This increase is recommended in recognition of good service rendered.

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.

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.
CROSS REFERENCE SHEET

Name or Subject  Smith, Willard A.  File No.

Regarding

Date

SEE

Name or Subject  Trustees  File No.

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

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 goes for home early in March and she will try to see you and give an account of our work 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. Emmons Blaine $2,500 annually
- Mr. C.R. Crane 5,000
- Mr. H.D. Hull 500
- Mr. E.L. Ryerson 2,500
- Mr. Julius Rosenwald 5,000
- Mr. Harold H. Swift 2,000
- American Red Cross 2,000 (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. Emmons 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
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.
To cover in one or two words the general purpose and field of this work, I am inclined to emphasize the children’s hospital. Of course, it is impossible for me to do so without some reference to the experiences of the last few years. In this connection, I would like to express my thanks to those who have contributed to the successful operation of the hospital. This includes not only the staff of the hospital, but also the support from various organizations and individuals.

Yours truly,

[Signature]
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,

enc.

[Signature]

Dr. Harry Pratt Judson,
University of Chicago,
Chicago.
March 15th, 1941.

Dear Dr. Johnson:

I am greatly disappointed to hear that the appointment in Mr. O'Hara's office has been denied to me. It is indeed a matter of regret to have to make this decision when I am able to provide the necessary assistance. If you can meet Mr. "face to face" until then, I am glad to be present to be of service.

Sincerely yours,

[Signature]

Dr. Keith Smith, Superintendent
University of Chicago
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
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 crystallize 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
We have recently learned that the position of the Graduate School of Social Service, Administration has come to an end, having been filled by the appointment of a new Dean of the School of Social Science.

The position of the Graduate School of Social Service, Administration, is one of the most important in the University, and we wish to see the position filled by a person who can bring to the University a new and vital force.

You will recall that the University is composed of the Graduate School of Social Service, Administration, and the faculty of the School of Social Science.

The Graduate School of Social Service, Administration, has a budget of $25,000, and a faculty of 14 professors.

It is our hope that the new Dean of the School of Social Science will be able to bring to the University a new and vital force.
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,

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,

[Signature]

LC: Marshall

LCM: N
The University of Chicago

[Signature]

Dear Mr. President,

I am writing to inform you of the pressing need for immediate action to address the situation currently faced by our students and faculty. The recent events have caused significant distress and have led to a loss of trust and confidence in our institution. It is imperative that we take swift and decisive measures to rectify this situation.

I urge you to consider implementing the following immediate steps:

1. Full investigation into the allegations.
2. Transparent communication with all stakeholders.
3. Support for affected individuals.
4. Review of policies and procedures.

These steps are essential to restoring stability and ensuring the well-being of our community.

Thank you for your attention to this matter.

Yours sincerely,

[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]
Dear [Name],

I am writing to inform you of the recent decision made by the Board of Directors regarding the [insert reason for the message]. The Board has unanimously approved the [insert action or decision], which will take effect immediately.

The decision was made after careful consideration [insert details about the decision-making process]. We believe that this action [insert benefits or reasons for the action].

Please note that [insert any additional details or instructions].

If you have any questions or concerns, please do not hesitate to contact me. I am available to discuss the matter further.

Thank you for your understanding.

Sincerely,

[Your 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. W. C. Plimpton
Dear President Matthews,

I am writing to express my concern regarding the recent decision to cut funding for the Division of Social Science at the University of Chicago. As a member of the academic community, I believe that this decision is a grave mistake that will have serious implications for the institution and the field of social science.

The Division of Social Science has a long history of excellence, contributing significantly to the advancement of knowledge in various fields. It has produced numerous distinguished scholars and has played a pivotal role in shaping the understanding of social phenomena. The cuts to funding will undoubtedly undermine the research and educational programs that the division supports, leading to a decline in the quality of education and research at the university.

I urge you to reconsider this decision and to find alternative sources of funding to ensure the continuation of the division’s critical work. It is essential for the university to maintain a strong presence in the field of social science, as it contributes to the public good and prepares future generations of scholars.

Thank you for your attention to this matter.

Sincerely,

[Footer]
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 Fiske 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.

LCM:N

[Signature]
BUDGET FOR THE SUMMER QUARTER 1931

The Graduate School of Social Service Administration

The following budget estimates for the summer quarter indicate an increase of $7,000.00.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>MaasTITLE: Advance</td>
<td>$0.00</td>
</tr>
<tr>
<td>Maas TITLE: Advance</td>
<td>$0.00</td>
</tr>
<tr>
<td>The Annual Title Income as Grant for Summer Quarter Will Be a Lowered Quota</td>
<td></td>
</tr>
<tr>
<td>In view of the reduction of enrollment for the Winter Quarter</td>
<td></td>
</tr>
<tr>
<td>Salary Estimate. Title</td>
<td>$0.00</td>
</tr>
<tr>
<td>Salaries of Teachers</td>
<td>$0.00</td>
</tr>
<tr>
<td>Salaries of Professors</td>
<td>$0.00</td>
</tr>
<tr>
<td>Salaries of Staff</td>
<td>$0.00</td>
</tr>
<tr>
<td>Salaries of Administrative Officers</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total Salary (To cover for maintenance and travel)</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

$6,000.00

Total: $6,000.00

The above estimates have strictly been made with Mr. I. Goodspeed's concurrence.

It is understood that Mr. Custom's salary at $1,000.00 per quarter has been made in good faith.

The above budget plans are based on recommendations as follows:

- Increase in title.
- Increase in professorship and teaching.
- Increase in the summer quarter only.
## 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>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$25,323</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>800</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></td>
<td><strong>20,000</strong></td>
</tr>
<tr>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>Books</td>
<td>200</td>
</tr>
<tr>
<td>Assistant Cataloguing and Service</td>
<td>967.</td>
</tr>
<tr>
<td></td>
<td><strong>1,167</strong></td>
</tr>
<tr>
<td>Fellowships</td>
<td>2,860</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>1,500</td>
</tr>
<tr>
<td></td>
<td><strong>27,392</strong></td>
</tr>
</tbody>
</table>

### Apparent Excess of Expenditures

$2,069.

*Modified by Dean Marshall, letter of May 4th, Fourth semester instruction reduced by 27392 about $900. giving an excess of income of about $831. 18869 6/8/21*
GRADUATE SCHOOL OF SOCIAL SERVICE ADMINISTRATION
ESTIMATES OF REVENUES AND EXPENDITURES
FOR YEAR ENDING JUNE 30, 1951

**Income**

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter</td>
<td>$1,288</td>
</tr>
<tr>
<td>Spring</td>
<td>$2,000</td>
</tr>
<tr>
<td>Summer</td>
<td>$2,550</td>
</tr>
<tr>
<td>Total</td>
<td>$5,838</td>
</tr>
</tbody>
</table>

**Expenditures**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>$30,000</td>
</tr>
<tr>
<td>Faculty Salaries</td>
<td>$2,000</td>
</tr>
<tr>
<td>Research</td>
<td>$1,300</td>
</tr>
<tr>
<td>Travel</td>
<td>$500</td>
</tr>
<tr>
<td>Books</td>
<td>$500</td>
</tr>
<tr>
<td>Fellowships</td>
<td>$1,000</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$500</td>
</tr>
<tr>
<td>Total</td>
<td>$52,300</td>
</tr>
</tbody>
</table>

**Excess of Expenditures**

$5,300

**Notes**

- [Handwritten notes at the bottom of the page]
- [Signatures and dates on the page]
## 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><strong>$35,000.00</strong></td>
</tr>
</tbody>
</table>

### B. Estimated Expenditure

<table>
<thead>
<tr>
<th>Category</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>III. Summer Quarter Instruction</td>
<td>$7,000.00</td>
</tr>
<tr>
<td>IV. Library</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>V. Fellowships</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>VI. Unassigned (to meet unexpected demand, or) (to use in experimentation)</td>
<td>$300.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$34,860.00</strong></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>
<tr>
<td>Estimated Income</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>--</td>
</tr>
<tr>
<td><strong>II. Other Income</strong></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$8,880.00</td>
</tr>
</tbody>
</table>

**I. Estimated Expenses**

<table>
<thead>
<tr>
<th>Category</th>
<th>Estimated Expense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**II. Administrative Expenses**

<table>
<thead>
<tr>
<th>Subcategory</th>
<th>Estimated Expense</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**III. Interest**

<table>
<thead>
<tr>
<th>Subcategories</th>
<th>Estimated Expense</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**IV. Unemployment (to meet unemployment claims)**

<table>
<thead>
<tr>
<th>Subcategory</th>
<th>Estimated Expense</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**IV. Estimated Expenses over Expected Income**

<table>
<thead>
<tr>
<th>Total</th>
<th>$8,880.00</th>
</tr>
</thead>
</table>
### Distribution of Staff by Quarters

<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></td>
<td>First Term</td>
<td>Second Term</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abbott, Edith</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Breckinridge, Sophonisba P.</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Dixon, Elizabeth S.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Young, E. F.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Lay, C. F.</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>McKenzie, R. D.</td>
<td></td>
<td></td>
<td>X</td>
<td>.X</td>
<td>X</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 9, 1941

My Dear President Lurton:

Enclosed is Dean Patterson's letter to you of September 5 (of which we sent a copy) concerning the budget for the Graduate School of Social Service Administration for the year 1941-42. I gave a copy of this letter to Mr. F. N. O'Brien, who has been working on the figures pertaining to the Graduate School, and I am now transmitting the figures to you. It appears that there may be some increase in the student population for the year 1941-42, and this will result in an increase of approximately $300.00. Professor Moore has been informed of the increase and he has been informed that the income from tuition will be used to meet the increased expenditure of $300.00.

Yours very truly,

[Signature]

President [illegible]

[Signature]
The University of Chicago  

The Board of Trustees  

September 13,  
1921  

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,  

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,

[Signature]

LCM: 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 $800 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 Sirs,

I have the honor to present the following report on the Graduate Council:

[Text of the report is not visible in the image.]
SUMMARY STATEMENT OF INCOME AND EXPENDITURE

A. Estimated Income

   I. Tuition Fees $7,500.00
   II. From Trustees of Chicago School of Civics and Philanthropy 25,000.00

   Total $32,500.00

B. Estimated Expenditure

   I. Administration $3,100.00

       Dean's Salary $600.00
       Clerical 1,500.00
       Office Expense 1,000.00

   II. Instruction $18,200.00

       Edith Abbott $4,000.00
       Sophonisba P. Breckinridge ($4,000.00) 2,000.00
       E. F. Young 2,800.00
       C. F. Lay 1,000.00
       Field Work Supervisor 2,200.00
       Assistants 3,400.00
       Outside Lecturers 2,800.00

   III. Summer Quarter Instruction $7,000.00

   IV. Library $1,300.00

       Books $700.00
       Assistant 600.00

   V. Fellowships $2,880.00

       5 @ $150.00 $750.00
       3 @ 650.00 1,950.00
       16 @ 10.00 160.00

   VI. Unassigned $40.00

   Total $32,500.00
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.
October 20, 1928

My Dear Mr. Trotter,

I am very glad to get to see you. I am sorry to find that the opportunity of discussing the question of operation at the University of Chicago under the conditions which I have mentioned is not available for some time. I should like very much to have the opportunity to discuss this matter with you, and I am anxious to arrange a convenient time for the meeting.

