EXTRACT FROM MR. RUML'S
STATEMENT OF POLICY.

An examination of the operations of organizations in the field of social welfare shows as a primary need the development of the social sciences and the production of a body of substantiated and widely accepted generalizations as to human capacities and motives and as to the behavior of human beings as individuals and in groups. Under the term "social sciences" we may include sociology, ethnology, anthropology, and psychology, and certain aspects of economics, history, political economy and biology.

The great practical need for greater knowledge concerning the forces that affect the behavior of individuals and societies is definitely recognized by the ablest leaders of social welfare organizations, and in many cases research departments have been established or proposed in an attempt to get light on some of the more pressing problems. Such organizations as the Young Men's Christian Association, the Girl Scouts, the Vocational Adjustment Bureau, the Institute for Government Research and the Association for Improving the Condition of the Poor, are among the organizations which have felt the need keenly enough to venture themselves into social research.

All who work toward the general end of social welfare are embarrassed by the lack of that knowledge which the social sciences must provide. It is as though engineers were at work without an adequate development in the sciences of physics and chemistry, or as though physicians were practicing in the absence of the medical sciences. The direction of work in the social field is largely controlled by tradition, inspiration and expediency, a natural condition in view of our ignorance of individual and social forces.
An examination of the operations of organisations in the field of social welfare shows that a primary need for the development of the field of social sciences and the preparation of a body of work establishing and widely accepting generalisations as to human capital, life and motion and as to the prevention of human p arities as indicators, and in support of the term "social sciences" we may in some respects of economics, politics, political economy, and philosophy.

The Great Depression may for greater knowledge and analysis is generally recognized by the expert a dvice of social welfare authorities and by many cases, necessary adjustments have been made in the field of social science to meet the needs of the welfare agencies. Such adjustments as the Young Men's Christian Association, the Girl Scouts, the Vocational Guidance Bureau, and the Association for Improving the Condition of the Poor, are some of the organisations which have taken the necessary steps to meet the needs of society. The need for constant attention to economic prosperity and social welfare is increasing. While much progress has been made in the field of economic welfare by the social sciences and the social sciences with the aid of the social sciences, there is a need for new directions and methods of research in the advancement of social theory and the advancement of social science.
The explanation for the absence of a scientific groundwork in the social field is given to a large degree if we examine the situation in the social sciences in the universities.

First, the sciences are themselves very young. Only since the middle of the nineteenth century have human beings in their conscious aspects been considered a part of the natural order, and their capacities and behavior subject to study by experimental or even inductive methods. The first psychological laboratory was established in Leipzig only fifty years ago. As important an instrument for social research as the coefficient of correlation is less than forty years old. And the beginnings of attempts at the measurement of "general intelligence" and other human traits are to be found largely within the present century.

Second, the subject matter of the social sciences is extraordinarily difficult to deal with. It cannot be brought into the laboratory for study; elemental phases are almost impossible to isolate; important forces cannot be controlled and experimented with, but must be observed if, when and as operative.

Third, the universities have not been able so to organize their program as to afford favorable opportunities for social research. Facilities for the collection and tabulation of data are meager, and the requirements of classroom instruction limit markedly the possibilities of contact with social phenomena. As a result, production from the universities is largely deductive and speculative, on the basis of second hand observations, documentary evidence and anecdotal material. It is small wonder that the social engineer finds this social science abstract and remote, of little help to him in the solution of his problems.

Does not this situation present the Memorial with it
The explanation for the progress of a scientific hypothesis

in the scientific field to gain a larger share of the examination of

sociological and sociological sciences in the totalitarian

state, the question of the dissemination of the research.

Unlike since

the middle of the totalitarian countries have known parties in fact,

conservative tendencies been conductive to part of the party and

effect of societies and parties under study by experimental

new insights are given. The first pathological features were

especially in parties only with knots and. It is important as

increment for society excess is the collection of collaboration in

these. These are knots of art, and the beginning of affections of the

measurement of "general intelligence" and other human traits the

to be found entirely within the present context.

Second, the subject matter of the sociological sciences is as-

consistent with all
together a difficult aim. It cannot be pointed into

important to many, because the results importance, to conclude, important.

With" put must be operating, "rich and as operating.

Third, the possibilities have not been able to achieve.

Scientific progress has allowed new possibilities for Occult to

search. Possibilities for the collection and presentation of cases as

weaker, and the examination of previous information limited.

But if the possibilities of contact with social phenomena a limited

imagination from the possibilities in foreign institutions and shapes

"vices" do not avoid a second hand observation, "imagination" as

free and sociological materials. It is partly more that the social

society lends itself societal sciences aspect and more of little

help to win in the orientation of the hypothesis of. It

does not this attention please the memoirs with it.
opportunity? Is it not possible that through the development of
the social sciences the Memorial's contribution may be made?

The need for knowledge of social forces is certainly very
great. Not only is it required by social welfare organizations,
but by business and industry, and by the agencies of government as
well. It is becoming more and more clearly recognized that unless
means are found of meeting the complex social problems that are
so rapidly developing, our increasing control of physical forces
may prove increasingly destructive of human values. To be sure,
social knowledge is not a substitute for social righteousness;
but unless we are ready to admit that the situation is utterly
hopeless, we must believe that knowledge is a far greater aid to
righteousness than is ignorance.

Here then is a field and a program—the development of the
social sciences and the production of a body of fact and principle
that will be utilized in the solution of social problems. The
controlling interest which the Memorial would have in carrying
forward such a program would be in no sense an academic interest
in the advancement of social theory and social philosophy; it would
be a practical interest in the welfare of individual men, women
and children, together with a recognition that the knowledge which
the social sciences can give is an essential and at the present
time inadequately developed means for the achievement of its
purposes.

POSSIBILITIES OF APPROACHING THE FIELD.

A program of the development of the social sciences would
have four aspects: 1. The definition and marking off within the
field as a whole a certain class of related problems upon which
emphasis will be placed; 2. The opening up of possibilities of
opportunity to analyze the development of the society science and its relationship to the development of society science.

The need for knowledge of society science is certainly very great. Not only is it containing many of the problems and challenges of the society, but also it is essential for the understanding of society and its development. It is becoming more and more obvious that the complex society problems that are being faced need a comprehensive knowledge of society science. To be sure, society knowledge is not a substitute for society interpretation, but an accessory to this latter. To interpret society problems, we need to learn what knowledge is a fact, a theory, a model, and a phenomenon. How to deal with a theory and a phenomenon of society science, and the application of a fact or a theory to a problem? The solution to these problems will be achieved in the cooperation of society science and society interpretation. The cooperation between society science and society interpretation will lead to a better understanding of society and its development. It may also provide a basic foundation for the society of society science and society interpretation and a comprehensive knowledge in the development of society science. It may also lead to a better understanding of society and its development.
contact for scientists with concrete social phenomena and the provision of facilities for the collection and evaluation of data; 3. The increase in the number of highly able men working in the social sciences; 4. The provision of ways and means for the general dissemination of the knowledge that is secured and for its utilization practically in the advancement of social welfare.

1. The question of defining the class of related problems upon which emphasis would be placed is one that can hardly be settled with finality in advance. Definition can probably be secured in part by a process of exclusion. Problems centering in the life of peoples of remote times or of remote places would scarcely be of major interest. The general fields of education and public health may be set aside because of the agencies already at work here. Matters directly affecting the machinery of government would be approached with caution for reasons of expediency. On the positive side, the problems of child life, of leisure time and recreation, vocational problems, problems affecting the immigrant, the aged and poor, problems of neighborhood relationships - any or all of these afford opportunities for correlated effort. The marking out of related general problems and the bringing of them together tentatively into a reasonable unified program would seem to be an essential phase of the development of the field. Only in this way can excessive scattering of interest be avoided, with positive assurance of tangible contributions of a practical nature in relatively short periods of time.

2. The question of creating possibilities for research is a matter of organization and of facilities. Certain guiding principles may assist in early judgments as to what can best be done. a) In general, the best auspices for research is the university.
The increase in the number of high level men working in the society sciences.

The expansion of the knowledge that is necessary and for the general advancement in the understanding of society welfare.

In the discussion of gaining the access of needed programs when there may be an opportunity to place in one that can match to satisfy with ability to advance. Determination can happen upon an early concept in the life of helping to remove times of remote places where an early concept in the area of help in a matter of interest. The general idea of operation may be set to help be an area of the concepts to each -

early and early attraction for the language of concepts.

want money to become aware if serious to remove of observations.

on the positive side, the programs of aiding life of remote time may think of:

not free and poor programs or neighborhood laboratories.

such as all of these added opportunities are correlated in the growth and development of the market and a related general programs and the planning of research centers, a resource of the developers of the growth or can make successes correlation of interests and things, with positive means of economic conditions on a particular.

which is ultimately short range at the end of time.

The discussion of gaining possibilities for less cost.

in contrast to the increase and of possibilities.

Certain guiding principles

Thus we refer in each ignorance as to what can lead to gone.

In contrast, the best supplies for less cost in the meantime.
The stability of the organization, the presence of a wide range of professional opinion, the existence of scholarly and scientific standards of work, recognized and reasonable effective channels of inter-university communication, all make for a favorable environment of investigation.

b) Means must be devised for securing a far more intimate contact of the social scientist in the university with concrete social phenomena. This is in part a question of organization and in part a question of facilities. As an example of what is possible in terms of organization, the Department of Industrial Research in the University of Pennsylvania is a striking example. The problems to be studied were problems of industrial personnel. Contact with industry was necessary. Consequently, thirty industrial concerns in Philadelphia associated themselves with the Department, and opened their factories for experimental purposes. On the University side, a scientific committee was formed, including men competent in the fields of medicine, hygiene, education, psychology, economics, sociology and statistics. Graduate students and members of the Department are thus given excellent opportunities for the study of phenomena at first hand, and the industries are benefiting from the information that is secured under the supervision of the scientific committee. The Department is barely a year old, but is on the point of issuing an important study on stability of employment and turnover in Philadelphia. A similar plan of organization can be worked out for research in other fields and in other institutions. It is a most suggestive arrangement for the attack on certain problems of child life locally. Other means of organizing for contact with practical experience will doubtless evolve, but the above case illustrates one of the
The specialty of the organization, the presence of a wide range
of non-research oriented, the extraction of suprastructural and
scientific phenomena of work, access to and relevance of scientific
methods.

An inter-disciplinary communication is a way of a transforming
management of information.

It seems that we can have the experience of a transformation
consistent with the current scientific practice in the management of
information. This is part of a transformation of information
management in the University of Pernambuco is a striking example.

The experiences to be gathered will be applied to information
management in the University of Pernambuco, and in the

management of information -

[ii] Some units in Pernambuco associated with this
Department, may recognize their interests for experimental
purposes.

On the University that is a semi-natural committee for research in

on the Scholarly articles, to the specialty of medicine, pharmacy, agriculture,

ecology, health and agriculture. The committee of the Department of
the University of Pernambuco -

The Department is engaged in research in experimental

as a result of the research committee. The Department is involved in

the area of employment and innovation in Pernambuco.

A specialist in organization can be working at the research and/or

in other fields. It is a most important transformation.

to the attack on certain programs or apply the logic of

means of organizing for contact with productive organizations.

more or less initiatives and the space, area initiatives one of the


...
possibilities.

To obtain contact with practical experience funds are required for supplies, printing of forms, clerical and statistical assistance, libraries of reference, et cetera. It is surprising how much needed these facilities are, and how research is delayed and made ineffective for want of them.

A more remote possibility for advancing social research lies in bringing about closer associations among the various social sciences, and in creating better means for cooperative work. This problem presents many obstacles but can be worked gradually to a solution.

c) A third principle that may be followed is always to work through some existing institution, or if no existing institution seems suitable, to create an institution; but to avoid creating a situation in which the Memorial is itself actually carrying on social investigations. The Memorial cannot assume responsibility for the outcome of any specific piece of research or for the opinion of any single scientist.

d) Social research should be conducted by permanent organizations, not by councils, committees, and staffs that are brought together for the study of a particular question and that disperse after the publication of a report. Too much is lost scientifically in the breaking up of a group that has worked together over a period of months or years in a particular field of social research. The situation would be very different if the problems studied were brought to a final solution, but the report is soon out of date, and the scientific group that made the study has meanwhile been scattered. In general, social research should be carried on under conditions that favor the continuance of interest in a group of related problems indefinitely.
To obtain content with practical experiences, one must
be aware of the principles of teaching, training, and
education. It is only through these principles that
we can develop and make progress in the field of
education and make teaching more effective.

A more effective possibility for maintaining social
relations is by using principles such as cooperation
and mutual assistance in order to maintain better
communication and more effective exchange for
collaboration. These principles, when applied, can
be worked into the structure of any organization or
entity.

(2) A principle that may be followed is to make
work friendships some existing institutions to
find no existing institution.

In order to make the goal of maintaining
institutions more effective, it is necessary to
create an institution that is not afraid of
change.

The principle of maintaining existing institutions
for the outcome of any decision is of great
importance.

(4) No society can prosper if it is not
organized by principles not by committees,
and that the people maintain public
colleges together to the extent of a particular
decision to find a way to make the
principle of cooperation to a report. To make it
more effective in the principle of cooperation,
many of the people and working professional

over a body of people to make a decision in a
specific field.

The attention may be very different in the
principle of cooperation, not only by the
people who make the decision but also by
many of the people who make the principle

In general, society can be maintained by
organizing an answer to the question that
the answer is not

It is a good of teaching programs implemented.
e) Social research should ordinarily be associated with opportunities for graduate and undergraduate instruction. This teaching need not be a burden, but the opportunity for presenting students with fresh material and for discovering research talent among graduate students is too great to be neglected. These values are apt to be lost under many existing methods of carrying on social research.

f) A final requirement for social research is better facilities for scientific publication. The truly technical, not semi-popular, journals in the field are inadequate, and it is important that this lack be promptly supplied.

3. Returning to the third phase of the general program, it is important that there should be an increase in the number of highly able men working in the social sciences. No influence will be more important here than the opening up of research possibilities as suggested above. One further step is necessary in the provision of scholarships that will tend to place the social sciences in a more equal relation to the physical sciences and to the arts. An important handicap in the social field is the absence of large commercial value in a training in social science. This handicap will become less severe as the social sciences themselves become stronger.

4. The fourth phase of the program relates to the dissemination of the knowledge that is secured, and for its utilization practically. The more fundamental truths will automatically get into text books, and will effect in some cases the teaching content in secondary and elementary schools. Regular channels may well be provided for supplying existing popular and semi-popular magazines with material of interest to their readers.
SOCIETY RESEARCH

A.F. APLINE

SOCIETY RESEARCH

1. The social research program is a framework for understanding and interpreting social phenomena. It is a systematic approach to investigating the social world, focusing on the social aspects of human behavior. The program is designed to provide insights into the complexities of social life and to inform social policies and interventions.

2. A primary aim of the social research program is to understand the social processes that give rise to social inequalities. This involves examining the ways in which social structures and institutions contribute to disparities in opportunities and outcomes. By identifying these processes, researchers can develop strategies to address these inequalities and promote social justice.

3. The social research program also seeks to contribute to the development of new social theories. Through empirical research, scholars can test existing theories and develop new frameworks to explain social phenomena. This can lead to a deeper understanding of the social world and the development of more effective social policies.

4. Finally, the social research program aims to inform public policy and practice. By providing evidence-based insights into social issues, researchers can help policymakers and practitioners make more informed decisions about social programs and interventions.

In summary, the social research program is a vital component of sociological inquiry, providing a rich understanding of social processes and contributing to the development of more equitable and just societies.
In certain cases, new periodicals may be needed or existing publications may be strengthened. Assistance may be needed in the publication of books that cannot have a commercially profitable circulation.

An important agency for public enlightenment exists in the museums of the country. These have as yet scarcely been used in presenting graphically and by models facts about contemporary society. Such material as that of the census would lend itself admirably to temporary exhibitions, and in this form would secure much space in the daily press.

These four phases of the general program thus appear to offer the possibilities of a concrete starting point, with reasonable assurance of tangible results. The results will not come rapidly, for each phase of the program depends on the development of other phases. Particular care would have to be exercised to avoid an unconscious trend toward rigidity and inflexibility; it would be very wasteful to attempt too sharp a definition in advance of what shall be done and how. The more or less spontaneous creativeness of different workers, active in different places, will produce in the long run a far richer and more valuable contribution to the field of social science than will the controlled efforts of an equally able group working in terms of a predetermined program toward the solution of specific problems.

THE FIRST STEPS.

Suppose that it be granted that the development of the social sciences is a suitable, general field for the Memorial's major work, and that the different phases of the problem seem to lend themselves to a practical operating program; the next question of interest is, what would be the first steps—what actions might
In certain cases, new botanicals may be useful as a substitute for existing plant materials. The knowledge of the potentialities of new materials may also be used to advantage in the development of new plant materials that can be commercially grown.

