinburgh

University of Oxford


University of Manchester


University of Liverpool


University of Birmingham


University of Glasgow


University of Leeds


University of Sheffield


Total Foreign Universities


Total Foreign Degrees


Total University Degrees


Total Baccalaureate Degrees


Total Baccalaureate Degrees


Total Baccalaureate Degrees


Total Baccalaureate Degrees


Total Baccalaureate Degrees


Total Baccalaureate Degrees


Total Baccalaureate Degrees


Total Baccalaureate Degrees


Total Baccalaureate Degrees
Appendix B

A LIST OF THE SOCIAL AGENCIES AND ORGANIZATIONS FOR PUBLIC WELFARE WITH WHICH THE CARLA WORISHOFFER GRADUATE DEPARTMENT HAS CO-OPERATED IN OBSERVATION AND FIELD WORK.

1915-1924

The American Red Cross

The Big Sister Association of Philadelphia

The Bryn Mawr Community Center

Bureau of Compulsory Education of the Philadelphia Public Schools

Bureau of Municipal Research of Philadelphia

Charity Organization Society of Philadelphia

Children's Bureau of Philadelphia

Consumers' League of Eastern Pennsylvania

The College Settlement of New York

The College Settlement of Philadelphia

Department of Labor and Industry of the Commonwealth of Pennsylvania

Greenwich House Settlement of New York

Henry Street Settlement of New York

The Lighthouse Settlement of Philadelphia

Minimum Wage Commission of the Commonwealth of Massachusetts

The Preston Community Center of Haverford

The White-Williams Foundation of Philadelphia

The Women's Educational and Industrial Union of Boston

The Women's Trade Union League of Boston

The Women's Trade Union League of Philadelphia

The Women's Trade Union League of New York

The Young Women's Christian Association, National Board

The Young Women's Christian Association, Philadelphia

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Appendix B

A Table of the Social Workers and Organizations for Public Welfare with Which the Council of Social Work Education Co-Operated in Preparation of the Work 1915-1920

The American Red Cross

The Big Brother Association of Philadelphia

The B'nai B'rith Community Center

Bureau of Community Education of the Philadelphia Tribune Society

Bureau of Emergency Service of Philadelphia

Children's Bureau of Philadelphia

Commission, League of Emergency Pensions

The College Settlement of New York

The College Settlement of Philadelphia

Department of Labor and Industry of the Commonwealth of Pennsylvania

Governor's Home Settlement of New York

Henry Street Settlement of New York

The Highlander Settlement of Philadelphia

Ministry of Missions of the Commonwealth of Pennsylvania

The Presbyterian Community Center of Philadelphia

The Woman's Auxiliary of the National Council of Women

The Women's National Organization of Action

The Women's National Political Union of Action

The Women's Toronto Federation of Action

The Women's Toronto Federation of Action, Toronto

The Young Women's Christian Association, Metropolitan Branch

The Young Women's Christian Association, Philadelphia
Appendix C

TABLE OF POSITIONS HELD BY GRADUATES HAVING PREPARED IN THE COURSES IN INDUSTRIAL RELATIONS

1918-1924

(In the following table each year that a student has held a position, studied, or been unemployed, is counted as one position. Each year that has elapsed since leaving Bryn Mawr is accounted for in the case of each student. For example, a student who graduated in June, 1918, 6 years ago, must account for 6 years, and similarly, a student who graduated in 1923, 1 year ago, must account for only 1 year. The 52 students who prepared in the courses in Industrial Relations, had they all been heard from, would have spent in positions, study, or unemployment, a total of 251 years. As 1 student has been dead for 4 years, and as there are 15 other years for which no positions are reported, the Table shows a total of only 234 years.)

| Relations between employer and employee | ............... 34 |
| Instruction in the establishment | ............... 17 |
| Production and Supervision | ............... 15 |
| Statistics in Industry | ............... 16 |
| Vocational guidance | ............... 13 |
| Investigation and statistics with industrial engineer | ............... 2 |
| Worker’s Education | ............... 1 |
| American Red Cross | ............... 6 |
| Y.W.C.A. | ............... 26 |
| Industrial Secretary | ............... 13 |
| General Secretary | ............... 3 |
| Department of Research | ............... 6 |
| Teaching | ............... 2 |
| Foreign Work | ............... 2 |
| Investigation with Boards and Commissions | ............... 9 |
| Research Assistants in Universities | ............... 7 |
| Research with State Commissions | ............... 4 |
| Centralized Organizations other than Y.W.C.A | ............... 3 |
| Community Work | ............... 2 |
| Independent Business | ............... 7 |
| For self | ............... 5 |
| With husband | ............... 2 |
| Journalism | ............... 1 |
| Social Institutions | ............... 5 |
| Teaching | ............... 22 |
| In Universities | ............... 4 |
| In High Schools | ............... 18 |
| Studying | ............... 27 |
| Holding fellowships, scholarships or part time assistantships | ............... 10 |
| Meeting own expenses | ............... 17 |
In the following table, each row represents a position and each column represents a requirement. The table helps in the evaluation of candidates for various positions.