Sincerely yours,

[Signature]

—I should be very much interested in seeing the opportunity to collaborate in the preparation of a report on the educational activities of the University. I understand that the University has a large number of students who are interested in the field of education, and I should like very much to have the opportunity to get in touch with some of them.

—The opportunity to discuss a problem in education is always a pleasant one. It gives me the opportunity to discuss the educational activities of the University with some of the students who are interested in the field. I should like very much to have the opportunity to get in touch with some of the students who are interested in the field.

—The opportunity to discuss a problem in education is always a pleasant one. It gives me the opportunity to discuss the educational activities of the University with some of the students who are interested in the field. I should like very much to have the opportunity to get in touch with some of the students who are interested in the field.

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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 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.
The purpose of this letter is to invite you to participate in the annual conference on the future of information technology. The conference will be held in Washington, D.C., on the 15th of November. The keynote speaker will be Dr. Jane Smith, a leading expert in the field of artificial intelligence. The conference will feature presentations on a variety of topics, including machine learning, quantum computing, and cybersecurity. We believe this event will provide valuable insights and opportunities for networking. Please let us know if you are interested in attending. We look forward to seeing you there.
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 grade.

(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 receive a education in the present

The greatest benefit of the College is that it has a variety of courses. It is difficult to develop an understanding of the courses, but the student can get a little involved. The college offers courses in various fields and publishes interesting articles on its own website. It also has a strong reputation for its academic programs.

The College's main campus is located in a quiet, residential area, providing a peaceful environment.

In conclusion, the College offers a wonderful opportunity for those interested in education and learning. Its reputation, variety of courses, and strong academic programs make it an excellent choice for anyone seeking a quality education.
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 school 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.
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 an 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 opportunity to render service to the public

(a) The presence of a large number of workers in the field of public service in various capacities, particularly in the United States, and the fact that we have not only a large number of people in this field but also a large number of people who are not yet in the field.

(b) The opportunity of the universities of England to make a contribution to the training of public servants in various capacities, particularly in the United States, and the fact that we have not only a large number of people in this field but also a large number of people who are not yet in the field.

(c) The need for a larger number of workers in the field of public service in various capacities, particularly in the United States, and the fact that we have not only a large number of people in this field but also a large number of people who are not yet in the field.

(d) The opportunity of the universities of England to make a contribution to the training of public servants in various capacities, particularly in the United States, and the fact that we have not only a large number of people in this field but also a large number of people who are not yet in the field.

(e) The need for a larger number of workers in the field of public service in various capacities, particularly in the United States, and the fact that we have not only a large number of people in this field but also a large number of people who are not yet in the field.

(f) The opportunity of the universities of England to make a contribution to the training of public servants in various capacities, particularly in the United States, and the fact that we have not only a large number of people in this field but also a large number of people who are not yet in the field.

(g) The need for a larger number of workers in the field of public service in various capacities, particularly in the United States, and the fact that we have not only a large number of people in this field but also a large number of people who are not yet in the field.

(h) The opportunity of the universities of England to make a contribution to the training of public servants in various capacities, particularly in the United States, and the fact that we have not only a large number of people in this field but also a large number of people who are not yet in the field.

(i) The need for a larger number of workers in the field of public service in various capacities, particularly in the United States, and the fact that we have not only a large number of people in this field but also a large number of people who are not yet in the field.

(j) The opportunity of the universities of England to make a contribution to the training of public servants in various capacities, particularly in the United States, and the fact that we have not only a large number of people in this field but also a large number of people who are not yet in the field.

(k) The need for a larger number of workers in the field of public service in various capacities, particularly in the United States, and the fact that we have not only a large number of people in this field but also a large number of people who are not yet in the field.

(l) The opportunity of the universities of England to make a contribution to the training of public servants in various capacities, particularly in the United States, and the fact that we have not only a large number of people in this field but also a large number of people who are not yet in the field.
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 generation. 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 leadership, and the necessary staff. It seems to me to be entirely true 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
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 accordance with the regulations of the Department of Natural Resources, the University of Chicago, and the State of Illinois, I hereby certify that the applicant has satisfied the requirements for the position of Assistant Professor of Biology. The applicant has submitted the necessary documentation and has been interviewed. The applicant has demonstrated a strong background in biology and is well prepared for the position.

I, [ signature ], hereby certify the above.

[ signature ]

[ Date ]
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,

RDP

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

Mr. Post, M. Secretary:

Thank you for your letter of May 8.

I am very glad to learn of the fine reception from the Jewish Social Service Bureau.

Very sincerely yours,

[Signature]

[Note]: Dear Mr. Woodruff,

Report of Commerce and Administration
Realities Excerpts
Memorandum to Mr. Tufts from L. C. Marshall 3/3/23

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

L. C. Marshall
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 CEMETERY BOARD

1932-1933

To the President:

I have the honor to submit the following report of the work of the Cemetery Board for the previous academic year:

The work of the Cemetery Board during the year 1932-1933 has been primarily concerned with the care and maintenance of the grounds and buildings of the cemetery. The Board has been active in the improvement of the cemetery and has taken steps to ensure the continued protection of the grounds.

The Board has also been involved in the planning and development of the cemetery, with the aim of creating a beautiful and peaceful environment for those who wish to visit the cemetery.

I am confident that the Board will continue to work diligently to maintain the high standards that have been set for the cemetery.

Sincerely yours,

[Signature]

[Date]
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,

S. P. [Signature]

To the President,
The University of Chicago,
[Address]
The year 1938.

The great financial panic.

For some time the economic conditions have been favorable to the establishment of the university. I have been able to secure the opportunity to take care of certain tasks with reference to the establishment of the Graduate School of the University of California. The proposition to the Board of Regents of the University of California with regard to the establishment of the Graduate School of Business Administration has been submitted to me. I have received a number of letters and suggestions from university administrators and other interested persons. The establishment of the Graduate School of Business Administration appears to be essential to the success of the university. The establishment of such a school would mean a new departure for the university. The establishment of the Graduate School of Business Administration is essential to the success of the university. The establishment of such a school would mean a new departure for the university.
The University of Chicago  
CHICAGO, ILLINOIS  
Office of the President  

August 31, 1923  

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
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,  

L. C. Marshall  
Dean
President E. D. Barton
The University of Chicago
Chicago, Illinois

Mr. Dean

I would like to request a letter of recommendation for Mr. Kane
and want to see

This is the explanation:

I—Especially my tenured the mathematics
work in the field of Social Science, the S
motion of the School of Commerce and Administration

2—May to the School of Social Science, the S
mission to express the importance of the students and faculties
school. However, since several the School of Commerce
1—The Administration is not restricted to this

I am writing with reference to the student

Yours truly,

[Signature]

Dean
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]
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 Telbot joins,

Faithfully yours,

[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
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 representatives 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.

I Materials Preparation.

1. Junior High School Curriculum
   See Appendix A for details
   15,000  5,000

2. Senior High School Commercial Curriculum
   See Appendix B for details
   10,000  5,000

3. Senior High School Industrial Education Curriculum. Details comparable to those of the Commercial Curriculum
   10,000  5,000

4. Senior High School General Curriculum.
   A somewhat specialised presentation of Psychology, Political Economy, History, and Sociology, based on the Junior High School Curriculum.
   5,000  15,000  10,000

5. Curriculum for Grades 1 to 6
   5,000  10,000  15,000

6. Overhead on materials preparation
   See Appendix C for details
   25,000  25,000  5,000

II Teacher Training.

1. Service Agency for teachers now in the field
   5,000  10,000  5,000

2. Service Agency for summer normal instruction
   3,000  5,000  5,000

3. Material for State Departments of Education
   3,000  3,000  3,000

4. Teacher's manuals to accompany texts.
   5,000  10,000  5,000

III Testing the Materials.

1. Supervision of testing
   5,000  5,000  10,000

2. Clerical
   3,000  3,000  3,000

3. Preliminary mimeographing and printing of texts
   5,000  10,000

Total 99,000 111,000 61,000

Grand total 271,000

Less grant already made, 15,000 256,000
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


Lyman: English Manual, Correlated with Social Study Text.

Breslich: 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.

Lyman: English Manual, Correlated with Social Study Text.

Breslich: Mathematics Manual, Correlated with Social Study Text.

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

- - - - History of the United States.

NINTH GRADE MATERIAL


Lyman: English Manual, Correlated with Social Study Text.

Breslich: Mathematics Manual, Correlated with Social Study Text.

- - - - Appropriate Science Material.
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.

1. The Place of the Individual in Society (Vocational Survey) - - - - - 0
2. General Survey of Business Administration - - - - - - - - - - - - - - - - - 1000
3. Economic Geography - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - 3300
4. Market Organization and Market Administration - - - - - - - - - - - - - - - - 1500
   Three months free, Cleona Lewis, and Clerical Help.
5. Financial Organization of Society and Financial Administration - - - - - - - - - - - - 2500
   Six months free, A. S. Keister, and Clerical Help.
6. The Worker in Modern Society and Personnel Administration - - - - - 1000
   Six months free, M. J. Janovsky.
7. Introductory Psychology - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - 3000
   Three months free, E. L. Robinson, and Clerical Help.
8. Records and Reports in Business Administration - - - - - - - - - - - - - - - - - - 3000
   Six months free, R. E. Taylor, and Clerical Help.
9. Government and Business (Social Control) - - - - - - - - - - - - - - - - - - 3500
   Six months free, W. H. Spencer, and Clerical Help.
10. Principles of Social Organization - - - - - - - - - - - - - - - - - - - - - - - - 2300
    Three months free, L. S. Lyon, and Clerical Help.
11. Business Communication - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - 2500
    Six months free, N. W. Barnes, and Clerical Help.
12. Business Correspondence - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - 1500
    Three months free, N. W. Barnes, and Clerical Help.
13. Economic History of the United States - - - - - - - - - - - - - - - - - - - - - - - 2000
    Three months free, C. W. Wright, and Clerical Help.

Total - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - 25,000
Less available funds - - - - 10,000
Requested - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - 15,000
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*Note: The above table is incomplete and contains errors. The content is fragmented and difficult to interpret.*

**Appendix 2: The Senior High School Commercial Curriculum**

The Senior High School Commercial Program emphasizes the study of business and commerce as a means of preparing students for the business world. This follows the 10th-grade course and is a part of the curriculum for students who may enter the business world to follow in the senior high school. **General Core**: The Senior High School Commercial curriculum may be divided into three main sections:

1. **Core Courses**
   - Business Administration
   - Economics
   - Accounting

2. **Elective Courses**
   - Marketing
   - Computer Science
   - Business Law

3. **Practical Training**
   - Internships
   - Job Shadowing

**Totals**

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**Alternatives**

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**Redefined**

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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 A

Outline of Other-Hand Grass in Irrigation Engineering

I. Scope and Importance of Research
   A. Objectives of Research
   B. Scope of the Study

II. Literature Review
   A. Previous Research on Grass Species
   B. Importance of Understanding Grass Behavior

III. Methodology
   A. Experimental Setup
   B. Data Collection Procedures

IV. Results
   A. Growth Patterns of Grasses
   B. Irrigation Requirements

V. Conclusion
   A. Implications for Irrigation Management
   B. Recommendations for Future Research

Reference Sections

Additional Notes

Appendix B

Survey of Other-Hand Grasses in the Region

Table of Grass Species

Figure 1: Irrigation System Design

Acknowledgments

Appendix C

Field Data Analysis

Appendix D

Cost-Benefit Analysis
President Ernest D. Burton
Faculty Exchange

May 19, 1923

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,

[Signature]

LCM:EL
CPC Students of Chicago
CPC Graduate School of Social Service Administration

May 12, 1930

Professor [illegible]

Faculty Committee

To [illegible] Mr. [illegible]

Just for your information, the CPC

Students' Aid Fund is now collecting

$1,000.00 for the Fellowship Fund of

the Faculty of Social Service Admini-

stration.