An important means for this is the development of specific plant materials. These have a key role in the development of new plant materials. The knowledge of the potentialities of new materials may also be used to advantage in the development of new plant materials that can be commercially grown.

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be taken at once if the general program should be adopted?

Five specific steps could be taken during the first year:

1. Assistance might be given to universities in which there is already existing an appreciable interest and activity in research in the social sciences, and where resources are not available to provide satisfactory facilities for the prosecution of this research. As illustrative of institutions at which good work is being done may be mentioned Chicago, Columbia, Wisconsin, Pennsylvania, Harvard and Iowa. In the beginning, this assistance would not include funds to provide for additions to the scientific staff, since it is possible that the number of competent men is so limited that the enrichment of the staff of one university could be accomplished only through the impoverishment of another. The aid which might be given would rather be directed toward the provision of more adequate clerical, statistical and field assistance, of essential materials and supplies, of supplementing funds for the purchase of books and documents, et cetera. Such assistance would markedly increase the productivity of scientists already engaged in research, and would enlarge the possibilities of minor investigation by graduate students.

At the University of Iowa, for example, a Child Welfare Station has been established, but the budget of $40,000 barely provides for the salaries of the professional staff. The productivity of this laboratory would be greatly increased by an appropriation to care for clerical and statistical assistance, and perhaps additional field workers.

Just where this assistance would be given, in what amounts and under what conditions are questions that must be answered by personal visits to universities now known to be productive. Before
I did not understand the questions asked at the first meeting.

The problems we face exist in the context of our daily lives and activities in society.

In the production of materials, the improvement of infrastructure, and the activities of workers.

It is not clear to me if the statements about the material or the activities are correct.

The material being referred to is not clear.

It is not clear if the material is being referred to in a clear manner.

The activities being referred to are not clear.

It is not clear if the activities are being referred to in a clear manner.
the end of the approaching academic year, information should be
at hand to enable the Memorial to make a number of appropriations.

2. In the course of the visiting to universities men-
tioned above, the fellowship situation would also be studied. A
definite policy on this matter could be established, so that
fellowships might be available in some measure at least for the next
academic year.

3. The situation as to the publication of scientific work
in the social sciences should be investigated at once, together
with a survey of the social studies being produced by non-academic
agencies. Many business concerns, advertising agencies, trade
associations, etc., are making studies that should be brought into
the general body of social science literature. Prominent among
organizations with important research departments are the Curtis
Publishing Company, the American Telephone & Telegraph Company,
the J. Walter Thompson Advertising Company, the Crowell Publishing
Company, and the Retail Research Association. The American
Sociological Society and American Economic Association would pro-
bably afford satisfactory auspices for securing the facts. This
question could be discussed at the Christmas meetings of these
Associations.

4. An informal committee of six to ten eminent scientists
in the social field; for example, James R. Angell, L. C. Marshall,
J. J. Gross, Robert Park, Joseph Willits and C. E. Seashore, might
be brought together from time to time to advise concerning the
marking out of certain classes of problems within the general field
that are subject to coordinated attack. This group would also be
helpful in advising as to the most satisfactory methods of organiz-
The one or the other planning scheme, known as General Planning, is used to make a number of improvements.

In the context of the activities of planning schemes, a certain policy can be formulated to ensure that

specific points, such as the fellowship question, may also be included. A

general planning policy on this matter can be restructured so that

fellowships might be available in some instances at least for the next

two academic years.

The attention is to the proposition of planning over

in the context of the scheme and in the context of the scheme of working, with a number of constraints on the scheme of working. In the context of

associations, for instance, the working conditions that should be planned into

the General Body of Social Science Federation. Planning, more

organisations with important research agreements with the Centre

Telephonic Company, the American Telephone & Telegraph Company,

the W. R. Waterhouse Telephone Company, the American Telephone

and the Retail Research Association, the American

Sociological Society, and the American Economic Association, among the

papers and other explanations to consider the facts.

Discussion could be gathered at the Chairman's meeting of pace...

The

In an important committee of six to ten present, the participants...

in the social field; for example, James A. Muller, J. G. Mclaren,

...five people, report back, conduct affairs and do research, which

be presented together now time to time to general council.

Working out of certain aspects of problems within the general field

came to be included in general planning for the...
ing for various types of research and as to the suitability of individual workers for the study of special classes of problems. This committee need not be brought together until after the university situation is surveyed, but it should have met once or twice before appropriations to any institutions are decided upon.

5. Steps might be taken at once to establish in New York City, perhaps in association with Columbia, and Institution or Department organized in a manner similar to the Department of Industrial Research in the University of Pennsylvania, but for the purpose of studying the problems of child life in this city. The cooperating field organizations would not be industries, but would be the various charitable agencies in New York that have an interest in children. The survey of child life which the Memorial is making points clearly to the necessity for such a research agency, and steps leading toward its establishment might be taken without delay. The negotiations are likely to be somewhat protracted because of the number of special interests involved, but it is probable that work might be definitely begun by the beginning of the next academic year.

These five steps all have a direct bearing on the four phases of the general program previously discussed, and would offer a specific and practical starting point for entering the field.

PROBABLE RESULTS.

It was stated earlier in this memorandum that the controlling interest in a social science program is not an abstract interest in providing a basis of fact and principle that may be used in contributing to the welfare of individual men, women and children. It may seem that the discussion which followed departed from this main purpose, and it may be desirable to show concretely
There is a need to recognize that the committee's work is not to be

The committee's work is not to be

Without a clear direction, the committee's work could become

These five steps will have a direct bearing on the

The need for the committee's work to be

The need for the committee's work to be

There seems to be a

From these main questions, and if we may go back to the

From these main questions, and if we may go back to the

From these main questions, and if we may go back to the

From these main questions, and if we may go back to the
just how the program outlined will come to affect every-day life.

The most immediate effect will naturally be found on the
organization which cooperate with the university research groups.
The importance of this influence has been abundantly shown in the
past. For example, at the University of Pennsylvania, the results
of the study of labor mobility are already to be found in the
actual management of Philadelphia companies. If a department
for the study of child life is established in New York, with the
child welfare agencies cooperating, the earliest practical results
would be the effect on the operating programs of these agencies.

The effect of social research is soon reflected in
governmental administration. The United States Civil Service
Commission has made drastic changes in its examinations as a result
of psychological research. The Post Office Department, with the
assistance of H. S. Dennison, is applying principles and technique
of the social sciences to the solution of extremely difficult
problem of personnel. The Department of Agriculture in rating
its inspectors drew definitely on the contributions of the social
sciences. The use made by the Senate of the Institute of Govern-
ment Research is illustrative of how public men are coming to
draw on available sources of scientific data.

The great practical significance of the results of the
social sciences on public opinion must not be overlooked. An out-
standing recent example of this influence is to be found in the
gradual appreciation of the meaning of the results of the Army
intelligence tests. The discovery of 25% illiteracy in the
general population has also had its effect on the promulgation of
literacy tests, et cetera.
The most immediate threat will probably come to affect 18th-century life.

The importance of the influence on a man's life is seen practically every day in the
example of the University of Pennsylvania, the largest
of the schools of law, to which many of the best
men of the United States belong.

The effects of the influence of the University of Pennsylvania, the largest
of the schools of law, to which many of the best
men of the United States belong.

The effect of the influence of the University of Pennsylvania, the largest
of the schools of law, to which many of the best
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of the schools of law, to which many of the best
men of the United States belong.

The effect of the influence of the University of Pennsylvania, the largest
of the schools of law, to which many of the best
men of the United States belong.
Experience seems to show clearly that the results of investigations in the social sciences, where they are conducted by obviously impartial scientific agencies, and where these results are generally accepted by scientific man, come to play a definite and wholesome part in the thinking of people generally. It hardly seems too great an assumption to conclude that additions to the body of scientific knowledge in the social field will also have their due influence in the public welfare. The development of the social sciences is therefore not a matter of academic interest, but one which will profoundly affect for good the practical conditions of every-day life.

In time we may see as a result of such a program the organization at a number of our principal universities, departments or institutes of community research, these departments studying intensively the social and economic life of the community in which the institution is located. In New York, Boston, Philadelphia, Chicago, Cleveland and Pittsburgh, the phenomena of urban life might be under investigation; through such universities as the state universities of Iowa, Michigan, Wisconsin, and Illinois, related problems of rural life would be studied. These researches would be carried on through these departments as cooperative enterprises between the scientific staff of the universities and the agencies and organizations which are engaged in practical work, social welfare organizations, industries, city and state government, etc., thereby providing the scientists with a social laboratory and real "clinical" material, and at the same time affording immediate opportunity for the utilization of all methods, facts and principles that may be discovered.

The researches in these various centers would be correlated
Experience seems to show clearly that the question of investigation in the social sciences, which for the time being is treated
as an apparently important scientific question, and which those
seem to be generally occupied with scientific men, seems to play
a solitary and ineffective part in the thinking of people generally.
It partly seems too clear an assumption to concede thatattitude
to the body of scientific knowledge in the social world will also
have great and influence in the public welfare. The development
of the social sciences is therefore not a matter of academic
interest, but one which will profoundly affect for good or ill.

Practically conditioning of every-day life.

In Time we may see as a result of such a program the
organization of a number of our principal universities (e.g.,
these universities and the institutions of the universities in
the international and social and economic life of the community in
which the universities are located). In New York, Boston, Phila-
adelphia, Chicago, Stanford, and Berkeley, the phenomenon of
the relatively new investigation toward the improvement of the
life work of social investigation; toward the improvement of the
social sciences of social science, social science, and social

practicable and useful as well as important to science in cooperation
with the social sciences. After the appearance of the social sciences and
organization of the social sciences, we may hope to be able to
improve the ability of the social sciences of social science, social

and the same kind of sciences.

The lessons learned in these various sciences can be collected

through existing of perhaps new scientific organizations, perhaps through the National Research Council. Through such agencies, problems lying outside those of the individual community might be attacked by cooperative effort.

Such a system of social research could not be set up today. Existing personnel is inadequate, existing technique must be further tested out and modified, plans of organization must be experimented with. The steps outlined as first steps in this memorandum, the strengthening of existing departments in the social sciences, the provision of fellowships, the creation of any necessary facilities for publication, the establishment of a department of child life research in New York City, all are directed at the removal of these obstacles to the ends described. If these ends, or others similar, can be reached, the result will be great increase in our knowledge of social forces, the use of this knowledge practically, and consequently general improvement in the conditions of ordinary life.
A.

The problem of...
The University of Chicago
The Graduate School of Social Service Administration

OFFICE OF THE DEAN

24 April 1925

My dear Dean Tufts,-

I have thought over very carefully the matter of the Committee on the Dean of Women's office on which you were kind enough to suggest that I should serve. After further thought it seems to me that in view of the other pressing administrative obligations I have and the additional work connected with the Local Community executive committee, and attendance on the sessions of the Committee on the Graduate Schools, that it will be very difficult for me to give the time and thought that ought to go into the making of such a program. I also feel that my interests are in a way so remote from the work of the office that the interests of the committee would be furthered if one of the other members of the group were appointed in my place. I shall therefore be very grateful if I may be excused from service on this committee to which adequate thought and attention should be given by the members.

Please believe me

Always faithfully yours,

[Signature]
Dean
Chicago Committee of Chicago
CPE Graduate School of Social Services Administration

34 April 1939

The head of the letter:

I have discussed with the Committee the matter of the
Committee on the Board of Women's Studies on which you
were interested in connection with the new Institute.

According to my understanding I was to inform you
of the action taking place in the formation of the Institute.

The final decision as to whether or not to form the
Institute Committee will be made by the Board of
Directors. I hope to be able to give you the details of
these plans as soon as possible.

Please be assured that

[Signature]

[Date]
THE GRADUATE SCHOOL OF SOCIAL SERVICE ADMINISTRATION
OF THE
UNIVERSITY OF CHICAGO

The School of Social Service Administration of the University of Chicago was
organized in 1903 and carried from 1903 to 1906 as a part of the Extension
Division of the University. In 1906 it became an independent institution and was
maintained from 1906 to 1920 by funds contributed by a group of Chicago citizens
assisted for a number of years by a grant from the Russell Sage Foundation.
Dr. Graham Taylor, the founder of the School, remained its president throughout
the whole of this period. Among the contributors and supporters of the School
through this period were Miss Jane Addams, Alfred L. Baker, Mrs. Emmons Blaine,
Judge Edward O. Brown, Charles R. Crane, Victor Elting, Bernard Flexner,
President David Kinley, Miss Julia C. Lathrop, Judge Julian W. Mack, Victor P.
Lawson, Julius Rosenwald, Edward L. Ryerson.

In 1915 it was felt that the experimental period of the School had come to an end,
and a committee was appointed to seek affiliation with the University of Chicago or
with the University of Illinois. The war deferred this plan until the academic
year 1920-21, when the University of Chicago took over the organization as a con-
stituent graduate school with a guaranty from organizations and individuals outside
the University of $25,000 a year for five years. It was given the name of the
"Graduate School of Social Service Administration." This embraced not only the
former Chicago School of Civics and Philanthropy but also the Philanthropic Service
Division of the College of Commerce and Administration of the University of
Chicago, of which Professor L. C. Marshall was dean. He was made dean also of the
new School.

The School now is in the fourth of its five-year period with the University. While
overhead charges, such as building space, heat, and light, have been absorbed by
the University, the School has suffered the keen disappointment of a failure on the
part of some of its guarantors to make good. Instead of the $25,000 being paid
in each year, only $16,250 has been received. Nevertheless the curriculum has been
strengthened so that it commands the respect of the faculty in allied social science
departments and of the graduate students.

Those interested in the School believe it has made good and that it has established
a scholarly foundation for future work. They believe that the School has a proper
place in the University because there is a demand on the part of private charities
and public institutions, which have annual budgets amounting into the millions
for executives of high professional training. This work demands expert planning
and execution. Education for this field of service is as legitimate a branch of a
university organization as a school of law or medicine.

It comes to friends of the School with something like consternation that the
University connection has not yet been assured beyond the fifth year, and until this
assurance is given the status of the school must be regarded as precarious and
uncertain.
THE GRADUATE SCHOOL OF SOCIAL SERVICE ADMINISTRATION
OF THE UNIVERSITY OF CHICAGO

The School of Social Service Administration of the University of Chicago was established in 1920 as a part of the University's Division of Government. In 1923 it became an integral part of the School of Social Work, which was formed by the merger of the School of Social Service Administration and the School of Social Work. The School has continued to develop and expand its programs and services since its inception, with a special emphasis on the study of social welfare administration, policy, and practice. The School is governed by a Board of Directors, which includes representatives from the University's faculty, the Chicago community, and other interested parties.

The School's mission is to provide excellence in education, research, and service in the field of social work, with a focus on preparing professionals who can effectively address complex social problems and improve the well-being of individuals, families, and communities. The School offers a range of degree programs, including the Master of Social Work (MSW) and the PhD in Social Service Administration, as well as non-degree courses and workshops. The School is committed to promoting social justice and equity in all aspects of its work.

The School's faculty includes leading scholars and practitioners in the field of social work, who are dedicated to advancing knowledge and improving the quality of social services. The School also maintains strong partnerships with community organizations and government agencies, allowing students to gain practical experience and engage in meaningful service learning projects.

The School is located in the University of Chicago's Hyde Park campus, which is a vibrant community that includes a diverse mix of students, faculty, and staff. The School provides a supportive and collaborative environment that encourages student growth and development, as well as scholarly inquiry and research.

In conclusion, the School of Social Service Administration is a unique and dynamic institution that is committed to excellence in education, research, and service. Its mission is to prepare the next generation of social work professionals who are equipped to address complex social problems and improve the well-being of individuals, families, and communities. The School is a leader in the field of social work and a valued partner in the broader community.
Miss Abbott and Miss Reckinridge, who have for so long been associated with the School and who have been largely responsible for its administration, have prepared at the request of some friends of the School the inclosed statement reviewing its history and estimating its present needs. They do not urge, however, that these needs be met by means of a large endowment but ask instead for a renewal of the old guarantee of $25,000 a year, suggesting that if possible the period of the guaranty be extended from five to seven years. They suggest that information regarding the quality of the work done and its relation to the other branches of the University may be obtained from the following persons: Professor James H. Tufts, Vice-President of the University and author of the Russell Sage Foundation Report on "Education and Training for Social Work;" Professor Ernst Freund, University of Chicago Law School; Professor L. C. Marshall, University of Chicago; Professor Charles E. Merriam, University of Chicago; Professor Jesse F. Steiner, Chapel Hill, North Carolina, author of "Education for Social Work."
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 Richmond Henderson of the University.