<table>
<thead>
<tr>
<th>Position</th>
<th>Requirement 1</th>
<th>Requirement 2</th>
<th>Requirement 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineer</td>
<td>Knowledge of ( \text{Mathematics} )</td>
<td>Experience in ( \text{Project Management} )</td>
<td>Familiarity with ( \text{Software Development} )</td>
</tr>
<tr>
<td>Manager</td>
<td>( \text{Leadership Skills} )</td>
<td>( \text{Communication Skills} )</td>
<td>( \text{Team Management} )</td>
</tr>
<tr>
<td>Analyst</td>
<td>( \text{Data Analysis} )</td>
<td>( \text{Report Writing} )</td>
<td>( \text{Problem Solving} )</td>
</tr>
</tbody>
</table>

The table above is a part of only 50 rows.
Appendix C (continued)

Table of Positions Held by Graduates having Prepared in the Courses in Industrial Relations

<table>
<thead>
<tr>
<th>Years in which no Position was held</th>
<th>27</th>
</tr>
</thead>
<tbody>
<tr>
<td>By unmarried students</td>
<td>4</td>
</tr>
<tr>
<td>By married students</td>
<td>23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Year Positions</th>
<th>234</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deceased for 4 years (1 student)</td>
<td>4</td>
</tr>
<tr>
<td>Years for which No Report has been Received</td>
<td>13</td>
</tr>
<tr>
<td>Grand Total of Possible Years</td>
<td>251</td>
</tr>
</tbody>
</table>

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Appendix D

FAVORABLE COMMENTS ON THE
CAROLA VOERISHOFER GRADUATE DEPARTMENT OF SOCIAL ECONOMY AND SOCIAL RESEARCH

Dr. William H. Welch, Director and Head of the Department of Bacteriology and Immunology, School of Hygiene and Public Health, Johns Hopkins University, in his address made at Bryn Mawr College, at the Commencement exercises on June 8, 1922, upon the retirement of President Thomas from the presidency of Bryn Mawr College, said: 1

"To this audience it is not necessary to point out that the brilliantly successful efforts of President Thomas to bring to realization at Bryn Mawr certain clear and well-defined conceptions of the place and functions of the college in education, as distinct from the secondary school on the one hand, and the graduate, professional and technical schools on the other, imply no lack of interest in providing opportunities for the training of women in practical and vocational subjects in their proper place. Quite the contrary is of course true.

"Full evidence of this is found here at Bryn Mawr in the excellent provisions for the training of teachers and specialists in the graduate courses, particularly in the Graduate Department of Education, an integral part of which is the Phoebe Anna Thorne model school with its primary, elementary, and secondary departments; and in the Carola Voerishofer Graduate Department of Social Economy and Social Research with its admirably conceived theoretical and practical courses.

"What could make stronger appeal to human sympathy and generous support than the novel and interesting experiment, successfully launched here last summer and to be continued this one, of the Summer School for Women Workers in Industry?"

Dr. Willystine Goodsell, Assistant Professor of Education in Teachers' College, Columbia University, writes: 2

"Significant of the quickened interest of intelligent people in social and economic problems and the methods of their attack is the organization of the Carola Voerishofer Graduate Department of Social Economy and Social Research at Bryn Mawr. True to the firmly established policy of the eastern women's colleges that all preparation for a life career be strictly separated from undergraduate work and relegated to the field of graduate study, Bryn Mawr's excellent Department of Social Economy is restricted to students holding the bachelor's degree."

Appendix B

Report of the Committee

Chairman: Dr. William A. Withrow, Head of the Department of Education

The Committee on the Accreditation of Biblical Literature and Theological Education of the Commission on Accreditation of the American Association of Bible Colleges, under the chairmanship of Dr. William A. Withrow, was appointed by the Commission on Accreditation on June 11, 1946, upon the recommendation of the Executive Board of the Commission on Accreditation.

With the permission of Dr. William A. Withrow, the following report is presented:

We are convinced, in the light of our experience in working with the educational programs of the Bible colleges, that there is a need for the establishment of a formal educational program in the field of biblical and theological studies. This need is recognized by the educational leaders of the Bible colleges and is reflected in their efforts to develop such programs.

The purpose of this report is to present the findings and recommendations of the Committee on the Accreditation of Biblical Literature and Theological Education, with the intention of providing guidance to the Bible colleges in the development of their educational programs.

The Committee on the Accreditation of Biblical Literature and Theological Education has examined the educational programs of the Bible colleges and has made the following recommendations:

1. A formal educational program in the field of biblical and theological studies should be established in the Bible colleges.
2. The program should be designed to meet the needs of the students and the requirements of the profession.
3. The program should be supported by adequate financial resources.
4. The program should be evaluated periodically to ensure its effectiveness.