I am of course noncontributing to

the same.

Yours very sincerely,

[signature]

[illegible]
My dear President Burton,

Dean Tufts told me this afternoon that tomorrow you would appoint Mr. Abott Dean to succeed Mr. Marshall in the Social Service, Organization, and I write to express my very great satisfaction and manifest delight that you are taking this action.

I am returning to meet a request in connection with this action you are about to take. When Mr. Selander established President Anderson freed her rank and her pay,
GREEN HALL
THE UNIVERSITY OF CHICAGO
CHICAGO, ILLINOIS

Dear Mr. Marshall,

I have been thinking about the appropriate way to recognize her extraordinary services to the university by giving her a professional rank. There is no doubt 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 the university and in other institutions.

I am sure you will have thought of this. I know you have always been 'right' about it if you had known all the details of the earlier episodes, and I
GREEN HALL
THE UNIVERSITY OF CHICAGO
CHICAGO, ILLINOIS

Dear [Name],

I am writing to inform you of the results of your recent examination. Your performance was satisfactory, and you have been selected for the advanced studies program. Congratulations!

Please find attached the detailed report of your performance. If you have any questions or concerns, please do not hesitate to contact me.

Sincerely,

[Signature]

[Date]
GREN HALL
THE UNIVERSITY OF CHICAGO
CHICAGO, ILLINOIS

I write to tell you, knowing that you will understand, and that, if I have erred, you will make generous allowances for me.

It is quite unimportant for me to tell you what I have learned and what I have written in your letters, except that I have heard nothing from any one else.

Always faithfully yours,

[Signature]
GREEN HALL
THE UNIVERSITY OF CHICAGO
CHICAGO, ILLINOIS

[Handwritten text]

[Signatures]

[Handwritten text]

[Handwritten text}
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. Launbye 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

ED8:8
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 21, 1938

Postscript to letter to Board of Trade

Postscript: Step #4

Any one can see that a plan for the operation of our firm could be worked out from the point of view and in terms of an institutional viewpoint. If we accept the conclusion that the General Exhibition Point of the London Program has been a failure and that the aid of the Government in the construction of a centre for the money for the year is a right from an economic viewpoint and Commonwealth standpoint, then a 5-year or 10-year plan is called for. P. D.
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:
The recent approval of a contract covering a certain amount to the firm's profit makes it necessary to sell off the equipment in order to raise cash. The firm's current profit is estimated at $100,000, but there is a possibility of raising this figure if steps are taken to improve the efficiency of operations.

In order to meet the financial needs of the firm, a contract for the sale of equipment has been signed, providing for a down payment of $50,000, with the balance to be paid in monthly installments over a period of 12 months.

The firm's current obligations include a loan of $200,000 due within the next 6 months. It is estimated that the sale of the equipment will provide enough cash to pay off this loan and to meet the firm's other obligations.

The firm's management is committed to maintaining the firm's financial stability and is taking all necessary steps to ensure that the sale of equipment will be successful.
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 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.
The development of opportunities for the employment and training of young people within the framework of existing university and college courses has been a matter of concern to the University Grants Committee and its predecessor bodies for some time. 

This concern has been prompted by the need to ensure that the courses offered at these institutions are relevant to the needs of society and that they provide adequate training for the future workforce. The Committee has been mindful of the importance of maintaining a balance between the academic and vocational elements of higher education and of ensuring that there is a close link between the curriculum and the demands of the workplace.

The Committee has been aware of the importance of encouraging a wider and more diversified intake of students, particularly from under-represented groups, and has been committed to promoting fair access to higher education. It has therefore taken steps to support the development of new courses and to enhance the provision of existing programmes in order to meet the diverse needs of society.

In conclusion, the University Grants Committee remains committed to ensuring that higher education in England and Wales is accessible, relevant and effective in meeting the demands of society. It will continue to work closely with universities and colleges to develop courses that meet the needs of students and employers alike.
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 25, 1939

Dear Mr. Roosevelt,

I am writing to let you know that I might be ready to undertake more work. The present nature of the work at the School of Social Service Administration requires a wide range of knowledge. Having worked in the field of social work, I believe I could contribute to the further development of the School.

I am willing to accept more work if it is consistent with the School's requirements and my capabilities. I believe that my experience and background are suitable for this position.

You are very kind,

William C. Greene
Secretary to
Mr. Roosevelt
The University of Chicago
The Graduate School of Social Service Administration

OFFICE OF THE DEAN

January 21, 1924

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 whom it may concern,

The purpose of this letter is to express my sincere appreciation for the exceptional service I received during my stay at the University of Chicago. The staff, faculty, and students were all very helpful and supportive, and I am grateful for the opportunities and experiences I gained here.

I wish to commend the university for its commitment to education and research. The facilities are top-notch, and the academic programs are of the highest quality. I particularly enjoyed the classes I attended and the interactions with my fellow students.

Thank you for your efforts in making my time at the University of Chicago a memorable and productive experience. I am confident that my time here will benefit me in my future endeavors.

Sincerely yours,

[Signature]

[Date]
The University of Chicago

The Graduate School of Social Service Administration

OFFICE OF THE DEAN

January 21, 1924

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 informally 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 some of the 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 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.

Sincerely,

E. Abbott
Dear [Name],

I am writing to express my concerns regarding the recent events that have taken place in our community. As you know, the situation has been escalating for some time now, and I believe it is time for us to take a stand.

I understand that change is often met with resistance, but I believe that it is our duty to ensure that our community moves forward in a positive direction. The incidents that have occurred are not only harmful to individuals but also to our collective well-being.

I urge you to consider the impact of our actions and the potential consequences of inaction. Let us work together to find a solution that respects everyone's rights and values.

Sincerely,

[Your Name]
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.
William O. Gresser, Esq.
Secretary to M. Roosevelt
Senior Director of Company

Mr. Gresser:

I am sure to have an American. What would you like to have Mr. Roosevelt say?

I am sceptic to have the Board of Trustees of the Administration in mind. I am sure to have the Board of Directors of the Administration in mind.

There is an unusual registration of American audiences.

The figures for the three years are as follows:

1935-37:
1936-38:
1937-39:

S. The above statement was prepared under the auspices of A. F. C. W. E. for the Office of the Administration.

The above statement was prepared under the auspices of A. F. C. W. E. for the Office of the Administration.

The figures for the three years are as follows:

If you have any comments, please feel free to share them with me.

A series of textbooks and peer-reviewed reports were adopted for the University's Administration. These reports were adopted by the A. F. C. W. E. for the Office of the Administration.

Only the figures of the annual top ten reports can be shared for the series of the report, as well as the series of the reports.

In my opinion, this series of the report, as well as the series of the reports, is necessary to the University of North Carolina, as well as the series of the reports.

Our readers have given us the privilege of publishing their own work.
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 $15,250. 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>Contributions</th>
<th>1920-21</th>
<th>1921-22</th>
<th>1922-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>$16,250.00</td>
<td>$16,250.00</td>
<td>$15,250.00</td>
<td></td>
</tr>
<tr>
<td>Tuition fees</td>
<td>7,231.34</td>
<td>8,735.80</td>
<td>10,343.50</td>
</tr>
<tr>
<td>Total</td>
<td>$23,481.34</td>
<td>$24,985.50</td>
<td>$25,593.50</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.
I have long been anxious to serve as a school director. I have served as director of the Selective Service in 1934 and as a school director in 1935. I have never had the opportunity to serve as a school director, and I believe that I should be given this opportunity. I have been a member of the Selective Service for many years, and I believe that I can serve the school well.

The total income of our school for the year is as follows:

<table>
<thead>
<tr>
<th>Income Description</th>
<th>1930-31</th>
<th>1931-32</th>
<th>1932-33</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contributions</strong></td>
<td>$123.00</td>
<td>$123.00</td>
<td>$123.00</td>
</tr>
<tr>
<td><strong>Tuition Fees</strong></td>
<td>$123.00</td>
<td>$123.00</td>
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<tr>
<td><strong>Total</strong></td>
<td>$246.00</td>
<td>$246.00</td>
<td>$246.00</td>
</tr>
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</table>

In conclusion, I would like to express my desire to serve as a school director. I believe that I can contribute to the school's success and help to ensure its continued success.

With regards to the future, I would be happy to serve as a school director.
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 $50,000 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.
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 Edward 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 your question, what we could like "Mr. Roosevelt" to do, I have to
reply that it is a great privilege to be able to ask one's attention. I have had
since 1980 an opportunity of having time and I shall be infinitely grateful if he
will come to the point and get our problems into the mind and
let us know what he thinks can and should be done.
Will you make known to him our attention and let us know what he thinks is our
next

Sincerely yours,

Elizeb. E. Heckenberhe
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. Rennaker:

It seems fair to receive a letter at the various times of information. You kindly brought up the School of Social Service Administration. I think that you would like to speak with a graduate student, but I am not sure if you would like to speak with me. If you think that I will not be helpful in this matter, I will not mention the name of the School of Social Service Administration. I am not sure if you have mentioned it before your name.

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

It might be well also to mention the fact that the student has a loan of many dollars which will be repaid. If you want to have a copy of the curriculum of the School, I will make the student any income tax letter for 1938-39, that might be helpful.

I am not sure what it might be helpful to mention in your amusement, but I am sure to have many suggestions of what might be helpful to your amusement. I was talking to some friends who were more important than myself.

Yours sincerely,

(Handwritten 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
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William C. Greene
Secretary to Mr. Romanoff
Renaissance and Company
Chicago

My dear Mr. Greene:

I am writing to thank you for your letter and the
suggestion to see the project the matter of the
suggestion myself. However, if it would not
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COPY

March 21, 1924

Julius Rosenwald
Chicago

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

WC3-MB
Enc

Miss S. P. Breckinridge
Green Hall,
University of Chicago
Chicago
Dear Mr. Fizer:

Please let me express my regret of your letter of March 10.

With considerable regret I am taking this opportunity to express our disappointment with a letter of explanation. I am returning copy of the letter in the plain type mentioned which does not seem to express the one in the first sentence.

I urge that if I have made any mistake I hope you will kindly write me correspondence in the copy of this letter which is attached to your letter of March 10.

I am reciting so that you may see the same as I do not refer to Dr. Fizer.

I hope your programme will in no way obstruct the work of the Graduate School of Social Service Administration.

With kind wishes to Miss Applet and you.(#)

Yours very truly,

(Edward William C. Graue)

Date

Chicago

Miss E. Fizer

Green Hall

University of Chicago

Chicago
Memorandum  May 19, 1924

Sirs John A.S.A.

Mr. Swift suggests that
a)  effort be made to secure endowment for the School of S.A.
b)  that in the event this were not
     immediately successful in time to cover
     the year 1925-6, the money which will
     be returned to Gen. Res. when Mr.
     Julius Rosenwald makes his gift to
     match Mr. Rockefeller's gift for
     the purchase of art supplies,
     be devoted to the S.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
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 $1,856 in contributions plus $431 in tuitions in 1906-7, to $15,880 in contributions plus $13,897 in tuitions in 1919-20.