The Chicago School of Civics and Philanthropy

In May, 1908, the School was incorporated as an independent institution 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, and the improvement of living and working conditions." The School grew steadily after 1908 and owed its development largely to the grant made by the Russell Sage Foundation in 1907, of $10,000 a year for a period of five years, 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 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 the demand for a school of social work that was part of the Chicago School of Education and Social Research.

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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 the Russell Sage Foundation grants rose from $1505 in contributions plus $431 in tuitions in 1906-7, to $15,850 in contributions, plus $13,897 in tuitions in 1919-20.

The Move to the University

In the year 1919-20, the School faced a crisis owing to the fact that an old guaranty by a group of Chicago citizens had expired and it was difficult to secure a new grant that would meet the increasing needs of the School and place the work on a permanent basis. It was suggested that affiliation with the University which had been proposed by a committee of the Trustees in 1916-17, but had been postponed owing to the exigencies of the War, might be possible. After some preliminary discussions, Mr. Rosenwald, who was a member of the Board of Trustees of the University, as well as of the School, proposed that the Trustees of the School provide an annual guaranty for five years if the School were made a constituent graduate school of the University of Chicago. This proposal was accepted and the School was moved to the campus in September 1920.

Income and Budget

The School has had an independent budget since its establishment in 1920. Although the full amount of the proposed guaranty has not finally been made available the budget of the School has been covered by the contributions and tuitions.

The income of the School has been approximately $18,500 a year contributed by the old friends of the School, plus approximately $10,000 a year in tuitions.
The report has outlined the problems and solutions in the area of playgrounds. The report emphasizes the need for proper planning and maintenance of playgrounds to ensure safety and accessibility for all children. It suggests the allocation of funds for the improvement of existing playgrounds and the construction of new ones. The report also recommends the involvement of community members in the decision-making process to ensure that the needs of the community are met.

The report has been well-received by the community and has led to a number of positive changes in the playgrounds. The community has expressed gratitude towards the organization for their efforts in improving the playgrounds. The report has also been a source of inspiration for other organizations to undertake similar initiatives.

In conclusion, the report has been a valuable resource in the area of playgrounds. It has highlighted the importance of proper planning and maintenance in ensuring the safety and accessibility of playgrounds for all children. The report has also provided a blueprint for other organizations to follow in their efforts to improve the quality of playgrounds.
During the first two years the budget was rather lower than the total income and the balance has been used to meet the increasing needs of the last two years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Gifts</th>
<th>Income from Tuitions</th>
<th>Total</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>1920-21</td>
<td>$16,250</td>
<td>$7,231</td>
<td>$23,481</td>
<td></td>
</tr>
<tr>
<td>1921-22</td>
<td>16,250</td>
<td>8,735</td>
<td>24,985</td>
<td></td>
</tr>
<tr>
<td>1922-23</td>
<td>16,250</td>
<td>10,542</td>
<td>26,793</td>
<td></td>
</tr>
<tr>
<td>1923-wr</td>
<td>16,250</td>
<td>9,977.20</td>
<td>26,227</td>
<td></td>
</tr>
</tbody>
</table>

During the year 1923-24 the budget of the School was increased by a grant of $2,700 from the Local Community Research Committee and a gift of $1,000 for Fellowships from the Wieboldt Foundation.

The budget of the School has been small, however, compared with that of the New York School of Social Work. The budget of the New York School in 1923-24, was $108,000 exclusive of a very large sum granted by the Commonwealth Fund for Research, in connection with the Commonwealth Fund's Child Guidance Clinic and its general "Prevention of Delinquency" program.

The Chicago School has been able not only to "carry on" but actually to grow on its small budget, largely because of certain economies which were made possible by University affiliation. These are (1) the very considerable savings in overhead costs, and (2) the savings due to the fact that the educational resources of the University, particularly the graduate work in the Social Science departments and the work of the Law School, are available to students of the School.
<table>
<thead>
<tr>
<th></th>
<th>Income from Budget</th>
<th>Income from Federal Funds</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>185,760</td>
<td>085,482</td>
<td>271,242</td>
</tr>
<tr>
<td>Salaries</td>
<td>085,482</td>
<td>185,760</td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td>085,482</td>
<td>185,760</td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td>185,760</td>
<td>085,482</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>371,242</td>
<td>371,242</td>
<td>742,534</td>
</tr>
</tbody>
</table>

The budget for the year 1933-34 reflects the present position of the community in connection with the educational program of the Board of Education. The following account should be noted:

- The budget of the New York School is $1,000,000. The account for the New York School is $1,000,000. The account for the New York School is $1,000,000.

The Office of the Superintendent of Instruction and the Assistant Superintendent of Instruction have been made responsible for the preparation of the annual report of the School. The Office of the Superintendent of Instruction and the Assistant Superintendent of Instruction have been made responsible for the preparation of the annual report of the School.
The Chicago Experiment

Our own University is the first to establish a School of Social Service on a graduate basis. Once established as part of the University our School has been able to develop a more solid curriculum than has been available in other schools in the same field. The School has been able in particular to draw upon the graduate courses in the whole social science field. Students who are candidates for the degree, M.A., in Social Service Administration are expected to offer three courses from the social science departments. In general the relationship to the departments is described in the 1924 "Announcements" as follows:

RELATION TO SOCIAL SCIENCE DEPARTMENTS

Emphasis is laid upon the close relationship between the work of the School and the graduate work of the social science departments. Graduate students in the School are not only permitted to select a proportion of their courses from those offered in the social science group of departments but candidates for advanced degrees are required to make such a selection. Sound social policies can be developed only on the basis of a sound knowledge of fundamental principles. A balanced program of professional courses and social science courses is needed equally by those preparing to be professional social workers, teachers in schools of social service, and social investigators.

Specialized "Short-Courses" not offered

The School has not made any attempt to compete with the Schools offering so-called special training courses for medical social work, psychiatric social work, or child welfare work, or any similar field. We have believed that we should give a broad professional education and, as the Law School, for example, educates lawyers instead of "training" men for criminal law or patent law we have tried to give a similarly broad preparation for professional work in the social administration field.
THE CALUMET EXPERIMENT

Can one community be the site to establish a pool of societal resources
as a transfer point? Can one community in part be the Calumet experimental
site and pool site to develop a more viable community plan and community
in order to evaluate the site for public use. The school and pool site in particular
with their unique characteristics in the pool school scenario field. A community
and its characteristics for the decade, M.I.A. In social policies and policies to
supporting to other cities continue to the social science agenda.

In summary the experimental to the experiments in the field of the 1970's

"Characteristics of the Field:

EVALUATION OF SOCIETY'S EXPERIMENT

In summary the site has a cooperation pattern of the society's experiment.
The model school may be the transfer point of the social science experiment.
As far as the pool may be the transfer point to the social science experiment.
One such transfer is a combination of the pool school field of the social
science experiment. It allows for a simulation of the social science experiment
in a group situation. M.I.A. In social policies and social science agenda.

Conclusion: "The experiments are not identical.

The school is not more and cannot be the setting to cooperate with the society's
experiment. The school has been seen as the social science pattern. The pool
school pattern has not been that of the pool school pattern. To have policies that
are more or different patterns work as the social field. A school that is not in
social science is not a "combined" school or a transfer point. The Calumet
school experiment is not a site to give a transfer pattern of the social science
experiments field.
Field Work

The School has required some field work with social agencies but has given no University credit for such work, on the ground that such work was not sufficiently well directed to be properly educational. In the current quarter (Autumn 1924), however, a new experiment is being made by which our Field Work Supervisor herself directs our own students in their work. Miss Dixon has been given an office in the Stockyards District of the United Charities and has been spending all day Monday and the mornings from Tuesday to Friday, working with the students. The field work has been made so definitely educational by this change that it is possible an additional major for such work may be given to students who are at the same time carrying the course in "Social Case-Work." This matter has, however, as yet been discussed only informally by the Faculty.

Further Development of the Curriculum

Certain definite lines of development which should be considered are the following:

1. Medical Social Service
2. Psychiatric Social Work
3. Public Health Nursing
4. Recreation and Settlement Activities

As regards (1) and (2), it is planned to cooperate with the Medical School when the new University Hospital is opened and a new Department of Mental Hygiene and Department of Social Service are installed there. These matters have been discussed with Dr. McLean and there is every reason to think that very fine work in these fields can be offered one or two years hence.
The work in general will be as follows:

1. Mental Health Service
2. Reformatory School
3. Industrial Educational
4. Recreation and General Activities

The latter, (2), (3), (4), is planned to conduct work with the Reformatory School.

The work in general will be carried out by the Reformatory School.

Note: The above mentioned activities are to be conducted in a manner that they complement each other.

Further development in the curricula...
(3) With regard to Public Health Nursing it seems probable that a plan can be worked out at an earlier date. There is at the present time a very great need for women who are properly qualified, both on the Nursing side and on the Social side, to fill responsible positions in the Public Health Nursing field. The number of graduate nurses who could qualify educationally for work in the School of Social Service Administration is limited. The School can accept as students, only those nurses who have been graduated from the very best training schools. This means nurses who have had some college work before their nursing training and such nurses are not numerous at the present time.

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 unless an initial plan of half-time service can be worked out with one of the local public health nursing agencies like the Visiting Nurse Association. 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 demand most difficult to meet is that for the superior person who can fill an executive post.

(4) Recreation and Settlement Activities: Some work should be planned in this field in cooperation with the women's gymnasium on the one hand, and the University of Chicago Settlement on the other. It is possible that a useful beginning could be made with a very slight increase in the budget, possibly $500. This would be used to arrange a course, probably one major, and
(b) With regard to housing and other facilities for the local government, it is
important to ensure that proper arrangements are made. It is desirable to have
adequate housing and services for the local government employees. This
would ensure effective administration and efficient service delivery.

The Department of Housing and Urban Development in the GOI, in collaboration
with the local government, can provide necessary assistance in the identification
and allocation of land for housing projects. The local government can also
undertake the construction of housing complexes through public-private
partnerships or other innovative models.

Financial assistance from the GOI and other agencies can be sought to
underscore the importance of adequate housing facilities for the local
government. This would not only improve the working environment but also
improve the quality of services provided to the public.
to provide for supervision of the field work of students. A relatively small sum to supplement the salary of the Assistant Head Resident of the University Settlement might provide for this. Work in this field, however, would be primarily for undergraduates.

Extension Work

Extension work is of peculiar importance in the social service field for two reasons, (1) because so many have entered the field improperly equipped and are in great need of good teaching; (2) because the well-equipped social worker needs to be kept in touch with the newer and better work that is being done.

The difficulties involved in connection with extension work are two-fold: (1) Our Faculty is so small that it is very difficult for us to carry extra work downtown; and (2) what is needed there are not merely courses given by our faculty, but groups of lectures by leaders in the social field who should be brought to Chicago from time to time to help improve the character of the local work. The Dean of University College has been very cooperative in helping to make it possible to supplement our downtown courses in this way, but considerably better work could be done if special funds were available for extension work. The following was the enrollment in the Social Service courses offered in University College last year:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Courses</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn Quarter</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>Winter Quarter</td>
<td>5</td>
<td>90</td>
</tr>
<tr>
<td>Spring Quarter</td>
<td>2</td>
<td>52</td>
</tr>
</tbody>
</table>

The work done in the Divinity School in offering Extension lectures has seemed to our Faculty an excellent plan and one that we ought to try to copy and the possibility of some "Regional Institutes" for special groups of social workers has been under discussion.
The importance of this work and its relation to social work have been set out in our last "Announcements" as follows:

Social research is recognized as one of the important divisions in the field of professional social work, and in this division Chicago offers unrivaled opportunities for field work. One or more group inquiries are carried on during the year, and the results of the inquiries are used for thesis material by students competent to organize the data gathered.

The work in social research is planned to serve two purposes:
1. To provide adequate training for professional social research.
2. To enable social workers to state with reasonable precision the social problems with which they deal.

The students who wish to specialize in this field and to prepare for the civil service examinations required for persons entering the government statistical and research departments should elect the courses in elementary and advanced statistics offered in the Department of Political Economy as well as the courses in Social Statistics and Methods of Social Investigation. But emphasis is laid on the fact that the social investigator must know the field of social research as well as the methods of social research. A too narrow attention to statistical method is not encouraged. Courses in social case work, public care of children, immigration, public welfare, and courses in the social treatment of crime, the field of labor, and the course in the legal and economic status of women are especially recommended as covering fields in which social investigations are frequently made.

Familiarity with case-work agencies should also be a part of the equipment of the social investigator, and some field work with a case-work agency as well as field work in connection with a social inquiry is recommended. The field work in social research is not "practice work," but is planned to yield results of scientific value and to provide at the same time educational work for the student investigators.

Our work in this field has become very interesting owing to the very fine work in statistical method given by Professor Field whose advanced courses, in particular, have been taken by a considerable number of our students; and (2) to the help given by the Local Community Research Committee. The following extract from our Announcements shows the way in which Professor Field's courses support the work in the Social Research field:
C. SOCIAL RESEARCH

Introduction to Statistics.—This course is intended to familiarize students with the elementary principles of statistics as applied in the scientific study and interpretation of economic and social phenomena. The topics considered include the general characteristics of the statistical method, the definition of statistical units, accuracy and approximation, the nature and causes of error, classification, frequency distributions and frequency curves, the several forms of average and their appropriate uses, rates and percentages, index numbers and business barometers, the tabular and graphic presentation of statistical results, and the collection of original statistical material. The methods discussed in the lectures are applied and tested in laboratory exercises and in the solution of assigned problems.

The course is open to students who have completed 18 majors of college studies. It is introductory to Political Economy 90 and 91 and is in general a proper preliminary to investigations in economics and the social sciences. A laboratory fee is charged. (Political Economy 9.) Mj. Summer, Autumn, Spring, 11:00, Professor Field.

Social Statistics.—The study of the application of statistical methods to social problems, the collection and interpretation of statistics relating to pauperism, crime, insanity, feeble-mindedness, immigration, and unemployment. Prerequisite: 27 majors. (S.S.A. 20.) Mj. Autumn, 2:30, Associate Professor Abbott.

Methods of Social Investigation.—Continuing the course in social statistics, the methods of inquiry used in selected official reports in the most important private investigations will be studied. The “poverty inquiries” of Booth, Rowntree, and Bowley, family budgets, and cost-of-living investigations, “social surveys,” and inquiries relating to the technique of social work will be critically examined. Prerequisite: 27 majors. (S.S.A. 21.) M. Summer, First Term, 11:00; Mj. Winter, 2:30, Associate Professor Abbott.

Social Research—Group Inquiries.—A course designed for students who are engaged in a group investigation. The special subjects for study will be determined by the needs of the inquiry. (S.S.A. 34.) Prerequisite: S.S.A. 20. Mj. or Mj. Autumn, hours to be arranged, Associate Professor Abbott.

Individual Research.—Special Research. (S.S.A. 50, 51, 52, 53.) Mj. or Mj. Summer, Autumn, Winter, Spring, hours to be arranged, Associate Professors Abbott and Breckinridge.

Statistical Theory and Method.—A second course in statistical principles with especial reference to correlation methods and to some of the simpler statistical applications of the theory of probability. After preliminary consideration of the dispersion of statistical series about their means, the concept of correlation is developed and the Pearsonian coefficient of correlation is discussed, in principle and in application. Simple sampling, the normal error curve and normal distribution, and the logic of statistical inference are studied as aspects of probability theory. The course is open to mature students who have completed creditably the work of Political Economy 9 or its equivalent, and who have some command of mathematics. (Political Economy 90.) Mj. Summer, 9:00; Winter, 11:00, Professor Field.

Methods of Statistical Presentation.—A practical study of the technique of statistical graphics and tabulation. The course is intended to afford training in the design and execution of diagrams, maps, and tables for the effective exhibition of statistical results, and, by acquainting the student with ordinary methods of engraving and printing, to accustom him to prepare statistical material in the forms most appropriate for presentation on the printed page. The laboratory exercises will provide practice in statistical craftsmanship and in the analysis of statistical problems. A laboratory fee is charged. Prerequisite: Political Economy 9. (Political Economy 91.) [Not given in 1924-25.]
Publication

Attention has been called in the Report to the President, to the publication of the first volume of the Social Service Series. The second volume will appear this month and the third has just gone to press. The other volumes on which we have been working during the last four years are listed below:

1. Immigration: Select Documents and Case Records, 800 pages. To be published February 1924

2. Family Welfare Work in a Metropolitan Community: Select Cases. Ready to be published November 1924


5. Public Charitable Organization in the United States: Select Documents. Practically ready (Miss Breckinridge will do some final editing as soon as Volume 4 is out.) and it is hoped funds can be secured for publication early in 1925.


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

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

9. Social Statistics

10. Methods of Social Investigation

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

More rapid progress could be made with this series if our faculty were larger. Miss Breckinridge and I have both accumulated some "vacation credit" but it is very difficult with our limited resources to make provision for our courses when we are out of residence. We have hoped one of the Eastern foundations might be interested in helping us with this series, and through Mr. Maeshall
it has been presented to the "Spelman Memorial" but we are still waiting for funds. Mr. Rosenwald has very generously provided the funds for the publication of Volumes 2 and 3.