The Committee on the Accreditation of Biblical Literature and Theological Education recommends that the Bible colleges take steps to implement these recommendations and to develop a formal educational program in the field of biblical and theological studies.

[Signature]
Chairman, Committee on the Accreditation of Biblical Literature and Theological Education
Appendix D (continued)

Favorable Comments

Dr. John Elliott, Head of Hudson Guild, New York City, in a personal letter said:
"I am very much of an enthusiast about what Bryn Mawr is doing both in
the summer and the winter courses in the matter of education and community
service."

Dr. Harold R. Seager, Professor of Economics in Columbia University, in
a conversation with the Director of the Department said:
"I heartily approve of the scholarly and original work that is being
carried on under the Carola Voelishoffer Department."

Dr. James H. Tufts, Professor of Philosophy, University of Chicago,
author of "Education and Training for Social Work," writes in a recent
letter concerning the Department as follows:
I emphasized "the importance of your work as in the first place being
a work for graduate students and in the second place as commending the
dignity of work in this field."

Some favorable comments written by graduates of the Carola Voelishoffer
Department to the Director:

From a woman who has been very successful since graduating:-- "I
cannot overestimate the value of my last year's work (at Bryn Mawr) and
the associations found there, appreciation of which I hope I may have an
opportunity to express as my work progresses. --- To keep on studying the
problem of woman in her industrial relations is my idea of a truly interesting
life."

From a graduate working under the Red Cross:-- "Most of our work was
with the families of ex-service men, many of whom were foreigners. I found
the course in the Social Treatment of Dependent, Defectives and Delinquents
of great value. The course on Immigration proved of service also."

From a graduate who had been working in the Department for 2 years and
had since been studying abroad on a foreign scholarship:-- "While I greatly
enjoyed my year in Sweden and know that I derived much benefit from it, I am
coming home with an increased respect for our educational systems -- for I
think we are working along the right lines."

From a graduate working in France:-- "I am wondering how the Department
stands at present. Have you a large number of new students, and are they
just as questioning and eager as that first group of doubting Thomases that
you had in 1915? That to me was a most profitable and inspiring year and I
look back upon it with a great deal of pleasure."

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1 James H. Tufts, Education and Training for Social Work, Russell Sage
Foundation, New York 1923.
Plastic Commerce

Dr. Harold R. Becker, Professor of Economics and Commerce, University of Michigan

In this letter, I would like to discuss the importance of environmental conservation and the need for action in this area. I believe it is crucial for us to take immediate action to address this issue.

I was recently in New York City and I noticed a large number of individuals and businesses adopting eco-friendly practices. This is a positive trend that we need to continue and expand.

We need to work together to create a more sustainable future for ourselves and future generations. I hope that by sharing my thoughts, we can inspire others to take action and make a difference.

Thank you for your time and consideration.

Sincerely,

[Signature]
From a graduate working under the Red Cross:— "It has been almost 3 years since I left your Department to begin my 'career' in Social Work. As responsibilities increase and big problems of community welfare enter my field of work, I realize more and more how invaluable has been the training I received while at Bryn Mawr. It seems to me that in almost every problem that comes up, I find in it the same difficulties we were dealing with in your seminars there, and it makes it much easier for me to help work out a solution. You see I'm finding out that the work I had at Bryn Mawr was not just theories, but it was practical, sound and applicable to every day social problems. Another thing I find holds true and that is that there has been a certain prestige due to the fact that I hold a certificate in Social Economy from Bryn Mawr. My opinion is always given real consideration as I am recognized as 'a trained social worker from Bryn Mawr.'"

From a graduate working in a Children's Refuge Home in North Carolina:— "As I think back over the months since July 15th, when the Refuge was nothing but an empty building, many and interesting have been the things accomplished. Personally, I don't believe that I could have handled the situation often if it had not been for my training at Bryn Mawr in your Department. The actual knowledge of how to make investigations, to keep records and to handle situations, has helped me greatly, but I prize even more the feeling of self-reliance and confidence which has come as a result of my year in the Carolina Woerishofer Department."

From a student in the Department after a summer's work in the Charity Organization Society in New York:— "Every decision I have made during the summer, when I was faced by problem after problem of families in distress or families in perplexity, I based on some principle which had evolved through my seminars in Sociology in the previous year."
Appendix D (continued)

FURTHER COMMENTS

I am a graduate working in a children's home in New York. Each section in the "New York" social work program includes a practical phase of family-life education, recreation, and supplementary child care. I have taken a certain practice course under which I have been able to complete the requirements for certification as a social worker in the New York State Education Department. After a year in the Department of Social Work, I have been able to complete the requirements for certification as a social worker in the New York State Education Department.