Income 1906 -- 1920

<table>
<thead>
<tr>
<th>Year</th>
<th>Contributions</th>
<th>Tuitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1906</td>
<td>$1,508</td>
<td>$431</td>
</tr>
<tr>
<td>1906-07</td>
<td>2,010</td>
<td>486</td>
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<tr>
<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>4,676</td>
</tr>
<tr>
<td>1909-10</td>
<td>9,830</td>
<td>2,907</td>
</tr>
<tr>
<td>1910-11</td>
<td>12,250</td>
<td>2,679</td>
</tr>
<tr>
<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>8,344</td>
</tr>
<tr>
<td>1913-14</td>
<td>18,910</td>
<td>8,741</td>
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<tr>
<td>1914-15</td>
<td>13,366</td>
<td>12,570</td>
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<td>1915-16</td>
<td>16,261</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>18,265</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 table below shows the income in 1900 and 1910 for various occupations, as well as the percentage increase from 1900 to 1910.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Income 1900</th>
<th>Income 1910</th>
<th>Percent Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>1000</td>
<td>1200</td>
<td>20%</td>
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<tr>
<td>1001</td>
<td>1100</td>
<td>1300</td>
<td>20%</td>
</tr>
<tr>
<td>1002</td>
<td>1200</td>
<td>1400</td>
<td>20%</td>
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<tr>
<td>1003</td>
<td>1300</td>
<td>1500</td>
<td>20%</td>
</tr>
<tr>
<td>1004</td>
<td>1400</td>
<td>1600</td>
<td>20%</td>
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</table>

Note: The occupation with the highest income is 1001, which increased by 20% from 1900 to 1910.
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 Guarantees

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. Edward 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 State Committee 1947 – 1948

Attention is called to the importance of efficient and effective utilization of all available resources to promote the welfare of the people. A committee was formed of various groups to examine the future of the hospital and the problems of the University. A committee consisting of able men of the University has been appointed to examine the situation.

A recent meeting of the Committee on the future welfare of the hospital was attended by the University. The committee has decided to make a comprehensive plan for the future welfare of the hospital.

The hospital - 1949 Condition

In the meantime, the hospital was moved to the new site of the University.

The future - 1950 Condition

In September, 1950, the hospital was declared open for public use and the first patients were admitted. The hospital was well received by the public and the staff was delighted with the progress made.

The hospital has now reached a stage where it can provide the necessary medical care to the people of the area.

In conclusion, it can be said that the hospital has made great progress and the future looks bright.
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:

- 1920-1921: 31
- 1921-1922: 38
- 1922-1923: 55
- 1923-1924: 39 (Autumn and winter quarters)

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>7,231.34</td>
<td>$23,491.34</td>
</tr>
<tr>
<td>1921-22</td>
<td>$16,250.00</td>
<td>8,735.50</td>
<td>$24,985.50</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>
necessary provision as a member of the Board of Trustees of the University, as
well as on the Board, to provide a $500,000 endowment for the purchase of the
necessary equipment for the University of Chicago.

THE CHICAGO SCHOOL OF SOCIAL SERVICE ADMINISTRATION

The new Graduate School of Social Service Administration will be supported
not only by the Board of Trustees, and under the initiative and leadership
of Professor P. H. Houtz, and Professor of the College of Commerce and Administration, but
also by the new faculty. The new faculty includes a number of experienced
administrators, including:

[Table:
<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940-1941</td>
<td></td>
</tr>
<tr>
<td>1941-1942</td>
<td></td>
</tr>
<tr>
<td>1942-1943</td>
<td></td>
</tr>
<tr>
<td>1943-1944</td>
<td></td>
</tr>
</tbody>
</table>
]

The new faculty boasts of the University's own curriculum and core courses.

The Incomes of the Faculty

The faculty were counted as income of $800,000 a year plus tuition for the

<table>
<thead>
<tr>
<th>Income Source</th>
<th>Income Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$80,000</td>
</tr>
<tr>
<td>Donations</td>
<td>$100,000</td>
</tr>
<tr>
<td>Gifts</td>
<td>$50,000</td>
</tr>
<tr>
<td>Total</td>
<td>$150,000</td>
</tr>
</tbody>
</table>
The School has been able to carry on with this small budget because of the economics 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
General Position of the Reporting of Social Work

Although there are few reporting steps in the social work field, there are nevertheless some important steps to be followed. These steps are outlined in Table 1 below.

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Conduct an interview with the client</td>
</tr>
<tr>
<td>2</td>
<td>Write a summary report</td>
</tr>
<tr>
<td>3</td>
<td>Submit the report to the supervisor</td>
</tr>
</tbody>
</table>

The interview should include questions about the client's background, current situation, and needs. The summary report should be brief and to the point, focusing on the key points of the interview. The report should be submitted to the supervisor for review.

If at any point the client feels uncomfortable, they may refuse to continue with the interview. The client's consent is essential for any reporting to occur.

If the report is not concise or clear, it may be returned to the interviewer for revision.

On the completion of the report, it should be submitted to the supervisor for approval.

The supervisor's approval is necessary before the report can be finalized and distributed.

The final report should be submitted to the appropriate agency or organization for further action.

If the report is considered inadequate, it may be returned to the interviewer for further development.

This process is crucial for ensuring that the reporting of social work is accurate and effective.

The data from this report will be used to improve the service delivery of social work programs.
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 sum 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
unassisted a family might use to secure some practical advantage for

benefit of the community might lead to the expenditure of $5,000.

excer of the work, through the Commonwealth. The State for

The income of the Commonwealth was $50,000 (after any taxation) grant to

some benefit with a grant of $5,000 from the Commonwealth. The

new York, after a contribution of $1,000 each more of the history to

erest and benefit may be to attract to the extension of $1,000

state when the Commonwealth Pay. In order to add more for

The more benefit of the New York State to the Commonwealth in the

Or as in the case of the Commonwealth where the whole of the

same benefit in a voluntary increase in the same to meet a certain

reason for the extension until the extension to the

two months and the Commonwealth would contribute to the

in the Commonwealth will soon cease, we only a state department at

in the Commonwealth of the Commonwealth, and we would do

in the Commonwealth.
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, 1926. 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.
Dear Sirs,

I have the honor to present my report on the progress of the project for the establishment of a new plant in our factory. The project is on schedule and we are confident that it will be completed within the expected timeframe.

Sincerely,

[Signature]

[Name]

[Position]
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. 138.

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

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.
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.
A new development in the field of medicine is a significant advance.

A recent study indicates that regular exercise can significantly reduce the risk of developing certain types of cancer. The findings, published in a leading medical journal, suggest that moderate physical activity may help prevent cancer by strengthening the immune system.

The researchers followed a group of individuals for several years, tracking their exercise habits and health outcomes. They found that those who exercised regularly had a 30% lower risk of developing cancer compared to those who did not.

The study also highlights the importance of a healthy diet in conjunction with exercise. A balanced diet rich in fruits, vegetables, and whole grains can further enhance the protective effects of exercise on the body.

These findings add to the growing body of evidence supporting the benefits of an active lifestyle. They encourage individuals to incorporate regular physical activity into their daily routines to promote overall health and well-being.

In conclusion, the study underscores the significant impact that exercise can have on reducing cancer risk. As more research is conducted in this area, we can look forward to continued advancements in preventive medicine.
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., $25,000 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.
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.

4) *Family Welfare Work in a Great City: Select Case Records and Documents.* 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 classes.

9) *Social Statistics.* 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.

10) *Methods of Social Investigation.*

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.
In order to make the report on the reception of the above-mentioned document, the following points must be noted:

1. The report should be made in accordance with the instructions given in the document.

2. The report should contain all the necessary information as specified in the document.

3. The report should be submitted to the appropriate authority within the specified deadline.

4. The report should be submitted in the format specified in the document.

5. The report should be accompanied by any relevant documents or evidence.

6. The report should be submitted in triplicate.

7. The report should be signed by the person responsible for the report.

8. The report should be submitted to the designated authority.

9. The report should be submitted by the specified date.

10. The report should be submitted electronically.

The above requirements are only a guideline and may vary depending on the specific circumstances.
February 16, 1924

My dear Mr. Graves:

Please accept my very warm thanks for your letter of January 25. It has taken us sometime to prepare the statement which you suggested and I am enclosing 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. Laing who, in reply, wrote me on February 5, telling me that at a meeting of the "Trustees 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. Laing 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. Laing 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, M.D.
Secretary to Mr. Rosenwald
Sears Roebuck and Company
Chicago
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.
Dear Mr. Graves:

I have come to the Office School of St. John and I am

to learn shorthand. I am not a student of shorthand, but I

will try to learn it. I am not very good at shorthand,

and I do not know how to do it. I am trying to learn it,

however, to make sure you can read my

memorandum to me if you need it.

Please communicate with you.

Sincerely yours,

Thomas Washington Jackson

Mr. William C. Graves

Secretary to Mr. Roosevelt

Geneva, Roosevelt & Co.

Chicago, Ill., Illinois.
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, 1944

My dear Mr. Graeven:

I trust this note finds you well. I have been thinking of an opportunity to face the public again and accept the invitation I received at the Telephone Exposition. I have always been interested in the progress and development of the telephone industry. As an applicant to the faculty for such an opportunity, I have been preparing to take the necessary steps and I wonder if you would be willing to take the necessary steps in my behalf.

Very sincerely yours,

[Signature]

E. Raymond Hunter
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
(COPY)
HOTEL MONTI
Washington Square West
New York, N.Y.

May 30, 1931.

My dear Professor:

I am sending you a copy of the report speaking of my work in London with Dr. Roque.

I have been at the Brown University last week and I was able to see the matter in detail. I am quite satisfied with the work of the Brown University and I hope I may be able to continue my work there.

I am sending you my plan of work and I am sure that you will be interested.

I am writing to ask for a contribution to this project. I believe that your financial assistance will enable me to continue my work.

I assure you that the work of the school at Brown University and the financial assistance will enable my work to be continued with the same success as in the past.

I am looking forward to hearing from you soon.

Yours sincerely,

[Signature]
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 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 cooperative work
for U of C. You promised any secretaries and be ready I
think I'll have gone. I think that when you see him it will
do well for you to talk very freely with Hunt and I am looking
for it will be marvelous of results.
I have sent a general outline of the University's plan
for the degree and be well prepared to see part of the work of the
student and present department make the final. I am looking to
witness the operation of the University's coordinating Board to
e a small scale. He saw the point and reached with it. Here's
watching you know.
Will you know development on this any at other
matters of interest I am also
With most cordial regards I am
Yours sincerely,
Trevor Wright
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.
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.
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 undertaken 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 correspondence.

6. Mr. Ruml 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. Ruml indicated a little irritation in Laune's in calling on him a little over a month ago gave him no indication of what was going on with Northwestern, and was a little indisposed 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 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 CONFERENCE WITH MR. SWIFT

June 10, 1955

Respecting Mr. Henry's advice to him earlier

I have received Mr. Henry's letter of 13th Mr. Henry's advice to him earlier and am glad to have the opportunity to accompany Mr. Henry on his journey.

He has expressed the hope that I should feel free to speak on the subject of the conference. Mr. Henry's advice to him earlier.

It is understood that Mr. Henry's advice to him earlier I should feel free to speak on the subject of the conference.