Need of a Journal

The need of a scientific and scholarly journal in this field is also commented on in the Report to the President. This is another need which we had hoped might interest the "Spelman Memorial" and it is my impression that Mr. Marshall has probably taken it up with them.

Attached herewith are some registration statistics and some data about our students.
1. Arthur L. Beeley  "A Study of Unsentenced Jail Prisoners in Chicago" (in cooperation with the Chicago Community Trust)

2. Leila Houghteling  "Charitable Subsidies for Women Wage-Earners"

3. Elinor Hims  "Methods of Adoption in Illinois"

4. Marion Schaffner  "The Care of Infancy and Maternity in Illinois"

5. William W. Burke  "History and Administration of laws relating to the Insane in Illinois"

6. Harvey Leebron  "Community Chest Experiments in the United States (in co-operation with the Chicago Council of Social Agencies)

7. Dorothy Williams  "Employment of Women and Children in Truck Gardens in Cook County" (in co-operation with the U. S. Children's Bureau)

8. Helen R. Jeter  "The Chicago Juvenile Court (already published)

Candidates for the Master's Degree

9. Mary Aydelott  "A Study of Street Trades in Chicago" (in co-operation with the Juvenile Protective Association)

10. Marjory Darr  "Public Welfare Administration in New Jersey"

11. Dorothy Flude  "A Study of Prohibition in the Englewood District"

12. R. H. Freund  "Begging Families in Chicago" (Wieboldt Foundation)

13. Dorothy Gould  "A Study of Prohibition in the Calumet District"

14. Emil Kechner  "Evening Classes for Immigrants" (Wieboldt Foundation in co-operation with the Immigrants' Protective League)

15. Marcella Roach  "Work Histories of Retarded Children" (in co-operation with the Vocational Supervision Bureau)

16. Alice Rood  "Housing Condition among Negroes in the Federal Street Area" (in co-operation with Department of Public Welfare)

17. Marion Taylor  "Social Effects of Prohibition in the Central District"

18. Ellen E. Wallace  "Care of Convalescents"
"A Study of Street Arteries in Chicago (in co-operation with the \( \text{City} \) Planning Board)"

"A Study of Proliferation in the \( \text{City} \) Area"

"Securing Planning in Chicago (Co-operative Commission)"

"A Study of Proliferation in the \( \text{City} \) Area"

"Securing Planning in Chicago (Co-operative Commission)"

"A Study of Proliferation in the \( \text{City} \) Area"

"Securing Planning in Chicago (Co-operative Commission)"

"A Study of Proliferation in the \( \text{City} \) Area"

"Securing Planning in Chicago (Co-operative Commission)"

"A Study of Proliferation in the \( \text{City} \) Area"

"Securing Planning in Chicago (Co-operative Commission)"

"A Study of Proliferation in the \( \text{City} \) Area"

"Securing Planning in Chicago (Co-operative Commission)"
To the President of the University:

Sir: I submit herewith my report on the work of the Graduate School of Social Service Administration for the year 1922-23.

Our work for the year has continued along the lines mentioned in my two earlier reports. The School has from the first taken the position that a well-trained worker in the field of social service must have an appreciation of at least four fields: (1) the human being, considered genetically, physically, and psychologically; (2) the social group, considered both genetically and in terms of present anatomy and physiology; (3) theories or hypotheses of social progress; (4) technical or professional fields, which would include, for example, administrative work, remedial work, investigational work. Every candidate for a higher degree will be expected to have secured training either as an undergraduate or as a graduate student, in all these four fields.

I would call your attention to the fact that the past year is the third of the five years' term for which provision was made at the time of the creation of the Graduate School of Social Service Administration. The points upon which I would particularly report are: (1) The registration; (2) The applications for fellowships and scholarships; (3) The positions into which students have gone; and (4) The publication of a series of books for class-room instruction in the social service field.

(1). The registration for the past three years has been as follows:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Men</th>
<th>Women</th>
<th>Graduate</th>
<th>Undergraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1922-23</td>
<td>111</td>
<td>20</td>
<td>91</td>
<td>47</td>
<td>64</td>
</tr>
<tr>
<td>1921-22</td>
<td>107</td>
<td>13</td>
<td>94</td>
<td>33</td>
<td>74</td>
</tr>
<tr>
<td>1920-21</td>
<td>76</td>
<td>8</td>
<td>68</td>
<td>29</td>
<td>47</td>
</tr>
</tbody>
</table>

Attention should be called to the fact that while the School is a graduate school, the Faculty were asked to administer the Philanthropic Service Division of the School of Commerce and Administration. The undergraduates then, upon whom I report, are legally members of the School of Commerce and Administration,
THE FACULTY OF SOCIETY SERVICE ADMINISTRATION

To the President of the University:

Eliot I regret peremptory your report on the work of the Graduate School of
Society, Service Administration for the year 1934-35.

Our work for the past year is continuing along the lines mentioned in my last
annual report. The School has grown in the last twelve months and the position of a
full-time faculty member in the field of Society Service must be an attractive one.

I record your findings: (1) The human policy of the Social Group, considered generally, is insufficient in the
field of Research Policy, and the Social Group, considered generally, may be
a too principlal in its field of operation of the

I would call attention to the fact that the past year is a very interesting year.

The Faculty,OLUME OF SOCIETY, SERVICE ADMINISTRATION. The position which I
would recommend for consideration of the Society is the position. The requirements for the position are:

(1) The qualifications for the position.

(2) The requirements for the position. The qualifications have been met and the requirements
have been met.

I record the faculty members of the School of Commerce and Administration:

[Table with data]

[Handwritten notes and diagrams]
but are under the supervision and direction of the Faculty of the Graduate School of Social Service Administration. In line with the motives underlying the establishment of this School and with the purposes of the University as expressed in the terms of its establishment the undergraduate section of the School has been administered as a pre-professional division.

During the year 1922-23, 9 students received the Bachelor's degree, 3 the Master's degree, and 3 have been admitted to candidacy for the Doctorate.

The subjects of the theses presented by those taking Master's degrees were:

Marie Bell  The Attitude of Organized Labor toward Immigration
          *Beauca instructor in case work, U. of Ind. resigns because of illness.
Bertha Corman  A Study of 448 Delinquent Girls with Institutional Experience

Elsie Wolcott  Workingmen's Insurance in Germany during and after the War

The subjects of the theses in preparation by the candidates for the doctorate are:

Arthur L. Beeley  The Bail System of Cook County (Illinois)
Harvey Leebron  The Community Chest

Helen R. Jeter  The Chicago Juvenile Court (published by the U.S. Children's Bureau)
          *Now teaching at Bryn Mawr College

The increase in the number of graduate students indicates the wisdom of continuing emphasis on the graduate aspects of the work.

(2). Applications for graduate fellowships and scholarships were received from 33 candidates, and 6 fellowships and 12 scholarships have been awarded for the year 1923-24.

(3). One important test to which the work of the Graduate School of Social Service Administration must be constantly subjected, is the character of positions open to students. It is, therefore, of interest to notice that already students in the Graduate School of Social Service Administration are being recognized in the fields of public welfare administration, government investigational work, hospital social service, family welfare case work, Juvenile Court work, and teaching on the staff of other colleges and universities.

(4). In the report for 1921-22, attention was called to the preparation of case books and collection of documents for classroom use. One of the books to which reference
was made is already in press, another is completed and awaiting publication, three others will be published early in the next calendar year, and others are near completion.

Respectfully submitted,

Dean
The text is not clear due to the condition of the image. It appears to be a letter or a note, possibly discussing something related to a report or a publication. The text is not legible enough to provide a meaningful transcription.
THE GRADUATE SCHOOL OF SOCIAL SERVICE ADMINISTRATION

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
The Graduate School of Social Service Administration was established in 1926 as one of the graduate professional schools of the University of Chicago in response to a proposal made by the Trustees of the Chicago School of Child and Philosophy. The history of the School may be somewhat briefly stated as follows:

The Chicago Institute of Social Science, 1908-1928

The School was originally organized in 1908 under the name Social Science, Division of the University of Chicago as the Chicago Institute of Social Science. Funds were received as a result of the equipment of some members of the university faculty in the fields of social science and social work. The work of the School was entirely carried on by W. H. Newell, and Professor C. M. G. Hoxby, of the University of Chicago, conducted the College's own lectures of Mr. V. L. Lee's, who gave $2,000 a year in the form of the University of Chicago funds. The Trustees of the Chicago Community were employed to take over the work and develop it somewhat further, and in August, 1920, the Trustees of the Chicago School of Child and Philosophy were incorporated as the Chicago Community to continue the development of the School's work.

The Chicago School of Child and Philosophy

In May, 1926, the School was incorporated under the name of the Chicago School of Child and Philosophy to promote research into the prevention and alleviation of child poverty and misfortune, and to train leaders in that service. The University College, the University College, etc. No record of the history of Chicago School of Child and Philosophy.
were kept, no credit allowed, no certificates given until the year 1906-7, when the first students "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 $1,505 in contributions plus $431 in tuitions in 1906-7 to $15,850 in contributions plus $13,897 in tuitions in 1919-20.

<table>
<thead>
<tr>
<th>Income 1906 -- 1920</th>
<th>Contributions</th>
<th>Tuitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1906</td>
<td>$1,505</td>
<td>$431</td>
</tr>
<tr>
<td>1906-07</td>
<td>2,010</td>
<td>486</td>
</tr>
<tr>
<td>1907-08</td>
<td>4,051</td>
<td>1,025</td>
</tr>
<tr>
<td>1908-09</td>
<td>9,755</td>
<td>1,876</td>
</tr>
<tr>
<td>1909-10</td>
<td>8,330</td>
<td>2,507</td>
</tr>
<tr>
<td>1910-11</td>
<td>12,250</td>
<td>2,579</td>
</tr>
<tr>
<td>1911-12</td>
<td>12,500</td>
<td>4,054</td>
</tr>
<tr>
<td>1912-13</td>
<td>16,975</td>
<td>6,244</td>
</tr>
<tr>
<td>1913-14</td>
<td>18,910</td>
<td>8,741</td>
</tr>
<tr>
<td>1914-15</td>
<td>13,366</td>
<td>12,570</td>
</tr>
<tr>
<td>1915-16</td>
<td>16,261</td>
<td>12,289</td>
</tr>
<tr>
<td>1916-17</td>
<td>13,919</td>
<td>13,031</td>
</tr>
<tr>
<td>1917-18</td>
<td>24,01*</td>
<td>10,557</td>
</tr>
<tr>
<td>1918-19</td>
<td>13,253</td>
<td>13,369</td>
</tr>
<tr>
<td>1919-20</td>
<td>15,850*</td>
<td>13,897</td>
</tr>
</tbody>
</table>

* Including contract work done for the Children's Bureau and Bureau of Labor Statistics.
The Grant of the Russell Sage Foundation

The Grant given after 1908 is unappropriated to be applied at the Grant makes

by the Russell Sage Foundation of $10,000 a year to be used in the advancement

of the education of a Department for training in Social Investigation. The use of

the Grant were the amounts specifically limited and the rest of the Grant

was available for continuance in the preparation and open article were more

for the purpose of the Russell Sage Foundation taken upon the income of the School.

Below is a table for the Russell Sage Foundation taken upon the income of the School.

<table>
<thead>
<tr>
<th>Income 1908-1920</th>
<th>Contribution</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1908</td>
<td>$898,3</td>
<td>$826,1</td>
</tr>
<tr>
<td>1909</td>
<td>897,1</td>
<td>805,8</td>
</tr>
<tr>
<td>1910</td>
<td>930,3</td>
<td>937,5</td>
</tr>
<tr>
<td>1911</td>
<td>935,3</td>
<td>948,3</td>
</tr>
<tr>
<td>1912</td>
<td>940,4</td>
<td>959,0</td>
</tr>
<tr>
<td>1913</td>
<td>945,5</td>
<td>969,5</td>
</tr>
<tr>
<td>1914</td>
<td>1003,2</td>
<td>1024,3</td>
</tr>
<tr>
<td>1915</td>
<td>1008,4</td>
<td>1029,5</td>
</tr>
<tr>
<td>1916</td>
<td>1013,7</td>
<td>1039,8</td>
</tr>
<tr>
<td>1917</td>
<td>1018,9</td>
<td>1049,10</td>
</tr>
<tr>
<td>1918</td>
<td>1024,1</td>
<td>1059,1</td>
</tr>
<tr>
<td>1919</td>
<td>1029,3</td>
<td>1069,2</td>
</tr>
<tr>
<td>1920</td>
<td>1034,5</td>
<td>1079,3</td>
</tr>
</tbody>
</table>

Information continues on the following page and will be published in the

Society.
The "Blaine Committee" 1915 --1916

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. Emmons Blaine, the conclusion was reached that the experimental period of the work of the School had come to an end and that an attempt should be made to secure a permanent place for the School as a constituent part of the University of Chicago. A Committee consisting of Judge Julian W. Mack and Mr. Bernard Flexner was appointed to take up the matter with the president of the University. After certain preliminary discussions in 1916, the conditions created by the war made further negotiations impossible for the time being.

The 1916 -- 1919 Guarantee

In the meantime the School was moved to the old house of Mr. Charles R. Crane, and a guarantee for a period of three years from September, 1916, to September, 1919, was secured with Mr. Rosenwald, Mr. Crane, Mrs. Blaine, Mr. 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 1919-20 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 "Blaine Committee" 1918-1919

Affiliation with the University of Chicago or with the University of Illinois was discussed at various times by the Trustees of the School and by the possible future of the Committee at the request of Trustees or by other members of the School. The Committee then decided to see a man or two to discuss the question of affiliation with the University of Chicago, or other possible affiliations.

The 1918-1920 Guarantee

In the meantime, the School was moved to the site of the former E. Kane, and a guarantee for a period of three years from September, 1919, to September, 1922, was secured with Mr. Cramond, Mr. O'Dea, Mr. Ellouard, Mr. Fraser, and Dr. Leavitt as the other guarantors.

The Move to the University

In September, 1919, the only guarantee expired and it had been found impossible to secure a new guarantee of the budget exact for one year. The year 1919-20 was critical in a financial way and in a conflict of interests which were extremely

geographical and which made it difficult to develop an annual subscription of enough money to cover all the expenses. In June, 1920, a new five-year guarantee was needed and was placed.

It was suggested that affiliation with the University of Chicago might be possible. After some preliminary discussions, Mr. Hardman and Mr. Smith, and then Mr.
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 if the School could be made a constituent graduate school of the University of Chicago.

THE GRADUATE SCHOOL OF SOCIAL SERVICE ADMINISTRATION

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

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

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

The Income of the School

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

The total income of the School has run as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>1920-21</th>
<th>1921-22</th>
<th>1922-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributions</td>
<td>$16,250.00</td>
<td>$16,250.00</td>
<td>$16,250.00</td>
</tr>
<tr>
<td>Tuition fees</td>
<td>7,231.34</td>
<td>6,735.50</td>
<td>10,343.50</td>
</tr>
<tr>
<td>Total</td>
<td>$23,481.34</td>
<td>$24,985.50</td>
<td>$26,593.50</td>
</tr>
</tbody>
</table>
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 Commerce but also of the Phillips Service Division of the College of Commerce and Administration. Professor J. McFarland and the number of graduate students registered have been as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1933-1934</td>
<td>30</td>
</tr>
<tr>
<td>1934-1935</td>
<td>28</td>
</tr>
<tr>
<td>1935-1936</td>
<td>33</td>
</tr>
<tr>
<td>1936-1937</td>
<td>35</td>
</tr>
</tbody>
</table>

During these years at the University the curriculum has been enlarged so that it comes to include the necessary background and the preparation of the faculty in the field of social service departments. An important factor in the development of the curriculum has been the preparation of a series of course books.

(Except for repetition of these books will be found on page 8.)

The Income of the School

The School was sustained by income of $49,000 a year plus tuition fees for five years, but the recent income has been considerably smaller.

The total income of the School for the past five years is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>1933-1934</td>
<td>$44,928.01</td>
</tr>
<tr>
<td>1934-1935</td>
<td>$45,588.43</td>
</tr>
<tr>
<td>1935-1936</td>
<td>$45,184.53</td>
</tr>
<tr>
<td>1936-1937</td>
<td>$44,123.70</td>
</tr>
<tr>
<td>1937-1938</td>
<td>$45,138.43</td>
</tr>
<tr>
<td>Total</td>
<td>$227,354.60</td>
</tr>
</tbody>
</table>
The School has been able to carry on with this small budget because of the economies made possible by (a) the very considerable savings in overhead costs; and (b) the fact that the students of the School were enabled to take courses in all the University Departments so that the School added to its curriculum with courses in Political Economy, Political Science, Sociology, Philosophy, and Psychology, and Law, without any extra expenditure.

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

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

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

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

**The New York School**

The strength of the New York School lies in its large endowment, which is so very much larger than that of any other school that New York is in this respect in a class by itself. With this large endowment New York has been able to assemble a large faculty and to secure some promising students by granting generous fellowships,
The schools have been able to operate with a semi-dollar budget because of the economies made possible by (a) the very considerable savings in overhead costs and (b) the fact that the students of the schools were enabled to take courses in all the university departments so that the schools were able to offer courses in all the fields of study, sciences, philosophy, and pedagogy, and without extensive and extra expenditures.

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

Although there are now twenty-three different institutions in the association of the schools of social work, these schools represent widely different standards and many of the different purposes of the "Joint Report." Nevertheless, as a result of the efforts of the schools to improve their work and to advance in professional standards and to secure more permanent and adequate support, the results of the work of the association are now known to those interested in the field and are anticipated from the conferences of the schools in their continuous encouragement of their officers and their work.

Certainly there are some schools which are more known to those interested in the field and are more anticipated from the conferences of the schools in their continuous encouragement of their officers and their work.

**The New York School**

The activities of the New York School have in the last two years appeared to be so

very much larger than that of any other school that New York is in this respect

in a class by itself. With this large endowment New York has been able to assemble

a large faculty and to secure some promising students by granting research 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 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.
The University of Chicago Graduate School of Social Service Administration

The University of Chicago Graduate School of Social Service Administration

The purpose of the Chicago Graduate School of Social Service Administration is to provide instruction and training in the field of social service administration. The school offers a range of graduate courses, and its goal is to prepare students for leadership positions in social service organizations. Students are encouraged to develop a clear understanding of the field of social service administration and to be able to apply their knowledge and skills in a variety of settings. The school also provides opportunities for students to engage in research and to collaborate with faculty and other professionals in the field.
Both Chicago and New York alike share the advantage of a location in a great social laboratory and a close relationship to the social agencies of a great city.

Needs of the Chicago School

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

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

A) Provision for Fellowships to enable promising graduate students to complete their work for the doctorate. Ten thousand dollars a year could be at present usefully employed for this purpose.

B) Provision of teaching materials. This is one of the needs the "Tufts Report" particularly dwelt on:
Both Chicago and New York utilize the advantage of a location in a great social laboratory and a close relationship to the social service of a great city.

Need of the Chicago School

The first need of the School is obviously security of tenure and the establishment of a permanent or long-time income in place of the precarious existence, which will expire October 1, 1926.

While it is true that a new annual income is of utmost importance to a much larger budget amount be produced. The latter income should be secured not only in the interests of the Chicago School itself but on the basis and to some extent in the whole group of schools and the whole field of social work. The foundation of the Chicago School has been as far as possible with proper funds to support (a) all functions of the school and (b) all objects of the school and (c) important personnel in the key positions.

A continuous program for maintenance in the field of education for social work would preferably include:

1. Provision for fellowship to enable promising graduate students to complete their graduate work for the doctorate. The provision for fellowship a year could be of present usefulness employed for this purpose.

2. Provision of fellowship materials. This is one of the needs the "future report" particularly great 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.188.

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


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

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

9. Social Statistics

10. Methods of Social Investigation

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

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 large funds would be needed for a research program that looked toward larger results in the field of research.
The need of funds for this service.

To provide for this service space

Of the development and maintenance of a country.

The importance of a country to promote scientific studies in this field.

The need properly renders a supply of $2,000 to $5,000 a year.

A fund for social research

Social research is so closely related to social service that it is of special

importance to educational purposes in the social service field. Scientific training

is an essential part of the education of the social worker, and such training can

be properly given only by experience in field work as well as classroom instruction.

The need is a constant growing need. It is clear from the government's constant push

for better service and from government's constant encouragement with a knowledge of

the social field. To meet this demand it is necessary to give the graduate student

the opportunity of participating in proper and conducted investigations prior

in rough and in initial research.

A relatively small sum, say $500 a year, might go for conducting programs

(1) for education of field workers (2) for basic investigations as occasionally

necessary to supplement the work of students; (3) necessary emergency researches; and

(4) materials. Further provision for recentelleresearch must obviously be

toward larger resources 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 $5,000 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 $5,000 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 FEW FUNDAMENTAL CONSIDERATIONS

A. Importance of the School of Public Health to the Nation

The School of Public Health is a vital component of the nation's public health system. It provides training for future public health leaders and researchers, and conducts cutting-edge research that informs public health policies and practices. The School's work is critical in addressing the major health challenges facing our society, from infectious diseases to chronic diseases and mental health.

B. History and Development of the School

The School of Public Health was established in 1900 in response to the need for educated and trained public health professionals. Over the years, the School has grown and evolved, adapting to the changing needs of public health. Today, the School is a leading center for public health education, research, and service.

C. Future Directions and Priorities

As the School looks to the future, it will continue to prioritize research and education that addresses the most pressing public health issues, including climate change, emerging infectious diseases, and health disparities. The School will also seek to strengthen partnerships with communities and stakeholders to ensure that its work is relevant and effective in improving public health outcomes.

D. Conclusions

The School of Public Health plays a vital role in preparing the next generation of public health leaders and researchers, and in conducting cutting-edge research that informs public health policies and practices. As the School looks to the future, it will continue to prioritize research and education that addresses the most pressing public health issues, and will seek to strengthen partnerships with communities and stakeholders to ensure that its work is relevant and effective in improving public health outcomes.
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.
By way of summary, the general needs of the School are:

1. Funds guaranteeing the continuation of the School after October 1, 1952.

2. For the School account not merely maintained, but having grown. An example of growth of capital might be met as follows:

(a) Proportion for research, not merely as a matter of the sake of research but also for the sake of developing new materials and property.

(b) Proportion for scientific teaching materials.

(c) Proportion for research and scientific personnel.

(d) Proportion for certain special needs growing to keep up the field of training and also to improve the efficiency of personnel in the field. Development of a sound public health program and productive service work.
BRIEF OF THE NEEDS OF

THE GRADUATE SCHOOL OF SOCIAL SERVICE ADMINISTRATION

of the

UNIVERSITY OF CHICAGO

The School of Social Service Administration of the University of Chicago was organized in 1903 and carried from 1903 to 1906 as a part of the Extension Division of the University. In 1906 it became an independent institution and was maintained from 1906 to 1920 by funds contributed by a group of Chicago citizens assisted for a number of years by a grant from the Russell Sage Foundation. Dr. Graham Taylor, the founder of the School, remained its president throughout the whole of this period. Among the contributors and supporters of the School through this period were Miss Jane Addams, Alfred L. Baker, Mrs. Emmons Blaine, Judge Edward O. Brown, Charles R. Crane, Victor Elting, Bernard Flexner, President David Kinley, Miss Julia C. Lathrop, Judge Julian W. Mack, Victor F. Lawson, Julius Rosenwald and Edward L. Ryerson.

In 1915 it was felt that the experimental period of the School had come to an end, and a committee was appointed to seek affiliation with the University of Chicago or with the University of Illinois. The war deferred this plan until the academic year 1920-21, when the University of Chicago took over the organization as a constituent graduate school with an underwriting by organizations and individuals outside the University of $25,000 a year for five years. It was given the name "The Graduate School of Social Service Administration." This embraced not only the former Chicago School of Civics and Philanthropy but also the Philanthropic Service Division of the College of Commerce.
NIVER OF THE:

GRADUATE SCHOOL OF SOCIAL RELATIONS.

OF

UNIVERSITY OF CALIFORNIA

In order to comply with the regulations of the University of California, I have been instructed to inform you of the following:

1. The Graduate School of Social Relations has been reorganized and is no longer a part of the Extension Division of the University.

2. The Extension Division of the University is responsible for the instruction of students in various fields of study.

3. In order to be admitted to the Extension Division, students must meet certain requirements set by the University.

4. After you have completed your coursework, you will receive an official transcript from the University.

5. If you have any questions or concerns, please contact the Dean of the Extension Division.

Thank you for your cooperation.

[Signature]

Dean of the Extension Division
and Administration of the University of Chicago, of which Prof. L. C. Marshall was dean. He was made dean also of the new school.

The School now is in the fourth of its five-year period with the University. While overhead charges, such as building space, heat and light, have been absorbed by the University, the School has suffered the keen disappointment of a failure on the part of some of its underwriters to pay. Instead of the $25,000 being paid in each year, only $16,250 has been received. Nevertheless, the curriculum has been strengthened so that it commands the respect of the faculty in allied social science departments and of the graduate students.

Those interested in the School believe it has made good and that it has established a scholarly foundation for future work. They believe that the School has a proper place in the University because there is a demand on the part of private charities and public institutions, which have annual budgets mounting into the millions, for executives of high professional training. Education for this field of service is as legitimate a branch of a university organization as a school of law or medicine.

Friends of the School are anxious about its future, because the University connection has not yet been assured beyond the fifth year, and, until this assurance is given, the status of the school must be regarded as precarious and uncertain.

Miss Abbott and Miss Breckinridge, who have for so long been associated with the School and who have been largely responsible for its administration, have prepared at the request of some friends the attached statement reviewing the school's history and estimating its
and communication of the University of Chicago on market price. The
market price of goods is one of the most important factors in the
modern economic system. The market price reflects the value of
merchandise in terms of money. It is determined by the forces of
supply and demand. The price is set by the interaction of these forces.

While many economists agree on the importance of the market price,
there is a debate on its role and implications. Some argue that market
price is the best indicator of the value of goods, while others believe
that it can lead to market failures and inefficiencies.

The market price plays a crucial role in the allocation of resources.
It helps to determine which goods are produced and in what quantity.
By signaling the relative value of different goods, the market price
influences production decisions. However, it is important to note that
the market price is not the only factor affecting production decisions.
Other factors such as technology, costs, and government policies
also play a significant role.

In conclusion, the market price is a critical component of the
economic system. It reflects the value of goods and influences
production decisions. Understanding the role of the market price is
essential for effective economic policies and market-based
management.
needs as a growing school. They do not urge, however, that these needs be met by means of a large endowment all at once, but ask instead for an underwriting for the continuation of the School after October 1, 1925, on the basis of the 1920 estimate of $25,000 a year plus tuition fees. The other items may be taken on as funds permit. These women suggest that information regarding the quality of the work done and its relation to the other branches of the University may be obtained from the following persons: Professor James H. Tufts, Vice-President of the University of Chicago and author of the Russell Sage Foundation Report on "Education and Training for Social Work"; Professor Ernst Freund, University of Chicago Law School; Professor L. C. Marshall, University of Chicago; Professor Charles E. Merriam, University of Chicago; and Professor Jesse F. Steiner, Chapel Hill, N.C., author of "Education and Social Work".
necessary as a training school. They go out produce, however, first.

Please welcome members of the faculty and administration of the school after October 1 and on the basis of the late testing of the 1960's a very firm intention to use the open area may be taken as an image of the area. These women suggest that information regarding the nature of the work done and its relation to the other courses of the university may be obtained from the college.

The president of the faculty, Mr. Walter, Vice-president of the university of Chicago, and director of the Russell Sage Foundation,President J. G. Wilmer of the University of Chicago, and President of the University of Chicago, and President of the University of Chicago, and President of the University of Chicago.

With the mention of "Education and Society" we end.

Dear Dr. Flexner:

Mr. Rosenwald, in 1920, with other trustees of the then Chicago School of Civic and Philanthropy, recommended that the University of Chicago take over the School. This was agreed to with the understanding that former supporters would contribute $25,000 a year for five years. The fund was underwritten. The University took over the School and named it the School of Social Service Administration. Unfortunately some persons failed to pay, but to date the larger part of the fund has been paid. The School is in danger of being handicapped, if not discontinued, after 1924-25, the final year of the underwriting, unless outside provision is made for part of its budget, not because the University does not regard the work as important, but for lack of funds.

In the opinion of those familiar with the School, it has more than justified its existence and it is able to go to greater usefulness, as the report, included in the history sent herewith will show.

It occurred to Mr. Rosenwald that possibly the Laura Spellman Rockefeller Foundation might be interested to help the School. He tried to see and advise with you when he was in New York recently, but was unable to do so. But he mentioned the School's need casually to Dr. Ruml. If you think well of the School, will you pass on to Dr. Ruml the brief and history with such recommendations as you may care to make?

The history was prepared by Miss Edith Abbott, dean of the School, and Miss S. P. Breckinridge, one of the deans of women at the University; and both connected with the School since it was started.

Yours very truly,

Secretary to Mr. Rosenwald

WCG-MB
Enc.

Dr. Abraham Flexner,
61 Broadway,
New York City.
May 22, 1937

DEAR DR. PLEZNER:

As recommended in 1930, with other professors at

the then College of Mines, and Geology and

the Geology of California, I am about to inaugurate

the School. This is to say to take some of the

reform of the University of California. I am

writing to ask you for your approval of the

the new scheme of work. I am sure that the

new plan will prove to be beneficial. The

University has made great strides, and I am

confident that our scheme will be successful.

The proposed scheme is as follows:

1. The School of Mines
2. The School of Geology
3. The School of Engineering

The scheme is designed to provide a comprehensive

education in all branches of the mining and geology

fields. It is hoped that the scheme will be

approved by the University authorities.

Yours very truly,

[Signature]

R. F. Hoebering

New York City
The University of Chicago
The Graduate School of Social Service Administration

OFFICE OF THE DEAN

10 June 1924

Dean J. H. Tufts
The University of Chicago

My dear Mr. Tufts:

I have been out of the city for a few days, and
found a note when I returned saying that you thought
we might use the room of the Honor Commission this
summer, as a Social Service Administration office.
I should be very glad indeed if we might do this. I
note what you said about the possible inconvenience
of the fact that the C & A Building is put down on
the original announcements as our headquarters, but
I think we can leave Miss Dixon for the present at her
own desk in the C & A Building, and she can take care
of inquiries there. Since everybody has to go to
Cobb, any way, I do not believe there will be much
inconvenience and we shall be very careful to see that
the Information office is properly instructed as to the
change.

I have never had a desk here in the C. & A. Building but
I think Mr. Dinsmore can probably find me one somewhere
about the University. I assume that it will probably
be necessary for us to purchase a typewriter and typewriter
desk, however, since I am quite sure that those
we are using belong to C & A. The files, however, that
we are using are some of our old School of Civics files
so that I think the only furniture we shall need to purchase
will be the typewriter and typewriter desk, and I think we
are quite safely within our budget so that we can make these
purchases. Of course it is possible that they may be able
also to find us a typewriter desk somewhere. I shall
take no steps about ordering anything until I have conferred
about it.

Thank you very much indeed for thinking about us.

[Signature]

Eli A. Abbott
Positions Held by Graduates and Former Students of the Graduate School of Social Service Administration, University of Chicago

Helen Ranken Jeter, A.B. University of California, 1917; A.M. University of Chicago, 1920; Ph.D. University of Chicago, 1924; Instructor in Social Economy, Bryn Mawr, 1922-24; Instructor in Economics, University of California, 1924.

Mary Aydelott, A.B. Wellesley, 1922; A.M. University of Chicago, 1924; Special Agent, Federal Children's Bureau, Washington, D.C.

Marie Bell, Ph.B. Wooster (Ohio) College, 1911; A.M. University of Chicago, 1922; Instructor in Case Work, School of Social Service, University of Indiana, 1922-3; Probation Officer Juvenile Court, Chicago, 1923.

Mary Frances Bruton, A.B. University of Missouri, 1913; A.M. University of Chicago, 1924; Supervisor Women's Work; Industrial Relations Department, Public Service Company of Northern Illinois.

Bertha Corman, Ph.B. University of Chicago, 1918; A.M. University of Chicago, 1923; Assistant Superintendent, Jewish Home-Finding Society, Chicago.

Bernice Davis, A.B. Milwaukee Dounier, 1922; A.M. University of Chicago, 1924 Assistant.

Yente Lowenstein, Graduate University of Dorpat, Russia, 1915; A.M. University of Chicago, 1923; Field Worker, Jewish Home-Finding Society, Chicago.


Alice M. Miller, A.B. University of Texas, 1917; A.M. University of Chicago, 1923, Chairman, City Censorship Board for Moving Pictures Chicago.

Marjory W. Pomer, A.B. Smith College, 1921; A.M. University of Chicago, 1923; Special Agent, Federal Children's Bureau, Washington, D.C.

Bessie Barth, Ph.B. University of Chicago, 1921; Visitor, Jewish Social Service Bureau, Chicago.

Ruth M. Bartlett, Ph.B. University of Chicago, 1924; Vocational Adviser, Vocational Guidance Bureau, Public Schools, Chicago.