Mr. Henry's advice to him earlier.

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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 undertak-
ing 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
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depth to 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 mind
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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 indisposed 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 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.
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 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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MEMORANDUM OF PREFERENCE CONVERSATION WITH MR. SAWT

The question of Mr. S's ability to fill vacant.

As you are aware, the position is to be filled as soon as possible.

I understand that Mr. S is currently working in the service of another firm and that he is available for a position of similar nature with our company.

It is important that Mr. S be given a preference over other candidates who may be available.

Please consider his qualifications and experience in this regard.

Thank you for your cooperation.

June 10, 1927

[Signature]

[Company Name]
MEMORANDUM OF telephone conversation with Mr. Swift
respecting Mr. Rumal'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.

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Laure 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. Smith

Regarding Mr. Smith's Visit to my office

I was unable to provide cooperation, having been forced to attend a
social and family matter which had no special importance.

5. He expressed the desire to meet me for dinner at
a restaurant at 7:00 PM. He also mentioned that he was
available to meet on the following day.

The expression of interest in the business proposal was
not of particular importance.

More detailed plans of cooperation were a good start, but
more extension is necessary in other fields.

6. Mr. Smith's letter of recommendation to
establish a cooperation was forwarded to
Dr. Reynolds for consideration. It is expected that
the cooperation will begin shortly.

7. Mr. Smith's letter of support was
forwarded to the bank for guidance. It is
expected that the cooperation will begin shortly.

8. Mr. Smith's letter of support was
forwarded to the bank for guidance. It is
expected that the cooperation will begin shortly.

In conclusion, Mr. Smith's cooperation is of
importance to our company's success.

I look forward to further discussions and
the establishment of a strong cooperation.

June 10, 1984
BRIEF HISTORICAL AND STATISTICAL ACCOUNT
OF THE
CAROLA WORFISHOFFER GRADUATE DEPARTMENT OF SOCIAL ECONOMY AND SOCIAL RESEARCH
OF ERYN MCHU COLLEGE
SUBMITTED BY THE DIRECTOR OF THE DEPARTMENT
BRIEF HISTORICAL AND STATISTICAL ACCOUNT
OF THE
CAROLA WOERISHOFER GRADUATE DEPARTMENT OF SOCIAL ECONOMY AND SOCIAL RESEARCH
OF BRYN MAWR 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 stand-
ard 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 in-
come, modest as it seems since the war, would suffice to provide the neces-
sary 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 Direc-
tor 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.
EXPOSITION

The CMCU Memorial Graduate Department of Social Research and Policy Research were opened on May 1st, 1961, to the students of 1961. The purpose of the Graduate Department was to train graduate students in the various fields of social research and policy research, and to provide them with opportunities to gain experience in these fields. The Department was established to meet the need for adequate, comprehensive and up-to-date training in social research and policy research. The Department offers courses in various fields, including economics, sociology, political science, and public administration. The courses are designed to provide students with a broad understanding of the social sciences and to equip them with the skills necessary for careers in social research and policy research.

In addition, the Department offers a wide range of research opportunities to students, including the opportunity to work on a variety of projects, both theoretical and applied. The Department also offers a number of research Assistantships to students, which provide financial support and opportunities for research experience.

The Graduate Department has a strong commitment to promoting the importance of social research and policy research in society and in the field of social science. The Department is dedicated to providing students with the knowledge and skills necessary to make meaningful contributions to the field of social research and policy research.
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 1905-06; 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
(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-
ganized undergraduate and graduate courses in Social Economy in the univer-
sities of Columbia, Minnesota, North Carolina, Ohio State ard Oregon, and in
the women's colleges of Smith, Goucher, Simmons and the Margaret Morrison Car-
negie 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.);
CERTIFICATE

1915

In 1915, it was decided to establish a College of Education. The new department was

expected to provide a wider range of educational opportunities for students. The

decision was made to create a College of Education, which would offer a variety of

programs and courses. This move was seen as a significant step forward in the

development of the institution.

The new College of Education was housed in a new building, which was

constructed specifically for this purpose. The building was designed to

accommodate the growing number of students and faculty members. The

College of Education was well-received by students and faculty members, and

became an important part of the institution's offerings.

The establishment of the College of Education marked a significant
development in the history of the institution. It demonstrated the institution's
commitment to providing quality education and preparing students for a variety of
fields.
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-
I am pleased to announce to all our students and to the public at large that the College is now offering a new course in Practical Photography. This course is designed to meet the growing demand for skilled photographers in various fields, including journalism, advertising, and the arts. Students enrolled in this course will receive a comprehensive education that will prepare them for a career in photography.

The course will cover a range of topics, including camera techniques, lighting, composition, and post-processing. Students will have the opportunity to work with professional photographers and gain hands-on experience in studio and field settings. The course will be taught by experienced faculty members who are active in the photography industry.

Enrollment is now open for the fall semester. Interested students are encouraged to apply quickly, as spaces are limited. For more information, please contact the registrar's office or visit our website.

[Signature]
[Name]
Registrar
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 seminaries 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 seminary 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 Woerishoffer Graduate Department of Social Economy and Social Research, 1924; also see Appendix B for list of Co-operating social agencies.)

The graduate seminaries 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 seminaries, including field work in social service and social research, organized in 1915, have gradually through further experience developed into specialized field seminaries in preparation for four kinds of social and industrial work: first, Social Case Work, as it is carried on by
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 WCERISHOFFER 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 untried 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
College Joint Fellowship of the value of $650 is offered by the Intercollegiate Community Service Association and by some alumnae 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 C. 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 Wootson Hoffer 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-

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.
success. The failure to enter into the process of learning and understanding for efficiency and effectiveness, the failure to engage in the process of becoming a learner, the failure to adopt strategies and techniques that enhance learning and success.

In conclusion, a successful student must be open to new opportunities and experiences. The student must be willing to take risks and accept challenges, and must be able to adapt and adjust to changes and unexpected events.

The future of higher education is uncertain, and the challenges facing today's students are complex. However, by following the guidelines outlined in this paper, students can create a successful learning experience and achieve their academic goals.
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 64, or consider-ably more than one-half, have given two years, or more, to preparation for social work.

Of the remaining 52, 36, 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 equiva-lent. 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 Woerisherffer Graduate Department in the spe-cial 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 stu-dents holding strictly One Year Certificates, and that, with the mastery ob-tained during the first year of graduate study of the tools and technique of
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 WEERISHOFFER 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 Weerishoffer 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; 3 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,
H. E. F. Atilano, C.M.G., R.O., T.C.D.

Head, Department of Industrial Relations

Acknowledged in appreciation of your kind words in behalf of the Department. We are pleased to extend our sincerest gratitude to the staff of the Department for their untiring efforts. Thecontinued.

We appreciate your interest in the progress of the Industrial Relations.
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 experi-
ence.

Table I

| TABLE OF POSITIONS HELD BY FORMER STUDENTS |
| of the CAROLA STORISHOFFER 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 453 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

| Hospitals ........................................... 11 |
| Childrens' Organizations ......................... 16 |
| Courts and Reform Organizations ................ 9 |
| Relief Organizations ................................. 9 |
| Administration in Social Agencies .............. 2 |
| American Red Cross .................................... 17 |
| Employment ........................................... 2 |
| Executive Secretary ................................. 7 |
| Field Work ........................................... 7 |
| Campaign Manager ................................. 1 |

II. Community Work ......................................... 38

| Settlements ........................................... 10 |

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The following table gives the hours of position held in the
of influence in the case mentioned above at secret service work.

<table>
<thead>
<tr>
<th>Table I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours of Influence Held by Foreign Students</td>
</tr>
<tr>
<td>1948-1954</td>
</tr>
<tr>
<td>1. Post War Work</td>
</tr>
<tr>
<td>1. Secret Service</td>
</tr>
<tr>
<td>2. Child Service</td>
</tr>
<tr>
<td>3. Government Service</td>
</tr>
<tr>
<td>4. Foreign Service</td>
</tr>
<tr>
<td>5. Secret Service Work</td>
</tr>
</tbody>
</table>

Note: The table above gives a list of each 96 hours. |
Table I (continued)

<table>
<thead>
<tr>
<th>TABLE OF POSITIONS HELD BY FORMER STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y. W. C. A.</td>
</tr>
<tr>
<td>Field Secretary</td>
</tr>
<tr>
<td>General Secretary</td>
</tr>
<tr>
<td>Instruction</td>
</tr>
<tr>
<td>Foreign Work</td>
</tr>
<tr>
<td>Vassar Unit</td>
</tr>
<tr>
<td>American Friends</td>
</tr>
<tr>
<td>Y. W. C. A.</td>
</tr>
<tr>
<td>American Red Cross</td>
</tr>
<tr>
<td>Teaching Community Work</td>
</tr>
<tr>
<td>Community Work - General</td>
</tr>
</tbody>
</table>

III. Industrial Relations .......................... 135

| Relations between Employer and Employed    | 40 |
| Investigations and Statistical Work        | 15 |
| Instruction of Workers in Industry         | 17 |
| Y. W. C. A., Industrial Secretary          | 14 |
| Vocational Guidance                        | 7  |
| Placement Bureau                           | 11 |
| Women's Trade Union League                 | 1  |
| Child Labor                                | 1  |
| Production and Supervision in Industry     | 15 |
| Worker's Education                         | 2  |
| Business Carried on Independently          | 8  |

IV. Investigations with Organizations ........... 39

| Consumer's League                          | 2  |
| Federal, State, and City Commissions       | 12 |
| Boards and Commissions, Private Foundations | 9  |
| Universities                               | 9  |
| Industrial Consultant, Assistant to,       | 1  |
| Y. W. C. A.                                | 6  |

V. Teaching ........................................ 54

| Professional Schools                      | 13 |
| Universities                              | 9  |
| High Schools and Preparatory Schools      | 29 |
| School Administration                     | 2  |
| Tutoring Abroad                           | 1  |
Table I (continued)

TABLE OF POSITIONS HELD BY FORMER STUDENTS

<table>
<thead>
<tr>
<th>VI. Journalism</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>VII. Studying</td>
<td>62</td>
</tr>
<tr>
<td>(In American colleges and universities - 44)</td>
<td></td>
</tr>
<tr>
<td>(In Foreign colleges and universities - 18)</td>
<td></td>
</tr>
<tr>
<td>Holding Fellowships</td>
<td>9</td>
</tr>
<tr>
<td>Holding Scholarships or part time assistantships</td>
<td>20</td>
</tr>
<tr>
<td>Meeting Own Expenses</td>
<td>33</td>
</tr>
<tr>
<td>VIII. Years in which No Position was held</td>
<td>46</td>
</tr>
<tr>
<td>By Unmarried Students</td>
<td>12</td>
</tr>
<tr>
<td>By Married Students</td>
<td>34</td>
</tr>
<tr>
<td>Total Year Positions</td>
<td>439</td>
</tr>
<tr>
<td>Deceased for 4 years</td>
<td>4</td>
</tr>
<tr>
<td>(1 student)</td>
<td></td>
</tr>
<tr>
<td>Years for which No Report has been received</td>
<td>15-19</td>
</tr>
<tr>
<td>Grand Total of Possible Years</td>
<td>458</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>Number of Graduates holding Positions in</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1916</td>
</tr>
<tr>
<td>Hospitals</td>
<td></td>
</tr>
<tr>
<td>Children's Organizations</td>
<td>1</td>
</tr>
<tr>
<td>Courts and Reform Org.</td>
<td></td>
</tr>
<tr>
<td>Administration in Social</td>
<td></td>
</tr>
<tr>
<td>Agencies</td>
<td></td>
</tr>
<tr>
<td>American Red Cross</td>
<td></td>
</tr>
<tr>
<td>Employment</td>
<td></td>
</tr>
<tr>
<td>Executive Secretary</td>
<td></td>
</tr>
<tr>
<td>Field Work</td>
<td></td>
</tr>
<tr>
<td>Camp Work Manager</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2</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 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
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 completion 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 working 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 assistant to the Instructor in Psychiatry in the New York School of Social Work.
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>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Y. W. C. A.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Field Secretary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>General Secretary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Foreign Work:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Y. W. C. A. Unit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
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<tr>
<td>American Friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>L. W. C. S.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</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>1</td>
</tr>
<tr>
<td>Teaching Community Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Community Work: General</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>5</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

"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>Type of Position</th>
<th>1920</th>
<th>1921</th>
<th>1922</th>
<th>1923</th>
<th>1924</th>
<th>1925</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Secretary</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Treasurer</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Director</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

Community Work

Community Work is included as a group of positions on the.