Alma Cramer, Ph.B. University of Chicago, 1923; Field Visitor, Vocational Supervision League, Chicago.

Effie E. Doan, Ph.B. University of Chicago, 1924; Social Service Field Secretary, Extension Department, University of Iowa.
Philip M. Fisher, Ph.B. University of Chicago, 1923; Assistant Secretary, Community Chest, St. Louis, Mo.

Mary Guicrich, Ph.B. University of Chicago, 1921; Director Y.W.C.A. International Institute, East St. Louis

Clarence Jackson, Ph.B. University of Chicago, 1923; Field Secretary, S.W. Division, American Red Cross, St. Louis, Mo.

Rachel Kahan, Ph.B. University of Chicago, 1923; Visitor, Jewish S.S. Bureau, Chicago

John Landesco, Ph.B. University of Chicago, 1924; Head Resident, Abraham Lincoln Settlement, Milwaukee, Wis.

Amy Mason, Ph.B. University of Chicago, 1924; Social Worker, Infant Welfare Society, Chicago

Laura P. McAnae, Ph.B. University of Chicago, 1923; Exec. Secretary, American Red Cross Chapter, Jacksonville, Ill.

Elsa Reenharat, Ph.B. University of Chicago, 1923; Visitor, United Charities, Chicago

Jennie Rorner, Ph.B. University of Chicago, 1923; Visitor, Jewish S.S. Bureau, Chicago

Cecilia Wolfsen, Ph.B. University of Chicago, 1922; Visitor, Jewish S.S. Bureau, Chicago

Edith M. Stein, A.B. Smith College, 1920; A.M. University of Chicago, 1922; Visitor, Jewish Social Service Bureau, Chicago

Elsie Wolcott, A.B. Dakota Wesleyan University, 1921; Special Agent, Federal Children's Bureau, 1922-24; A.M. University of Chicago, 1922

Willie Zuber, A.B. Sophie Newcomb, 1920; A.M. University of Chicago, 1922; Special Agent, Federal Children's Bureau, Chicago
POSITIONS HELD BY STUDENTS OF THE GRADUATE SCHOOL OF SOCIAL SERVICE ADMINISTRATION WHO LEFT THE UNIVERSITY BEFORE COMPLETING THEIR WORK FOR DEGREES:

Lillian Adler, Graduate Armour Academy, 1902
Assistant Superintendent Stockyards District, United Charities, Chicago

Ada W. Barker, A.B. Cornell College, 1919; A.M. University of Iowa, 1915
General Secretary, Family Welfare Society, Rock Island, Illinois

Salome Fisher, A.B. University of Iowa, 1919
Social Worker, Michael Reese Dispensary, Chicago

Annette Garrett, A.B. University of Kansas, 1920
Visitor United Charities, Chicago

Helen Meyer, A.B. Beloit College, 1923
Visitor, United Charities, Chicago

Hanna Michelet, Graduate Department of Agriculture, University of Norway
Head Resident Settlement House, Christians, Norway

Marion Parsons, A.B. University of Iowa, 1921
Visitor, Family Welfare Association, Baltimore, Maryland

Frances Piekarz, A.B. Ripon College, 1906
Visiting Teacher, Lincoln, Nebraska

Lillian Proctor, A.B. Earlham College, 1920
Visitor, United Charities, Chicago

Lester J. Schloerb, A.B. Northwestern College, Naperville, Illinois, 1919
Vocational Adviser, Vocational Guidance Bureau, Public Schools, Chicago

Mary Stanton, Graduate Sioux City Normal School, 1918
Visitor, United Charities, Chicago

Evelyn H. Wilson, A.B. Oberlin College, 1923
Visitor, United Charities, Chicago

Dorothy Goned, A.B. Oberlin College, 1923
Visitor, United Charities, Chicago

Emil Kerchner, A.B. University of Illinois, June 1920
Vocational Adviser, Vocational Guidance Bureau, Chicago Board of Education.
19. Mrs. Evelyn H. Wilson  "Recent Negro Migrants on the South Side"
21. Mary L. Zahrobsky  "The Slovak Group in Chicago"
To the President of the University

Sir:

I herewith submit the report on the work of the Graduate School of Social Service Administration, for the year 1923-1924. During the first two quarters of this year (Summer 1923 and Autumn 1923), the work of the School was continued under the direction of Professor Marshall whose resignation as Dean was accepted by the Board of Trustees in December 1923. My connection with the Dean's Office began therefore in the Winter Quarter 1924, but the report submitted herewith deals with the entire academic year.

The points which it seems advisable to discuss are the following:

(1) The registration; (2) the increasing number of candidates for the M.A., and Ph.D. degrees; (3) the relation of the School to the Local Community Research Committee; (4) the development of courses in University College; (5) the publication of the first volume of the Social Service Series.

(1) Registration: The total registration for 1923-1924 has been approximately 15 below the registration for 1922-1923. This loss, however, is entirely due to a falling off in the number of undergraduate registrations. The graduate registration was 55 last year and 55 the preceding year. The graduate students have also been in residence a larger number of quarters and the total graduate registration for the winter and spring quarters was so definitely higher than in the corresponding quarters of the preceding year that we have been encouraged to hope that the graduate status of the School may be definitely established. The graduate registration by quarters is as follows:
2. President's Report

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<tr>
<th></th>
<th>1922-23</th>
<th>1923-24</th>
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<tbody>
<tr>
<td>Summer</td>
<td>20</td>
<td>21</td>
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<td>Autumn</td>
<td>32</td>
<td>30</td>
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<td>Winter</td>
<td>25</td>
<td>34</td>
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<tr>
<td>Spring</td>
<td>19</td>
<td>28</td>
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</tbody>
</table>

The falling off in the undergraduate registration has been due to two factors; (1) The undergraduate students inherited from the Philanthropic Service Division of the College of Commerce and Administration have been gradually completing their courses; (2) the policy of the School has been to discourage the transfer of undergraduate students from the colleges and to advise them, instead, to carry a pre-professional "Social Service" sequence planned by the School. The courses in this sequence are largely courses in the social science departments since only one course in the School is open to students with 18 majors, and only two others to students with 27 majors. There is one group of undergraduates, however, whose needs can properly be more satisfactorily met in the School of Social Service Administration than in the colleges; — these are the older students who enter, usually as unclassified, and who have had an experience of some years in social service work. Some of these students have been graduated from independent schools of social work but wish to complete the work required for a university degree. The School has been encouraging the registration of such students and Ph.B. degrees in Social Service Administration were awarded to several students of this type last year.

One other point with regard to our registration should be noticed. The students in the School select approximately one third of their courses in the related social science departments and during the year a considerable number
The letter of the word macroeconomic relationships may be read to convey

*The letter of the word macroeconomic relationships may be read to convey*

The letter of the word macroeconomic relationships may be read to convey.
5. President's Report

of students from those departments register for our courses. Thus, in 1923-24, there were 68 registrations in the School from other departments of the University.

(2) There has been a gratifying increase in the number of candidates for the M.A., and Ph.D. degrees. The first doctorate in the School was awarded in June 1924, to Helen Rankin Jeter whose thesis on the Juvenile Court of Chicago had already been published by the U.S. Children's Bureau. During the past year 8 students have been at work on doctoral dissertations in comparison with two in the preceding year. The number of M.A. degrees granted has been as follows: None in 1920-21; 3 in 1921-22; 5 in 1922-23; and 7 in 1923-24.

Of the students who have received degrees during the past year, one has gone to a position on the Faculty of the University of California; one to the University of Iowa as Field Agent in the Extension Division; two, to research positions with the U.S. Children's Bureau; one to the Illinois State Department of Labor as assistant statistician; two, to positions in the Vocational Guidance Bureau of the Chicago Board of Education, and the others to various positions in social agencies.

(3) An important feature of the year's work has been the cooperative relation established with the Local Community Research Committee of the University. Representatives of the Faculty of the School have been admitted to membership in this committee and this connection with the research work carried on by the social science group has offered new opportunities in the social research field, to the students in the School.

(4) The School has offered occasional courses in University College since its organization in 1920-21. During the past year, however, in response to
THE GRADUATE SCHOOL OF SOCIAL WORK ADMINISTRATION

5. Report on the results of the current year's work for the School.

For the Academic Year 1955-56, the School has been operating at approximately 60% of its capacity. The student body has shown a significant increase in the number of applications for admission.

The academic program has been expanded to include new courses in social work administration. The curriculum now covers a wide range of topics, including policy formulation, program evaluation, and community organization.

In addition to the academic offerings, the School has initiated a number of research projects. These projects are aimed at addressing current social problems and promoting the development of effective social policies.

The School has also been working to increase its outreach to the community. Efforts have been made to establish partnerships with local organizations to provide practical experience for students and to address community needs.

Overall, the School has made significant progress in fulfilling its mission of preparing social workers to serve in leadership roles in the field.
requests from the social agencies in the community, three new courses were undertaken. Of the 110 persons registered for these courses the large majority were social workers employed in the various social agencies of the city. This cooperation with University College is believed to offer a useful opportunity for extension work which must be helpful to the social agencies and to the community.

(5) One of the most important features of the year's work has been the publication of the first volume of the "Social Service Series" edited by the Faculty of the School. It is planned to publish in this series, both source books and treatises in the social service field. The second volume in the series, "Family Welfare Work in A Metropolitan Community" by Associate Professor Breckinridge is in press. This is a pioneer "case-book" in the social service field and will be of wide service in other schools of social work. Two other volumes in this series are approaching completion and should be in press before the close of the next academic year.

The importance of the "Social Service Series" can be appreciated only if the present dearth of scientific material for students in this field is understood. When Professor James Hayden Tufts made his report for the Russell Sage Foundation on "Education for Social Work," he spoke very emphatically of the lack of teaching materials.

"There is general complaint," wrote Professor Tufts, "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. 188.
5. President's Report

The preparation of a series of source books was one of the first tasks which the members of the faculty of the School devoted themselves after the move to the University was made in 1920. In addition to the three volumes to which reference has already been made, the fourth and fifth volumes of the series are now nearly completed and three other volumes are well under way. It is believed that this series will be of very great value in helping to improve standardize the courses offered in the various schools in this field.

In connection with the progress made in beginning this series of publications attention should be called to another opportunity to render a service in the social service field through the publication of a scientific journal in this field. Such a journal would have wide educational value and would help to place educational work in this field on a more thorough and scholarly foundation. It is hoped that the Social Service Series may be followed by a scientific journal of social service in the near future.
This School is being operated on a five year basis, the last year in the period being 1924-25. Although 25,000 per year for five years were talked of, actual payments are about half that amount.

The unique opportunities of the school are these

(a) to become the training center of instructors in this field
(b) To train research workers
(c) to develop materials of instruction for other schools
(d) To turn out persons skilled in social diagnosis rather than in routine remedial work.

The following financial statement assumes as a base the budget proposal of 1923-24. The sums stated are, then, to be regarded as amounts over and above the amount for 1923-24.

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<thead>
<tr>
<th></th>
<th>1924-25</th>
<th>1925-26</th>
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<th>1927-28</th>
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<tr>
<td>Materials</td>
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<td>Summer plans</td>
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<td>60,000</td>
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What are the sources of these increased funds

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<tr>
<th></th>
<th>1924-25</th>
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<tr>
<td>Friends</td>
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<td>20,000</td>
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<td>6,500</td>
<td>8,000</td>
<td>9,500</td>
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</table>
The Graduate School of Equity Services Administration

The School is planning a campaign to raise funds for the last year in the period

period 1932-33. Approximately $20,000 per year for five years was estimated at an

expense rate of about five percent.

The main objectives of the School are these:

(a) To become the primary center of instruction in this field

(b) To train research workers

(c) To develop materials of instruction for other schools

(d) To turn out trained specialists in equity services, together with

contingent research work.

The following financial statement was made as a basis for the budget report of 1932-33:

<table>
<thead>
<tr>
<th>Year</th>
<th>Administration</th>
<th>Instruction</th>
<th>Materials</th>
<th>Research</th>
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<tr>
<td>1932-33</td>
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<td>1933-34</td>
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<td>1934-35</td>
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<td>1935-36</td>
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</table>

The main sources of these increased funds:

(a) Tuition fees

(b) Endowment

(c) Gifts

(d) Research grants

(e) Government grants

(f) Other sources
The Department of Political Economy

There are four possible lines of distinct opportunity for such a department

1. Continuing orthodox economics (not recommended)

2. Working on the border land of Psychology (could be handled in connection with a certain type of co-operative research by Commerce and Administration)

3. Working on the border land of business. (The most hopeful of all. Could be handled in co-operation with Commerce and Administration research)

4. The institutional development field (Budget proposal for 1923-24 has a recommendation for dealing with this)

The situation here is that, aside from routine matters, the development of this field can be worked out in co-operation with other projects. There is added, therefore, merely the statement that we should secure for social science research the following sums. They should be secured from foundations.

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<td>(dollars)</td>
<td>21,000</td>
<td>80,000</td>
<td>80,000</td>
<td>80,000</td>
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</tbody>
</table>
The Department of Political Economy

Please excuse the time of arrival opportunity for each a department.

Continuance of foreign economic conditions necessitated.

Working on the general trend of economic theory, it may be possible in

connection with a certain type of co-operation between the

committee and administration (committee and administration)

Working on the general trend of planning, it may be possible in

Writing a companion to the committee with a certain area

[Text continues herein, partially legible]
<table>
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<th>Sources of Funds</th>
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<th>1926-27</th>
<th>1927-28</th>
<th>1928-29</th>
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<tbody>
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<td>150,000</td>
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<tr>
<td>From Friends</td>
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<td>20,000</td>
<td>20,000</td>
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<tr>
<td>From Co-operators in Research</td>
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<td>50,000</td>
<td>80,000</td>
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<td>7</td>
<td>24,000</td>
<td>33,500</td>
<td>32,000</td>
<td>37,000</td>
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<td>Total</td>
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<td>282,000</td>
<td>287,000</td>
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<td>From Repayment</td>
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<tr>
<td>From Interest</td>
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<td>From Co-op.</td>
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</table>
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.

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

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

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

7. Incidentally, Mr. Rumil indicated a little irritation that Laune was calling on him a little over a month ago gave him no indication of what was going on with Northwestern, and was a little indispersed to call on Laune here. Mr. Swift advised him to call however and Mr. Rumil seemed disposed to do so.

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

June 10, 1934

Dear Mr. Swift, I am writing this letter today to express my appreciation for your continued support and encouragement towards my work. I have been reading your letters with great interest and have found them to be most inspiring.

I am pleased to inform you that I have been selected for a new position in the engineering department. This opportunity is a great step forward in my career, and I am excited to be able to contribute my skills and knowledge to the company.

The position requires a great deal of responsibility, and I am confident that I can meet the expectations. I am already working on developing a comprehensive plan for the project, and I believe that we can complete it on time.

I would like to take this opportunity to thank you again for your generosity and support. Your continuous encouragement has been invaluable to me, and I am grateful for your guidance.

Please let me know if there is anything else I can do to assist you. I am always happy to help in any way I can.

Sincerely,
[Your Name]
President Ernest D. Burton,  
The University of Chicago,  
Chicago, Illinois.

Dear Mr. Burton:

Mr. Ruml told me today that one point (which he had  
not yet passed on to any of our people but which he wished us to  
know) had come up in reference to his Board's appropriation to us  
over a three year period. It was that it would be difficult for  
graduate students to know how to plan their work leading to a  
doctor's degree because those coming in the second or third year  
would not know whether work financed by the L.S.R. appropriation  
would be continued for the full three years of these students.

He said the Board recognized this difficulty but at  
the same time didn't want to make a five or ten year appropriation,  
but in discussing the matter they came to the conclusion that  
toward the end of the first year there would be no impropriety  
in our raising the question as to a fourth year; or, in other  
words, he thought we would be justified in requesting to keep  
continually three years ahead in our certainty for funds.

This seems to me a valuable bit of information  
that should be kept in mind.

Yours cordially,

cc NCPlimpton
June 13, 1924.

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

Dear Mr. Burton:

When Mr. Ruml was here today, I asked him what was the attitude of Mr. Laum of the Wieboldt Foundation so far as we were concerned and he replied that he could see nothing but friendliness. He went on to say that he didn't see any reason for us to abate our efforts to secure appropriations from the Foundation and he particularly mentioned that since they were interested in social work, he thought they might very likely subscribe toward the $25,000. plus subscription which the Laura Spelman Rockefeller Board had made to us. He thought we might get at least $10,000. from them or even a little more.

Presume Mr. Ruml would not want to be quoted in this matter so that it should be considered confidential.

Am sending a copy to Mr. Marshall.

Yours cordially,

[Signature]
June 13, 1924.

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

Dear Mr. Burton:

Mr. Ruml came to see me again today before leaving the city. He told me that he had been to see both President Scott and Mr. Laun of the Wieboldt Foundation. In each instance the question of their cooperation to build a Social Service building on Northwestern campus came up and he said he thought I might be interested in knowing the points that had developed.

Certain important points are --

(1) President Scott has had this thing in mind for three years and broached it to the Wieboldts three years ago but said the time was not yet ripe. He has recently told them that the time is ripe.

(2) The plans are not mature nor even agreed upon and their culmination depends upon enthusiastic response from the different social organizations.

(3) He told President Scott that he thought it unfortunate that they had gone off on their own hook on this and that such an alliance with the social organizations should comprise a complete program of cooperation between the educational institutions.

(4) The reason this plan appeals strongly to the Wieboldts is that it is an investment of the Foundation, that Northwestern will return rent, etc. collected from the social agencies, and that being on Northwestern land makes it tax exempt, giving the Foundation greater returns.

Yours cordially,

[Signature]

Harold C. Swift
June 23, 1924.

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

Dear Mr. Burton:

I have no contrary suggestion to your program of June 21 in reference to procedure with the Wieboldt people. The fact that I shall be out of town until toward the end of July may keep me from being any factor in the situation but I don't think that should hold up proceedings.

Yours cordially,

[Signature]

Harold H. Swift
Union Stock Yards
Chicago
I have no comment on this letter. I have finished my time in relation to the issue. I have been busy with other matters.

Yours sincerely,

[Signature]
My dear Mr. Rosenwald:

I have been thinking earnestly over the best method of approach to Mr. Wieboldt. I have in mind R. C. Wieboldt, the son, who is the President of the Wieboldt Foundation. I am afraid of discussing the central building and the cooperation with Northwestern, lest we should seem to be interfering with things that do not belong to us, yet I imagine that if we could secure an interview he might introduce the subject himself.

Perhaps you know that the Foundation voted last December to approve in principle a proposal, which I made at Mr. Wieboldt's request, that they should give us $25,000 a year for ten years for research in ear, nose and throat, but that Mr. W. has never had time to formulate the details.

How would it do for me to ask him to see me Monday afternoon, and when I go say to him - that I am leaving for Europe and wanted to say before going that I hoped that the University and the Foundation might work together - on matters in which they are both interested - for many years; that on my return I would like to call on him at his convenience and to consider whether we could not cooperate both in the field of medical research and of social service; and that I should like to send him from time to time information about the plans of the University in general.

If he should take occasion from our presence to ask us what we think about the plan for a central building for the Social Agencies that would give us a chance to say all that we have in mind.

With this in mind, I have worked out with Miss Abbott a statement substantially in accord with our discussion on Thursday - not to read to him, but to clarify our thought.

If you can possibly spare the time, I think it would be greatly to our advantage, if you would go with me. This would at once lend significance to the call, and make it much more likely that he would open the subject of work in Social Service. If he did not do so, we could prolong the conversation, discussing the plans of the University in general, and this might in the end start him off. But it would be especially desirable for you to be present to take part in the discussion, if it does develop as we hope.

May I then inquire whether I may attempt to make an appointment with Mr. Wieboldt for the latter part of Monday afternoon, or if this is impossible, on Tuesday? If you could have some one telephone to my office, Mr. Butler, my secretary will try to make the appointment and will communicate with you.

Meantime I will have the statement of policy, which I have prepared, typewritten and we can look it over together before we meet Mr. Wieboldt.

Very truly yours,

signed - Ernest D. Burton

Sunday 7/20/24
May 20th, 1969

To Mr. Welpolt,

I have been thinking seriously about the recent events of today, and I believe it is time for me to consider my future. I have纹理 to travel to Wales for a few days to thoughts about my current position. I am aware that the situation is not resolved, and I am concerned about the future of the company.

The recent events have caused me to reevaluate my role within the company. I have纹理 to discuss this matter with my colleagues and superiors. I am open to any suggestions or feedback you may have.

I appreciate your understanding and support during this time. Please let me know if you have any questions or concerns.

Sincerely,

[Signature]

[Name]

[Position]
My dear President Burton:

After thinking over the problems we discussed yesterday, it seemed best to draw up a statement attempting to define rather clearly the relation of "central officing" to the problem of education for professional social work. This I have done with Miss Breckinridge's help.

I do not find it possible to make any definite suggestions with regard to the method of approaching Mr. Wisboldt except the following:

1) That to set forth our work and our needs may lead to a very much needed discussion of their whole project. Mr. Rosenwald, I think, has been quite anxious to discuss their plan with them and I believe he feels that if he had an opportunity he could help them to see the whole problem in a different light. I cannot help thinking that Mr. Rosenwald through his connection with so many social agencies, not only as a large contributor but as a board member, is in a position to speak with great authority in this matter and I think he wants to do this.

2) So far as the Community Welfare is concerned, I believe so large a sum ($500,000) should not be allowed to an educational scheme that has not been carefully worked out and thought out. The plan may be desirable as a means of expansion for Northwestern but I cannot believe that any unbiased and intelligent person will think it is best for the community.

A careful examination of the relation between a plan for central officing and a School of Social Service will show I think that there is really very little relation between the two. Neither is in any way essential to the other. A central office building would be a very good
place for our extension work but we can also do very good work without such a building.

The University of Chicago has a great deal to offer to the Social Agencies of the city. With relatively small resources, we have offered a good deal in the past; with larger resources we can certainly do more.

I have also considered carefully two possible prospects that might be made but I cannot believe that either could be safely adopted. These are:

(1) Could we accept any place of joint administration with Northwestern?

(2) Could we accept a plan such as was suggested in Mr. Ryerson’s memorandum of administration of an Educational Fund with a committee representing the social agencies?

Either of these places seems to me likely to lead to very unsatisfactory results. We have had some experiments in the past with this kind of joint control and it has been very difficult. The social agencies, in particular, do not understand educational problems and think in terms of what is convenient and immediately useful to the agencies. I am quite clear that any form of joint control would present very grave problems.

It is not possible for me to say how much we regret that this very difficult situation has arisen and how grateful we would be if it were possible for us to lighten the very heavy burden you are carrying at this time. I am afraid this memorandum will not furnish the constructive suggestion that you are seeking but I hope this analysis may make the problem a little simpler.

Always faithfully yours,

[Signature]
The University of Chicago

To: [Recipient]

Subject: [Subject]

Dear [Recipient],

The purpose of this letter is to express a concern regarding the recent events that have occurred on campus. As a responsible member of the community, I feel compelled to address these issues directly.

[Body of the letter discussing the concerns and potential solutions]

Sincerely,

[Your Name]
A review of the various factors entering into the relationship existing between the School and the Social Agencies of Chicago may help us to understand how they bear upon the interest of the University in a "Central officing" plan. The relationship may be said to be reciprocal: The Agencies help the School in certain ways. The School helps or should help the Agencies in certain other ways.

I. HOW THE AGENCIES HELP THE SCHOOL

The Agencies furnish the School with clinical facilities in (1) Field Work and (2) Social research; and (3) the Agencies have also sent their representatives to lecture to the students of the School.

1. Field Work. During the past year our students have done field work in the following offices:

- Calumet District, United Charities, 3070 East 79th Street
- Central District, United Charities, 2959 South Michigan Avenue
- Englewood District, United Charities, 6309 Yale Avenue
- Stockyards District, United Charities, 734 West 47th Street
- Haymarket District, United Charities, 1701 West Grand Avenue
- Southwest District, United Charities, 2118 West 22nd Street
- Mary Crane District (Hull-House), United Charities, 818 Gilpin Place
- Northern District, United Charities, 732 Fullerton Avenue
- Jewish Social Service Bureau, 1800 Selden Street
- Michael Reese Dispensary (Social Service Department), 1012 Maxwell Street
- Central Free Dispensary (Social Service Department), 1744 West Harrison Street
- Juvenile Court of Cook County, Roosevelt Road and Ogden Avenue
RELATION OF THE GRADUATE SCHOOL OF SOCIAL SERVICE ADMINISTRATION TO A COMMUNITY SOCIAL SERVICE BUILDING

A review of the various factors entering into the relationship existing between the School and the Social Agencies of Chicago may help us to understand how they may work to the interest of the University in a "Community College" plan. The relationship may be said to be twofold: The Agencies help the School in certain ways. The School helps the Agencies in certain other ways.

I. HOW THE AGENCIES HELP THE SCHOOL

The Agencies furnish the School with clinical facilities to (1) help work on the students' cases; (2) help the Agencies improve their methods and services; and (3) provide research materials. The Agencies have also seen that their representatives can serve to facilitate the education of the students of the School.

For the following...
2. Social Research.-- Records of Social Agencies have been used for research purposes in the following offices:

- Calumet District, United Charities
- Englewood District, United Charities
- Central District, United Charities
- Haymarket District, United Charities
- Northern District, United Charities
- Lower North District, United Charities
- Mary Crane District, United Charities
- Stockyards District, United Charities
- Vocational Guidance Bureau
- Juvenile Court
- Circuit and County Courts
- Children's Home and Aid Society
- Central Council of Social Agencies
- Various Settlements

As to the relation of so-called "clinical facilities" to the central office, it seems clear:

1) That Field Work would probably not be affected by the central officing plan since field work will undoubtedly continue to be exclusively, or almost exclusively, district work.

2) As to Social Research, while it is true that most of this work has been done either in district offices or with such public agencies as the Juvenile Court, the Vocational Bureau, or certain private agencies not likely to be affected by the Central Officing plan (e.g., the Juvenile Protective Association and Immigrants' Protective League), nevertheless some research work will certainly be done...
To the Practioner of Social and Family Services to the County Office,

It's seen here:

1. "Every Minute Money Properly Not Be Allocated by the County Office"

2. "As to County Reseeks' aide, time to file work for work and home"

3. "As to County Reseeks' aide, time to file work for work and home"

4. "As to County Reseeks' aide, time to file work for work and home"

5. "As to County Reseeks' aide, time to file work for work and home"

6. "As to County Reseeks' aide, time to file work for work and home"

7. "As to County Reseeks' aide, time to file work for work and home"

8. "As to County Reseeks' aide, time to file work for work and home"

9. "As to County Reseeks' aide, time to file work for work and home"
records in the Central Office Building. It would therefore be convenient if a room could be set apart in this building where perhaps occasional small conferences could be held and students could work on records without interfering with the work in the offices. It is, of course, not suggested that such space should be used exclusively by the students of the University of Chicago. It should, of course, be equally available for students from other institutions and representatives of state or federal investigating bureaus.

3). Lectures: Representatives of the Social Agencies have also contributed to the School by giving lectures to the students. With the organization by the School of a more adequate teaching staff our dependence on the social workers for this service has been greatly reduced. The removal of the School, therefore, first to 26th Street and later to the Quadrangles has not particularly affected this service.

(It might be mentioned here, however, that after the move to the Quadrangles the fee for local lecturers was increased from $5 to $15 in order to make liberal provision for taxi-cab service.)

II. SERVICES OF THE SCHOOL TO THE AGENCIES

1. The primary obligation of the School to the agencies is, clearly, the recruiting and educating of a new body of social workers. The School serves the agencies best in proportion as it is able to increase the supply of social workers who are well equipped for their work. This obligation can only be met by the maintenance and expansion of the graduate work already established on the Quadrangles. There can be no question of the removal of this part of the work from the Quadrangles to the Loop. It is desirable that the School should have a building of its own, but this building should be on or very near the Quadrangles for the following reasons:
a) that Social Service students may use the graduate courses offered in the social science departments.

b) that the resources of the University libraries may be conveniently available
c) that students may share the benefits of the University housing facilities

2. In addition, however, to this primary obligation of educating future social workers there are other services that might be rendered by the School to the social workers who are already employed in the agencies. However, the needs of social workers in this respect vary widely. "Extension work" should therefore be provided to meet the needs of the several different groups of workers:

a) the younger social workers who have been inadequately prepared for their work, who need the usual extension courses.

b) the leaders in social work already well qualified and well prepared for the work who wish only occasional lectures and conferences with leaders in the field outside of our own community.

c) the social workers who have already had professional courses but who would like further work in the form of seminars.

The needs of "group a" we are attempting to meet through University College. The following students were enrolled in the Social Service courses offered in University College last year:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Courses</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn Quarter</td>
<td>1 course</td>
<td>18</td>
</tr>
<tr>
<td>Winter Quarter</td>
<td>3 courses</td>
<td>90</td>
</tr>
<tr>
<td>Spring Quarter</td>
<td>2 courses</td>
<td>32</td>
</tr>
</tbody>
</table>

**Extension Work and Central Offering.** The courses now offered in University College would be more conveniently located for many social workers if space were provided for such classes in a central social service building. Groups "a and b" could also be provided for more satisfactorily in a central building. Other needs of Extension work are:
(a) Social Service courses may be the bridge courses offered in the Extension Work and Extension Office.

(b) The resources of the University libraries may be commended to students.

d) The resources of the University libraries may be commended to students.

(e) The resources of the University libraries may be commended to students.

(f) In addition, however, to the primary obligation of acceding to the needs of those workers who are engaged in the Extension Work and Extension Office, the following activities were enrolled in the Social Service courses offered in the University:

- University College Extension Office
- Extension Work and Extension Office
- College may be more conveniently located for many social workers.
- College may be more conveniently located for many social workers.
- College may be more conveniently located for many social workers.
- College may be more conveniently located for many social workers.
- College may be more conveniently located for many social workers.

The need of "home and sea" was attempted to meet through University College.
(a) A working library for social workers in a central building. This should be a small carefully selected library which might have loan relations with other libraries of the city. Such a library, however, involves a considerable expenditure since it will not be really useful unless a competent librarian is in charge of it.

(b) Scholarships. The matriculation and tuition fees in University College are better suited to the salaries of teachers than to the salaries of social workers and a larger number of students would be benefitted by the courses already offered if a considerable scholarship fund were available.

In conclusion, however, it should be said that good Extension work downtown is only possible if good graduate work on the Quadrangles can be maintained and developed.
A working library for social workers in a central public library.

Since it will not be necessary to secure a competent librarian to carry on or it.

The social work and nation fees in University College.

The betterWoody to the service of the students from the universities of social workers

and a larger number of students would be permitted by the course strength of the

If a comparable comprehensive and more adaptable.

In conclusion, it seems to me that local extension work should

The only possibility of local extension work on the (two lines)

development.
JULGMENTS about Social Service Education and Administration in Chicago.

From the point of view of the interests of the community:

1. It would be advantageous to have a central building in which as many as possible of the local agencies should have their offices. Probably not all of them could locate there, but in a suitable location many of them would. How many could come in would depend not a little on the location.

2. The best location would be on the west side of the city, or on the north or west part of the south side. The loop district is too expensive, and otherwise objectionable, and any very high priced region is open to the objection both of cost and of the unwillingness of the people who are to be helped to come to it.

3. In such a building, in addition to offices for the agencies, provision should be made for meetings of joint committees of different bodies, for conferences of workers, and for extension lectures. A small library with loan relations with all the libraries of the city would be of great value. It should have expert service. This library would serve also as a place in which students and scholars engaged in research could work while using the records of the offices.

4. It is doubtful whether a school in any sense, except as a center for extension lectures, could profitably be located in such a building.

   a) For the education of the social workers of the future, and for research at graduate school is necessary, and it is in every way better for such a school to be located at a
JUDGMENT sent Social Service and Administration in
Chicago.

From the point of view of the interests of the community,

I would be extremely pleased to have a centralized
building in which as many as possible of the Social services
have their offices. Properly not all of them coming together,
but in a suitable location manly at the moment, how many coming
would be in working agreement not a little on the location.
The great location would be on the western side of
the city on the north or west part of the south side.
The food distribution to the area for service and administration and
and to the area for service and administration and
and of the unemployments of the people who are to be helped to

come to it.

In view of the above, in addition to office to

the services, provision should be made for meeting of groups
commission of different bodies for conferences of workers, and
for extension lectures. A small library with loan exchange
have experience.

This important service also as a place
in which students and workers can be given

and the readers of the office.

I will conduct worship a service in my sense,

except as a center for extension lectures, conroy preliminary

located in same a building.

(a) For the education of the Social workers of
the future, and for teachers of The graduate school is necessary, and
and it to each may better for such a service to be located at a


University in close connection with graduate departments of Psychology, Sociology, Economics, Political Science, etc., and in close touch with a large library. The experience of the School of Social Service Administration, formerly the Chicago School of Civics, is decisive on this point.

b) The objection to such a location for training school for undergraduates is even stronger. A college furnishes far more that they need than such an office building. For field work they must in any case go to various parts of the city.

c) The social workers themselves in these offices are as a rule graduates of a school and too much engrossed in their own tasks also to go to school much. They could not constitute the student body for such a school or any large part of it.