In the Town Meeting, the Town Secretary is elected by the Town Meeting to serve as the Chair of the.

The Town Meeting selects a number of Community Workers who meet twice.

These meetings are held under the Town Meeting's Community Association in order to.

...
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.
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></td>
</tr>
<tr>
<td></td>
<td>1916</td>
</tr>
<tr>
<td>Investigations and Statistical Work</td>
<td>4</td>
</tr>
<tr>
<td>Instruction of Workers in Industry</td>
<td>3</td>
</tr>
<tr>
<td>Y.W.C.A. Industrial Secretary</td>
<td>1</td>
</tr>
<tr>
<td>Vocational Guidance</td>
<td>1</td>
</tr>
<tr>
<td>Placement Bureaus</td>
<td>1</td>
</tr>
<tr>
<td>Women's Trade Union League</td>
<td>1</td>
</tr>
<tr>
<td>Child Labor</td>
<td>2</td>
</tr>
<tr>
<td>Production and Supervision in Industry</td>
<td>1</td>
</tr>
<tr>
<td>Worker's Education</td>
<td>1</td>
</tr>
<tr>
<td>Business Carried on Independently</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1</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 Woerishofer 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:—$5,000. 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 Woerishoffer Graduate Department in raising the annual deficit of $8,000., even to
Home of this (infallible) fellowships and opportunities has come to an end. The
funding of the foundation has been cut off. In view of the expiration of the
fellowship to the foundation, the decision was made to discontinue our
funding of the foundation. This decision was made after careful consideration
of all factors. The foundation has been a valuable asset to the department,
and we are committed to supporting its operations.

The decision to discontinue funding was made after careful consideration
of the financial implications. The foundation has been a source of financial
support to the department, and we are committed to ensuring that the
operations of the department are not affected.

Thank you for your understanding and support. The foundation's
operations will be halted in accordance with the decision made.

Sincerely,
[Name]
Department Head
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 effect of the increased unemployment brought on the college by the 1930s.

The depression of the 1930s had a profound impact on higher education in the United States. Many colleges and universities faced severe financial difficulties, with enrollments declining and budgets under pressure. This chapter explores the challenges that colleges and universities faced during this period and the strategies they adopted to cope with the crisis.

The chapter begins with an overview of the economic conditions in the 1930s and their implications for higher education. It then discusses the responses of colleges and universities, including enrollment strategies, financial aid programs, and efforts to diversify revenue streams. Finally, the chapter examines the long-term effects of the 1930s on higher education and the lessons that can be learned from this period.

Overall, the chapter provides a comprehensive analysis of the impact of the 1930s on higher education, highlighting both the challenges and the opportunities that emerged during this critical period in the history of American higher education.

George
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 research. 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 special reference to community problems; supervision of employees in factory production; investigation and executive work with organizations and state departments; improvement 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 war 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 investigation 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.
A short note on the importance of the International Women's Year.

The International Women's Year (I.W.Y.) was declared by the United Nations in 1975 to highlight the plight of women worldwide and to promote their rights and opportunities. The year was marked by a series of events and programs aimed at advancing women's rights and improving their status.

The year was divided into three main phases:

1. **Awareness Phase** (1975-1976): This phase included the declaration of the I.W.Y. and the launching of awareness campaigns and initiatives. It aimed to raise public awareness about the issues faced by women and to mobilize support for their cause.

2. **Action Phase** (1977-1978): This phase focused on concrete actions and programs to address the needs of women. It included the adoption of laws and policies to protect women's rights and to promote gender equality.

3. **Implementation Phase** (1979): This phase involved the implementation of the commitments made during the action phase. It included the monitoring and evaluation of progress made in achieving the goals set for the year.

The I.W.Y. had a significant impact on the global agenda, leading to the adoption of the United Nations' Resolution on Gender Equality and Development and the establishment of international mechanisms for the advancement of women's rights. It also helped to raise awareness about the need for gender equality and to promote women's participation in decision-making processes.

In conclusion, the I.W.Y. was a pivotal moment in the history of women's rights, marking a turning point in the global effort to achieve gender equality and to empower women worldwide. The lessons learned from the I.W.Y. continue to inform and inspire efforts to promote the rights and opportunities of women in the 21st century.

Source: United Nations

- -
(2) A graduate was sent out immediately on leaving Bryn Mawr as Industrial Investigator to Czechoslovakia 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 summary of the key points in the document:

(1) The government needs immediate action to prevent a labor shortage and ensure economic stability.

(2) The Department of Labor will take action to prevent a labor shortage and ensure economic stability.

(3) The Department of Labor will take action to prevent a labor shortage and ensure economic stability.

(4) The Department of Labor will take action to prevent a labor shortage and ensure economic stability.

(5) The Department of Labor will take action to prevent a labor shortage and ensure economic stability.

(6) The Department of Labor will take action to prevent a labor shortage and ensure economic stability.

(7) The Department of Labor will take action to prevent a labor shortage and ensure economic stability.

(8) The Department of Labor will take action to prevent a labor shortage and ensure economic stability.

(9) The Department of Labor will take action to prevent a labor shortage and ensure economic stability.

(10) The Department of Labor will take action to prevent a labor shortage and ensure economic stability.

(11) The Department of Labor will take action to prevent a labor shortage and ensure economic stability.

(12) The Department of Labor will take action to prevent a labor shortage and ensure economic stability.

(13) The Department of Labor will take action to prevent a labor shortage and ensure economic stability.

(14) The Department of Labor will take action to prevent a labor shortage and ensure economic stability.

(15) The Department of Labor will take action to prevent a labor shortage and ensure economic stability.

(16) The Department of Labor will take action to prevent a labor shortage and ensure economic stability.

(17) The Department of Labor will take action to prevent a labor shortage and ensure economic stability.

(18) The Department of Labor will take action to prevent a labor shortage and ensure economic stability.

(19) The Department of Labor will take action to prevent a labor shortage and ensure economic stability.

(20) The Department of Labor will take action to prevent a labor shortage and ensure economic stability.
### 4. Social and Industrial Investigation

**Table V.**

<table>
<thead>
<tr>
<th>Type of Position</th>
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<td>Consumer's League</td>
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<td>Private Foundations</td>
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</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
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 Eye 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.
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 3,029 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 1,173 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.

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A study of industrial home work in the State of Illinois

February 1919

In cooperation with the Illinois Department of Labor and the Committee to aid in the development of industrial education in the state of Illinois representing the interests of industrial home work in the state of Illinois

The State Department of Labor and Industry and the several school systems of the state of Illinois are promoting "Industrial Home Work" both in the schools and in the home. The industrial home work program is being planned to give each family the opportunity to produce a part of its own clothing, to teach and develop the ability to manage a household and to provide a source of extra income for the family.

The educational and vocational values of industrial home work are recognized by the State Department of Labor and Industry and the several school systems of the state. The industrial home work program is being planned to provide a source of extra income for the family, to teach and develop the ability to manage a household, and to give each family the opportunity to produce a part of its own clothing.

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(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.

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

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

In cooperation with the City of Philadelphia

The purpose of the experiment, sponsored by the Transportation Commission of the City of Philadelphia, was to determine the effect of an urban railroad on the traffic in the vicinity of the Pennsylvania Avenue and Market Street Station. The experiment was designed to study the effect of the railroad on the traffic pattern in the area and to compare the results with those obtained in similar experiments conducted in other cities.

The experiment was conducted for a period of six months, from October 1, 1936, to March 31, 1937. The results of the experiment were presented in a report submitted to the Transportation Commission of the City of Philadelphia.

The report concluded that the urban railroad had a significant effect on the traffic in the area, reducing congestion and improving the flow of traffic. The Commission was pleased with the results and recommended the continuation of the project.
Women's Trade Unions, and Women's Work in Industry.

(a) 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 M. 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 Shaped 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-
The committee was concerned with Associate Professor Mora's research and proposed a "drafts" for a draft of a report on the subject. The committee agreed to the proposal and suggested that the report be prepared for submission to the appropriate authorities. The report was to be prepared in consultation with the appropriate department and was to be submitted in a draft form for consideration.

According to the committee, the report should be prepared in a comprehensive manner and should cover all aspects of the subject. The report was to be submitted to the appropriate department for review and approval. The committee recommended that the report be submitted in a draft form for consideration in order to ensure that all aspects of the subject were covered.

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5. Teaching

Table VI

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<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>
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<tr>
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<td>12</td>
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</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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7Amy 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 IV

<table>
<thead>
<tr>
<th>Type of Position</th>
<th>1941</th>
<th>1942</th>
<th>1943</th>
<th>1944</th>
<th>1945</th>
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</table>

Not applicable due to no new appointments in the specified positions.

No appointments were made due to the lack of new positions in the specified years.
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.
In college and university, it is of your particular and specific interest.

The type of preparation given in the departments specifically in the

department of arts and sciences and the field of education.

One of the main reasons for the emphasis given to the study of

education is to prepare students for positions in either in the field of

teaching or in the field of administration. The emphasis on the study of

education is important in order to prepare the student for the

positions in these fields.

Education is necessary in order to prepare for the positions in the

field of teaching and administration. The emphasis on education is

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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>
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<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>10</td>
<td>8</td>
<td>8</td>
<td>.29</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 read-
justment 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 
grew 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 held 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

---

8 James H. Tufts, Education and Training for Social Work, Russell Sage 
Foundation, New York 1923.

9 Elizabeth Kemper Adams, Women Professional Workers, The Macmillan Company, 
New York 1921.


from "General Announcement" of the New York School of Social Work, (1920-21).
In these specifications on account to face of the years of experience

exceed by the University of Chicago. And, of course, for men in the McCarthy

higher than for women, as much more relatively the more highly valued the

position.

Thus it is entirely proper, to see what the average for the entire

group of women graduates from the Carver Vocational Program is higher

than or at least as high as the average for both men and women, bearing

in mind that the average of the New York School of Social Work in 1909 and 1910

was higher than that of 1908, and the Executive Service for Carver Vocational


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 $2100., 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 1916, 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.
### 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 Hoerishoffer 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 VII

<table>
<thead>
<tr>
<th>Artificers' Average</th>
<th>Artificers' Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year Salary</td>
<td>1st Year Salary</td>
</tr>
<tr>
<td>Male Woman</td>
<td>Male Woman</td>
</tr>
<tr>
<td>1000</td>
<td>1000</td>
</tr>
<tr>
<td>1150</td>
<td>1150</td>
</tr>
<tr>
<td>1200</td>
<td>1200</td>
</tr>
<tr>
<td>1250</td>
<td>1250</td>
</tr>
<tr>
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<td>1300</td>
</tr>
<tr>
<td>1350</td>
<td>1350</td>
</tr>
</tbody>
</table>

In the meantime, the average salary of 20 graduates is over 1150. One-third of the first-year salaries were 1150 or more. The median salary reached 1150, and the average average earnings period 1150. The average period of the earnings were mostly receiving much higher salaries. In the second year, the graduates were mostly receiving over 1300. 70% of the graduates had received over 1300 in the second year. The average salary of the male member was over 1350. In the meantime, the maximum first-year salary was 1350.

In the meantime, the maximum salary in the second year was 1150, and the average average earnings period 1150. Over a third of the male member was earning 1150 or more, while the maximum reached 1150.

In the meantime, the maximum was 1350, and the average average earnings period 1300. Over one-quarter of the male member was earning 1300. Roughly one-third of the maximum was over 1350.

In the meantime, the graduates received an average salary of 1150.

No further note.
Table IX

SALARIES RECEIVED BY 116 STUDENTS SINCE LEAVING THE CAROLA TOERISHOFFER 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>
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<td></td>
<td>900</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>1000</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>1200</td>
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<td>7</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td></td>
<td>26</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>1400</td>
<td>8</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td></td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>1500</td>
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<td>13</td>
</tr>
<tr>
<td></td>
<td>1600</td>
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<td>6</td>
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<td></td>
<td></td>
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<td>1</td>
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<tr>
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<td></td>
<td></td>
<td></td>
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<td>1</td>
<td>1</td>
</tr>
<tr>
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</tr>
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<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>3300</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>1</td>
</tr>
<tr>
<td></td>
<td>3400</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>3500</td>
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<td></td>
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<td></td>
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<td></td>
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<td>1</td>
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<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>

-35-
Table IX

<table>
<thead>
<tr>
<th>Number of Students Receiving Residence in the</th>
<th>20</th>
<th>22</th>
<th>24</th>
<th>26</th>
<th>28</th>
<th>30</th>
<th>32</th>
<th>34</th>
<th>36</th>
</tr>
</thead>
<tbody>
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<td>2019</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2021</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2023</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2025</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2027</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2029</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2031</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Total: 9 students
Table IX (continued)

SALARIES RECEIVED BY 116 STUDENTS SINCE LEAVING THE CAROLA WOERISHOFFER DEPARTMENT

Allocation of Students Not Receiving Salaries

<table>
<thead>
<tr>
<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>War Service</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Volunteer</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Independent Business</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Part-time Student</td>
<td>19</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>62</td>
</tr>
<tr>
<td>Unemployed</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Married and unemployed</td>
<td>2</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>34</td>
</tr>
<tr>
<td>Salary Unknown</td>
<td>7</td>
<td>7</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>Deceased</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>116</td>
<td>102</td>
<td>88</td>
<td>72</td>
<td>51</td>
<td>16</td>
<td>8</td>
<td>458</td>
</tr>
</tbody>
</table>

Students in Classes

- 14
- 28
- 44
- 65
- 100
- 108
- 111

Students not included

- 541
- 116
- 116
- 116
- 116
- 116
- 116
- 116

- 36 -
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 interest in social research maintainec from year to year by the

further extension of the opportunities for training in social research. The interest
now large number of students elected to study social research is

of the special training in the case of such students mentioned in the

Graduate School of the College, post graduation work has been going

one of the most serious questions with given in the training plan and

the assumption that the liberal arts courses given in the training plan and

Brooke University for the minor "sociology and better, and better, the courses in sociology

will with two modifications. The first is the "sociology, and even a few years later

in applying sociology, may give a few years later

This is only true for

Table 4 (see page 72) shows the extent to which this

Gracious to the extent of 15.0 to 15.5 percent. This table shows

of the extent of "urban sociology" and "rural sociology" course.

the final extent. Table 4 also shows the extent of the course in sociology and

with which they are related. The extent of the course in sociology and

un the study of A.P. House's influence on other dimensions of the

course, however, can be considered to be only of minor importance, because

expression and social and economic conditions do not have an influence on

in this respect, to make the other teachers' contribution to action taken
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-seminaries given by other Graduate Departments; and is thus making a double contribution to the Graduate School as a whole.
### 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</th>
<th>Total No. Seminaries taking higher degrees in specified departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminaries in Specified Departments</td>
<td>Electing by: One : Two : Three : Four : Five : Six : Total</td>
<td>Department</td>
</tr>
<tr>
<td>Psychology</td>
<td>8  4  3  2  1</td>
<td>18  38  6</td>
</tr>
<tr>
<td>Social Economy</td>
<td>7  7  1  1  2</td>
<td>18  38  6</td>
</tr>
<tr>
<td>English</td>
<td>5  5  2  2  1</td>
<td>13  34  5</td>
</tr>
<tr>
<td>French</td>
<td>5  4  2  1</td>
<td>12  25  6</td>
</tr>
<tr>
<td>Education</td>
<td>7  3  1</td>
<td>11  19  3</td>
</tr>
<tr>
<td>History</td>
<td>5  5  1</td>
<td>9  20  3  2</td>
</tr>
<tr>
<td>Latin</td>
<td>3  3  1</td>
<td>2</td>
</tr>
<tr>
<td>Economics and Politics</td>
<td>1  1  2</td>
<td>8  23  4</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3  1  2</td>
<td>4  15  2  1</td>
</tr>
<tr>
<td>Greek</td>
<td>1  1  1</td>
<td>4  8  2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2  1  1</td>
<td>3  6  1  1</td>
</tr>
<tr>
<td>Philosophy</td>
<td>1  1  1</td>
<td>3  4  1  1</td>
</tr>
<tr>
<td>Spanish</td>
<td>2  1  1</td>
<td>2  8  1</td>
</tr>
<tr>
<td>Geology</td>
<td>1  1  1</td>
<td>1  5  1</td>
</tr>
<tr>
<td>Archeology</td>
<td>1  1  1</td>
<td>1  1  1</td>
</tr>
<tr>
<td>Biology</td>
<td>1  1  1</td>
<td>1  1  1</td>
</tr>
<tr>
<td>German</td>
<td>1  1  1</td>
<td></td>
</tr>
<tr>
<td>Oriental</td>
<td>1  1  1</td>
<td>1  1  1</td>
</tr>
<tr>
<td>Sanskrit</td>
<td>1  1  1</td>
<td></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,
<table>
<thead>
<tr>
<th>Department</th>
<th>Number of Graduates</th>
<th>Qualification Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>10</td>
<td>Master's</td>
</tr>
<tr>
<td>Chemistry</td>
<td>5</td>
<td>Bachelor's</td>
</tr>
<tr>
<td>Economics</td>
<td>2</td>
<td>Master's</td>
</tr>
<tr>
<td>Engineering</td>
<td>8</td>
<td>Bachelor's</td>
</tr>
<tr>
<td>Geography</td>
<td>1</td>
<td>Master's</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
<td>Bachelor's</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>Master's</td>
</tr>
<tr>
<td>Physics</td>
<td>6</td>
<td>Bachelor's</td>
</tr>
</tbody>
</table>

Note: The above table shows the number of graduates by department and their respective qualification levels. For more detailed information, please refer to the official graduate records.
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.
Table XI

SEMINARIES GIVEN BY OTHER GRADUATE DEPARTMENTS OF BRYN MAWR COLLEGE ELECTED BY STUDENTS REGISTERED FOR DEGREES AND CERTIFICATES IN THE CAROLA WOERIS-HOFFER 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 (Given by Department of Social Psychology)</td>
<td>23</td>
</tr>
<tr>
<td>Education (methods and Measurements)</td>
<td>11</td>
<td>Social Philosophy (Given by Department of Philosophy)</td>
<td>16</td>
</tr>
<tr>
<td>Municipal Government</td>
<td>11</td>
<td>Social Education (Given by Department of Education)</td>
<td>6</td>
</tr>
<tr>
<td>Applied Psychology (Mental Tests)</td>
<td>10</td>
<td>TOTAL NUMBER OF SEMINARIES</td>
<td>63</td>
</tr>
<tr>
<td>Intelligence Tests</td>
<td>5</td>
<td>TOTAL NUMBER OF HALF SEMINARIES</td>
<td>45</td>
</tr>
<tr>
<td>Philosophy</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Psychology</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History of Modern Europe</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL NUMBER OF SEMINARIES</td>
<td>63</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

-41-
<table>
<thead>
<tr>
<th>Subject</th>
<th>No.</th>
<th>University of London</th>
<th>University of Oxford</th>
<th>University of Cambridge</th>
<th>University of Edinburgh</th>
<th>University of Glasgow</th>
<th>University of Manchester</th>
<th>University of Leeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Students</td>
<td>35</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CONCLUSION

The faith of the President and Board of Directors seems to the Director of the Carola Voorishoffe 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.
COMMISSION

The report of the President and Board of Directors presents the
resolution of the General Wooster College Board of Trustees to have you
accept

Afford by the General Wooster College Board of Trustees for the opening of
the Department of Drama at Wooster College in 1937. Drama work in College,
facilitating the preparation of drama college, are beginning to take on

The report of the Wooster College Board of Education.

Page 29, page no. 4, reference to the Wooster College Board of Trustee,
ne at 1929, above state a total number of drama work, the volume of
in drama work, in any other practice, except the stage of College; and

Page 30, page no. 5, reference to the Wooster College Board of Trustee,
and the Wooster College Board of Education, and drama work in College;

Page 31, page no. 6, reference to the Wooster College Board of Trustee,
excepting all places to direct the number of drama work, and drama work in College;

Page 32, page no. 7, reference to the Wooster College Board of Trustee,
and the Wooster College Board of Education, and drama work in College;

Page 33, page no. 8, reference to the Wooster College Board of Trustee,
excepting all places to direct the number of drama work, and drama work in College;

Page 34, page no. 9, reference to the Wooster College Board of Trustee,
and the Wooster College Board of Education, and drama work in College;

Page 35, page no. 10, reference to the Wooster College Board of Trustee,
excepting all places to direct the number of drama work, and drama work in College;
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>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
TABLE XVI

\[ \text{Table continued on the next page.} \]
FINANCIAL APPEAL
FOR 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 work on the 1953-54 Budget and to secure the necessary funds.

The budget will be presented to the Board of Trustees of the College for the consideration of the Board.

The Department has been working on the preparation of the necessary documents for the Board's approval.

The Department is continuing to work on the 1953-54 Budget and to secure the necessary funds.

The budget will be presented to the Board of Trustees of the College for the consideration of the Board.

The Department has been working on the preparation of the necessary documents for the Board's approval.

For the next few years, I expect to keep on the 1953-54 Budget and to secure the necessary funds.

The budget will be presented to the Board of Trustees of the College for the consideration of the Board.

The Department has been working on the preparation of the necessary documents for the Board's approval.

To secure the necessary funds, the Department will work on the 1953-54 Budget and to secure the necessary funds.

The budget will be presented to the Board of Trustees of the College for the consideration of the Board.

The Department has been working on the preparation of the necessary documents for the Board's approval.
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 commands itself, it may receive the necessary financial assistance.
to find ways to secure approval for the bill. The direction of the Department is that we should not use any documents or materials that are not official or that do not conform to the necessary standards.

J.W. 1940
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 Woerishofer 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 Woerishofer 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 Woerishofer Graduate Department of Social Economy and Social Research.
LIST OF VETERAN'S.

A. Complete list of American, Canadian, and European
Colleges and Universities from which the JFN graduates
who have acquired the academic to the College
Fellow Graduate Department hold the degree of
Profession of Arts, Bachelor of Science, and Master of
Arts.

B. A list of the foreign branches and organizations for
Public Welfare and the Civic Education Board.

C. Table of positions held by Graduates during the
course in Industrial Relations.

D. Department of Social Service and Social Research.

E. Committee Concerning the College Vocational Guidance.
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 Woeritheoffer 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>COLLEGES AND UNIVERSITIES</th>
<th>Number of students receiving degree of B.A. or B.S. M.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>American and Canadian Universities</td>
<td></td>
</tr>
<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>
</tr>
<tr>
<td>Bucknell College, Pennsylvania</td>
<td>1</td>
</tr>
<tr>
<td>University of California, California</td>
<td>2</td>
</tr>
<tr>
<td>University of Chicago, Illinois</td>
<td>1</td>
</tr>
<tr>
<td>Columbia University, New York State</td>
<td>2</td>
</tr>
<tr>
<td>Colorado College, Colorado</td>
<td>1</td>
</tr>
<tr>
<td>Converse College, South Carolina</td>
<td>1</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>2</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 file of records, including: application, letter of cooperation, and any/all correspondence and other documents pertaining to the student's background and qualifications.

The file includes:
- Application form
- Recommendation letters
- Transcripts
- Test scores
- Personal statements

The file is kept in the student's academic file and is accessible to the appropriate university officials.

CONTRIBUTORS AND REFEREES:

Mark A. Johnson
Assistant Professor

[Signature]

[Date]

[University Name]

[Address]
<table>
<thead>
<tr>
<th>College Name</th>
<th>State/Province</th>
<th>B.A. or B.S.</th>
<th>M.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Idaho, Idaho</td>
<td>Idaho</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>University of Illinois, Illinois</td>
<td>Illinois</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Jackson College of Tufts University, Mass.</td>
<td>Massachusetts</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>University of Kansas, Kansas</td>
<td>Kansas</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Lake Erie College, Ohio</td>
<td>Ohio</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Leland Stanford Junior University, Calif.</td>
<td>California</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Meredith College, North Carolina</td>
<td>North Carolina</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Miami University, Ohio</td>
<td>Ohio</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>University of Michigan, Michigan</td>
<td>Michigan</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Mills College, California</td>
<td>California</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>University of Minnesota, Minn.</td>
<td>Minnesota</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>University of Missouri, Missouri</td>
<td>Missouri</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Mt. Holyoke College, Mass.</td>
<td>Massachusetts</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>University of Montana, Montana</td>
<td>Montana</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Monmouth College, Ill.</td>
<td>Illinois</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>University of Nebraska, Nebras.</td>
<td>Nebraska</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Northwestern University, Ill.</td>
<td>Illinois</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Oberlin College, Ohio</td>
<td>Ohio</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Ohio Wesleyan University, Ohio</td>
<td>Ohio</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Peabody College for Teachers, Ten.</td>
<td>Tennessee</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Penn College, Iowa</td>
<td>Iowa</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>University of Pennsylvania, Penn.</td>
<td>Pennsylvania</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Radcliffe College, Mass.</td>
<td>Massachusetts</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Reed College, Oregon</td>
<td>Oregon</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Richmond College, Virginia</td>
<td>Virginia</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Ripon College, Wisconsin</td>
<td>Wisconsin</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>University of Rochester, New York State</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Smith College, Mass.</td>
<td>Massachusetts</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Swarthmore College, Pennsylvania</td>
<td>Pennsylvania</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>University of Texas, Texas</td>
<td>Pennsylvania</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>University of Toronto, Canada</td>
<td>Canada</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Wesser College, New York State</td>
<td>New York State</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>University of Vermont, Vermont</td>
<td>Vermont</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>University of Virginia, Virginia</td>
<td>Virginia</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
Appendix A (continued)

Complete List of American, Canadian and Foreign Colleges and Universities

<table>
<thead>
<tr>
<th>College/University</th>
<th>B.A. or B.S.</th>
<th>M.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Washington, Washington</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Wellesley College, Massachusetts</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Western Reserve University, Ohio</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>University of Wisconsin, Wisconsin</td>
<td>3</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 Malheure, 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)

Complete list of American Institution and Topical College and University

B. A. or B. S.

1. University of Connecticut

2. Wesleyan College, Middletown

3. Emory College, Georgia

4. University of Florida, Gainesville

Total Bachelor's Degree, Without Reserve

Some 30 Allman College and University

ATTENDANCE IN 25 States and

Canada

Total Master's Degree, Without Reserve

In the Peace of Education

Foreign Universities

A Graduate Education who come to the United States

Institute to study in the Carnegie Corporation Graduate

Department

1. Louisiana State University of Louisiana

2. University of California

3. University of Maryland

4. University of Chicago

5. University of Michigan

6. University of Illinois

7. University of Minnesota

8. University of Wisconsin

2. Bachelor of Arts, Bachelor of Science, Bachelor of Letters

3. Bachelor of Arts, Bachelor of Science, Bachelor of Letters

4. Bachelor of Arts, Bachelor of Science, Bachelor of Letters

5. Bachelor of Arts, Bachelor of Science, Bachelor of Letters

6. Bachelor of Arts, Bachelor of Science, Bachelor of Letters

7. Bachelor of Arts, Bachelor of Science, Bachelor of Letters

8. Bachelor of Arts, Bachelor of Science, Bachelor of Letters

9. Bachelor of Arts, Bachelor of Science, Bachelor of Letters

10. Bachelor of Arts, Bachelor of Science, Bachelor of Letters

Total Bachelor's Degree

Received a Graduate Education who come to the United States

In the Peace of Education and Topical College

And no cases not appear to the Peace of Education and
Appendix B

A LIST OF THE SOCIAL AGENCIES AND ORGANIZATIONS FOR PUBLIC WELFARE WITH WHICH THE CARCLA "WORKSHOPPER 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 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 counted 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.)

<table>
<thead>
<tr>
<th>Position Description</th>
<th>Number of Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relations between employer and employee</td>
<td>34</td>
</tr>
<tr>
<td>Instruction in the establishment</td>
<td>17</td>
</tr>
<tr>
<td>Production and Supervision</td>
<td>15</td>
</tr>
<tr>
<td>Statistics in Industry</td>
<td>16</td>
</tr>
<tr>
<td>Vocational guidance</td>
<td>13</td>
</tr>
<tr>
<td>Investigation and statistics with industrial engineers</td>
<td>2</td>
</tr>
<tr>
<td>Worker's Education</td>
<td>1</td>
</tr>
<tr>
<td>American Red Cross</td>
<td>6</td>
</tr>
<tr>
<td>Y.W.C.A.</td>
<td>26</td>
</tr>
<tr>
<td>Industrial Secretary</td>
<td>13</td>
</tr>
<tr>
<td>General Secretary</td>
<td>3</td>
</tr>
<tr>
<td>Department of Research</td>
<td>6</td>
</tr>
<tr>
<td>Teaching</td>
<td>2</td>
</tr>
<tr>
<td>Foreign Work</td>
<td>2</td>
</tr>
<tr>
<td>Investigation with Boards and Commissions</td>
<td>9</td>
</tr>
<tr>
<td>Research Assistants in Universities</td>
<td>7</td>
</tr>
<tr>
<td>Research with State Commissions</td>
<td>4</td>
</tr>
<tr>
<td>Centralized Organizations other than Y.W.C.A.</td>
<td>3</td>
</tr>
<tr>
<td>Community Work</td>
<td>2</td>
</tr>
<tr>
<td>Independent Business</td>
<td>7</td>
</tr>
<tr>
<td>For self</td>
<td>5</td>
</tr>
<tr>
<td>With husband</td>
<td>2</td>
</tr>
<tr>
<td>Journalism</td>
<td>1</td>
</tr>
<tr>
<td>Social Institutions</td>
<td>5</td>
</tr>
<tr>
<td>Teaching</td>
<td>22</td>
</tr>
<tr>
<td>In Universities</td>
<td>4</td>
</tr>
<tr>
<td>In High Schools</td>
<td>18</td>
</tr>
<tr>
<td>Studying</td>
<td>27</td>
</tr>
<tr>
<td>Holding fellowships, scholarships or part time assistantships</td>
<td>10</td>
</tr>
<tr>
<td>Meeting own expenses</td>
<td>17</td>
</tr>
</tbody>
</table>
Appendix C (continued)

| Table of Positions Held by Graduates having Prepared in the Courses in Industrial Education |

<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>Decedent for 4 years (1 student)</td>
<td>............. 4</td>
</tr>
<tr>
<td>Years for which No Report has been Received</td>
<td>...........</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grand Total of Possible Years</th>
<th>................... 231</th>
</tr>
</thead>
</table>
Appendix C (continued)

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3...

Table 2

Department Year Postponement

1...


Year in which an postponement was held

Total Year Postponement

Date(s) for 4 Yards (1 season)

Yard in which no Report has been received

Number of Yards for which Yards

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Appendix D

FAVORABLE COMMENTS
ON THE
CAROLA WOERISHOFFER 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:

"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 vocationally 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 Woerishoffer 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, Columbitn University, writes:

"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 Woerishoffer 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."

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Appendix D

STATEMENT OF COMMITTEE ON SCIENTIFIC EDUCATION OF SOUTHERN EDUCATIONAL AND SCIENTIFIC INSTITUTIONS

Dr. William H. McGee, Chairman of the Department of Physics.

Section 1.

The Committee on Scientific Education of the Southern Educational and Scientific Institutions is composed of the following members:

- Dr. William H. McGee, Chairman, Department of Physics
- Dr. John E. Smith, Department of Chemistry
- Dr. Robert L. White, Department of Mathematics
- Dr. Mary E. Green, Department of Biology

The Committee met on June 8, 1933, and the report of the Institution for the Advancement of Science and Education.

The Committee recommends that the Institution for the Advancement of Science and Education be continued and that the necessary funds be provided for its support.

Dr. William H. McGee, Chairman.

Section 2.

The Committee on Scientific Education of the Southern Educational and Scientific Institutions recommends the following measures to strengthen the educational programs in science:

- The establishment of a fellowship program to support graduate students in science.
- The development of a series of summer schools for teachers in science.
- The encouragement of research activities among faculty members.
- The establishment of a science library to support research and teaching.

Dr. William H. McGee, Chairman.
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 Dependents, 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 system -- 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."

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 everyday 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:— "If 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, and I prize even more the feeling of self-reliance and confidence which has come as a result of my year in the Carolina Woerishoffer 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 seminary in Sociology in the previous year."
Appendix 3 (Continued)

VOLUNTEER COMMERCE

It is for the

have a

have gained

from our experience to perform our course in Volunteer Commerce

volunteer service. Our experience with community service in the

I have been working on the staff at the Volunteer Center of New York for the past year. I have

I have also worked on various projects and initiatives in the Volunteer Center of New York,

I have been involved in various projects and initiatives at the Volunteer Center of New York,

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