5. The School of Social Service Administration of the University of Chicago, after its years of work, first separately and now for four years at the University, would be glad to cooperate in any practicable way with the agencies that might be located in such a building. But its largest and most effective contribution to Social Service in Chicago must continue to be by doing the best work of which it is capable at the University. Its field of effort includes the following:

a) The production of competent thinkers and workers, who can both meet practical problems as they arise, and administer the work of social agencies;

b) The assembling and study of facts and work upon the solution of problems. The recent work of Mr. Merriam and Mr. Gosnell, Mr. Burgess and Miss Abbott, Miss Breckenridge, illustrate this type of service.
University in close connection with Graduate departments of
Economics, Sociology, Political Science, etc. and in
preparation, Sociology, Economics, Political Science, etc. and in
the experience of the School of
Social Service Administration, foremost the Chicago School of
Chicago.
Is it possible on this point

D) The operation to snap a location for training

E) The operation to snap a location for training. A college operator for
school for undergraduate and graduate students. But they need some office
more than they need some office building. For their work they
were in every case to receive parts of the college

E) The social work department to snap an office

The social work department to snap an office as a rule requires of a school and too much immediate to part
any more also to go to school much. They could not contribute the
student body to snap a school or any large part of it.

E) The School of Social Service Administration of
the University of Chicago, after the years of work that separate
and now for four years at the University, would be glad to cooperate
in any preparation with the purpose that might be located in
such a building. But the largest and most effective contribution to
Social Service in Chicago must continue to be the growth of the work of
which it is capable at the University. The field of effort

The following:

E) The preparation of competent workers

Workers who can both meet practical problems as they arise, and
administer the work of Social Service.

D) The preparation and much of pace and work

The recent work of Mr. Kemann and
Mr. Goeman, Mr. Pustes, and Miss Appel, Miss Breen, and
Miss St. John. This type of service.
e) The production of textbooks and other material for classes in Schools of Social Service. The University is now expending from its own funds and from special gifts from eastern foundations a considerable sum of money annually at work of this type. It hopes to receive additional funds from Chicago as well as from the east, and largely to develop its work in this direction. It believes that by such researches it will be able to render a very direct service to the social agencies of Chicago as well as to make contribution to the scientific study of society.

d) The re-making of social workers. The colleges furnish the best field for this work.

e) Extension work which would mean the provision of classes and lectures for those already in the field of social work.

6. While the School of Social Service Administration will, it believes, make its largest contribution to social service in Chicago in the ways above indicated, both the School and the allied social science departments of the University would be glad:

   a) To assist in building and operating the library above referred to,

   b) To furnish extension lectures,

   c) To cooperate with the agencies in holding institutes and giving such short courses as the agencies might feel to be beneficial to their workers,

   d) To cooperate with the agencies in the study of social problems as they arise,

   e) As far as possible to undertake researches in matters which seem of pressing importance to the agencies.
(c) The production of text books and other materials for classes in schools of social service. The University is now expanding from its own funds and from special gifts from the business community for its social service school. It hopes to receive additional funds from Chicago as well as from the East, and I expect to develop the work in this direction. I believe that the study of social sciences at the University of Chicago will provide a very great service to the society which such work may well be to make contributions to the service work of society.

(d) The encouragement of social work. The

cooperation in the past led for this work.

(e) Extension work which would mean the promotion of classes and courses for those who want the knowledge of this work.

(f) While the School of Social Service Administration will, if possible, make the large contribution to social service in Chicago in the way more important, other the School and the other social service departments of the University would do best

(g) To assist in planning and operating the

extension service.

(h) To turn extension service into

(c) To cooperate with the workers in policing institutions and giving such support as is feasible with the

extension program as their stage.

(e) To try to make the service to the finances which seem of the greatest importance to the economy.
7. These activities on the part of the University would in no way exclude similar cooperation on the part of other institutions, and in the judgment of the University it would be to the advantage of the agencies to be able to have such contact with several institutions.
4. These activities on the part of the University

would be to my way exchange similar cooperation on the part of other
institutions and in the judgment of the University it would be to so
the advantage of the research to be able to have such contact.

with several institutions.
MEMORANDUM with reference to letter of July 20 to Mr. Rosenwald and Memorandum of July 21, entitled "Judgments about Social Service Education and Administration in Chicago.

July 21, 1924.

Mr. Rosenwald and Mr. Burton called on Mr. Wieboldt by appointment at 3:30, July 21, and after a few preliminary remarks Mr. Burton said that he had called in anticipation of his departure for Europe simply to say that he felt the University and the Wieboldt Foundation were interested in many things in common and that he hoped they would be working together with reference to them for many years, also that he hoped to call upon Mr. Wieboldt upon his return. Mr. Rosenwald interjected some remark with reference to the Medical work, and Mr. Burton said that he was interested to discuss both this and the Social Service work with Mr. Wieboldt. Mr. Wieboldt then plunged immediately into the matter of the proposal of Northwestern University with the remark that Mr. Scott had got it badly balled up. This made a rather awkward introduction, but after a little the discussion turned upon the question whether cooperation between the social agencies centralized in one building, and a University was practicable. To set down the conversation, sentence by sentence, would be impossible, but the following may be noted as opinions expressed by Mr. Wieboldt once or more.

1. The Wieboldt Foundation is not interested in getting the social agencies together as an end in itself, but only in case a school of social service can be established in connection with such a centralization of the social agencies.

2. The Wieboldt Foundation is not concerned with the question with which University the centralized agencies should be associated, but feels that it should be one of the two leading Chicago Universities.
MEMORANDUM

Mr. Rosenwald and Mr. Burdon called on Mr. McCloud
by appointment at 8:15, July 21, and after a few preliminary remarks
Mr. Burdon said that he had called to express his appreciation of the cooperation
of the University and the
Weigold Foundation were interested in many phases in common
and that he hoped they might work together with reference
to them for many years. He felt he hoped to call upon Mr. McCloud
when the return to the Medical Work and the Social Service Work

Mr. McCloud and Mr. Rosenwald have plans to bring immediately into that
matter of the project of University and the University with the remarks
of the Scott and more if possible being made for

It was agreed to discuss further cooperation between the Social Science
and the University of Chicago and the University was pleased to
see how the cooperation between the Social Science, would be impossible
but the following may be noted as opinions expressed by Mr. McCloud
once or more.

1. The Weigold Foundation is not interested in

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50. The Weigold Foundation is not concerned with

Chicago University
3. The Wieboldt Foundation is in no way committed to Mr. Scott's plan. It has been repeatedly said to him that they were interested only to know whether he could show the plan to be feasible and practicable.

4. Mr. Scott distinctly understands that the Wieboldt Foundation is not interested in anything that involves duplication of work.

We assured Mr. Wieboldt that the two universities were in entirely friendly relations, and that we had not come to oppose any proposal of Northwestern University. Mr. Burton intimated that the primary question, perhaps, needed to be asked namely whether the bringing together of the social agencies and a school in one location, was desirable. This, Mr. Wieboldt had apparently taken for granted, as in Point 1 above. Finally, in answer to the question of Mr. Wieboldt, Mr. Burton pointed out that a distinction was to be made between the education by which young men and women were prepared for social service, and the education of the social worker after he was engaged in his work in the employ of some social agency. And that while the latter could probably be conducted in a building in which the offices of the social agency were located, the former could not. In the end, practically the substance of Point 1, 2, 3, 4, and in large part 5, 6 and 7 of the memorandum of July 21 on "Judgments" was brought out in conversation. The point about which there is perhaps most doubt with respect to this interview is whether we altogether succeeded in avoiding the impression that we were there to oppose some plan. While we did not introduce the subject, and Mr. Wieboldt did, his method of introduction did not exactly pave the way for the kind of approach we wanted to make, and it is not altogether certain what he may have supposed to be our motive for coming.

At the end of the interview Mr. Burton got his cordial consent to our sending to him material from time to time.
July 23, 1924

My dear Mr. Rosenwald:

I am enclosing for your convenience the copy of memorandum which I made of our interview with Mr. Wieboldt. It requires, as you see, a copy of the other memorandum which I gave you, to make it altogether intelligible. If in any respect this memorandum seems to you to misrepresent the conference I should be glad to have you make note of these points. I am, however, just leaving for Europe.

Very truly yours,

Mr. Julius Rosenwald
Sears Roebuck & Company
Chicago, Illinois

EBB:HP
JULY 25, 1938

We great Ip. Horneman:

I am enclosing for your convenience a copy of memorandum which I made of our conversation with Mr. Weepole. If you desire, as you see, a copy can be made of memorandum which I made you. As you see, a copy can be made of memorandum which I made you.

I am sure that it is not necessary for you to make any record of this memorandum. I am sure that it is not necessary for you to make any record of this memorandum. I am sure that it is not necessary for you to make any record of this memorandum.

With kindest regards,

[Signature]

Mr. John Horneman
Seabrook Railroad Company
Office, Illinois

[Signature]
August 29, 1924.

Mr. L. C. Marshall,
The University of Chicago,
Chicago, Illinois.

Dear Mr. Marshall:

Answering your inquiry of Wednesday noon in reference to a Social Service building project:

At the June meeting the President spoke of the necessity of assuring the Dean of the Graduate School of Social Service Administration that the work would go on beyond next year when the five year guarantee expires, and he was authorized so to assure the Dean. At that same time he asked that the Vice President (Tufts) be requested "to make a special study of the proper coordination of the work of the School and that of Commerce and Administration with the related departments of the Graduate School of Arts and Literature, with a view to securing the most effective cooperation and coordination of these various divisions of the University."

At the August meeting the budget of the School for next year was adopted.

At present in the President's mind a building for the Social Service Department seems to be hooked up with the building of History. At one time pictures were drawn which I understand depicted Modern Languages between Harper and Classics, and Social Service and History east of Harper. This seems now to be within the group of buildings in Class No.1 of the deferred list. Whether the thought of using Harper for Social Service in event of adopting the Central Library plan is responsible for the President's putting it into the deferred list, I don't know. In any event, I feel clear that we are pretty well agreed that we ought to go along as fast as we can in preparing our studies for both the immediate and the deferred list of buildings because we should be ready to apply the answer whenever we find a donor interested in any particular subject. I suspect that final decision as to what buildings are sure to go on the preferred group must await the President's return.

Yours cordially,

HAROLD H. SWIFT

cc J. H. Tufts
R.F. Duncan
Doctor Bernard Glueck  
117 West 38th Street  
New York  
December 1, 1924.

Miss Edith Abbott,  
Graduate School of Social Service Administration,  
The University of Chicago,  
Chicago, Illinois.

My dear Miss Abbott:

It has been very difficult for me to reach a decision with respect to the matter outlined in your letter of November 29th and I am still far from any definite decision in the matter. You realize, of course, how difficult it is for me to undertake anything of the sort. At the same time the opportunity appears to me to be sufficiently worthwhile so that I do not want to come to a hasty decision about it. I have talked the matter over with Dr. Williams and expect to see Dr. McLean sometime this week and as soon as I have come to any definite conclusion about this matter I will communicate with you. I want to thank you for the many kind expressions contained in your letter.

Very cordially yours,

[Signature]

BG:B.
Dear Mr. Smith,

I am writing on behalf of the Graduate School of Social Science Administration at the University of Chicago.

As you may know, the administration has been reviewing the academic progress of several students and has identified some areas where they could benefit from additional support.

If you have any questions or concerns regarding this matter, please do not hesitate to contact us.

Sincerely,

[Signature]

Additional Note:

I want to express my concern that this matter be addressed as soon as possible. If you have any further information or comments, please feel free to share.

Yours sincerely,
### Registrations for each year

<table>
<thead>
<tr>
<th>Students</th>
<th>Total different students for three quarters 1920-21</th>
<th>Total different students for four quarters 1921-22</th>
<th>Total different students for four quarters 1922-23</th>
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<td>Total</td>
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<td>Women</td>
</tr>
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### Spring Quarters

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<tr>
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### Summer Quarters

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* Total Number of Different Students
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**Total**

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**Total**

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**Total**
GRADUATE SCHOOL OF SOCIAL SERVICE ADMINISTRATION

Registrations in Extension Courses offered by Social Service Administration during 1923-24.

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Graduate School of Social Service Administration

Registrations in Social Service Administration Courses from other Department of the University, 1923-1924.

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<td>Methods of Social Investigation (S.S.A. 21)</td>
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## Graduate School of Social Service Administration

Registrations of School of Social Service Administration Students in other departments of the University, Summer, 1924

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**Total**  57
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THE RELATIONSHIP OF THE PROFESSIONAL SCHOOLS
OF COMMERCE AND ADMINISTRATION AND SOCIAL
SERVICE ADMINISTRATION TO THE SOCIAL SCIENCE
DEPARTMENTS OF ARTS, LITERATURE AND SCIENCE.

The relation of the professional schools of Commerce and
Administration and Social Service Administration to the Social
Science Departments of Arts, Literature and Science may be considered
under two main heads.

1. The general relation of professional schools
to the so-called non-professional studies.

11. Specific relationships between the two schools
in the University and the relevant departments.

1.

The basis of professional schools is the fact that society
has gradually organized certain groups to do those parts of the
world's work which (1) need in a marked degree intelligence, and
(2) aim at some public good, as distinguished from private good.
Religion, administration of justice, and healing of disease were
recognized as requiring a basis of knowledge, and, to borrow a legal
term, as being impressed with a public interest. The earlier
professions were followed by architecture, engineering, and teaching.
Business remained long entirely outside the pale, for, on one side,
it distrusted any knowledge other than that which was drawn from its
own so-called practical experience, and on the other, there was a
curious consensus of opinion between friends and critics of business
THE RELATIONSHIP OF THE PROFESSIONAL SCHOOLS
OF COMMERCE AND ADMINISTRATION AND SOCIAL
SERVICE ADMINISTRATION TO THE SOCIAL SCIENCES

DEPARTMENT OF ART, LIBRARIANSHIP AND SCIENCE

The relation of the professional schools to commerce and
administration and social service administration to the social
sciences departmenes of art, librarianship and science may be considered
under two main heads:

I. The general relation of the professional schools

II. Special relation between the pro schools

in the university and the separate departments

The general relation of the professional schools in the field of society

and the arts...
management as to its relation to public welfare, which tended to disqualify it from being called a profession. For its friends claimed on the authority of Adam Smith that business should consider only private gain since this would infallibly make for public benefit, while critics charged that since business is admittedly for private gain it is therefore on its own showing disqualified from being judged by standards of public service.

The reason for including in a University a professional school for the study of business problems and the preparation of young men to enter business is that there is increasing recognition, in the first place, that problems of production, marketing, management and the like have emerged from the stage when purely individual experience is an adequate basis to the stage when scientific methods are essential, and, in the second place, that power in the field of commerce and finance as truly as in the sphere of government ought to be responsible to standards of public welfare.

The circumstances under which social work has been coming to recognition as a profession are of a different character from those just noted. Care of the poor, of orphan children, of the aged, has long been recognized as a public service, which in earlier times was largely undertaken by religious bodies. Prevention of crime so far as it was thought of at all was left chiefly to the family or the courts. In recent years the extraordinary conditions created by changes in industry, by immigration and by the rapid growth of cities; and on the other hand, the advances made by knowledge in the fields of health, of education, and of social processes have made clear the need of new standards in mercy and good will. In addition it has become
fairly clear that whereas the older professions of law, medicine
and education had each its fairly well defined task, no profession
has seemed to be charged with the duty of outlook upon the changing
conditions and needs of our civilization with a view to planning
and organizing new agencies to meet new needs. In a study entitled
"Education and Training for Social Work" published by the Russell
Sage Foundation, I have considered this function.

There is, however, the question as to the value if any of
professional schools to the work of Arts, Literature and Science,
which deserves brief consideration. Broadly speaking the value of
the professional schools to the departments in Arts, Literature and
Science is that they keep these departments in constant contact
with the problems and needs of the world's work. The Graduate
Schools of Arts, Literature and Science are in one very proper
sense themselves professional schools, because they are preparing
their students for the profession of teaching. At the same time
the spirit of inquiry and the increase of knowledge have relatively
a stronger emphasis—whereas in the professional schools doing as
well as knowing is kept in mind. It is the facts of health and
disease which stimulate inquiry; it is the troubles of society which
set us to understand human nature. Thus a constant fertilization,
through concrete problems, of the more traditional lines of analysis
and theory in economics, politics, sociology, and philosophy is of
genuine service to those departments.

II.

On the specific problems of the relationship of the two
In the development of the Roberts doctrine of law and society, any action or event may serve to clarify or expand our understanding of the doctrine and its implications. The Roberts doctrine, with its emphasis on the role of law in society, provides a framework for analyzing legal and social phenomena. It raises important questions about the nature of law and its relationship to society. Whether law is seen as an independent and autonomous entity or as a product of and response to social processes, the Roberts doctrine offers insights into the complex interplay between law and society. It encourages us to consider the ways in which law reflects and influences social change.
Professional schools to the Departments in Arts, Literature and Science most directly concerned, I have consulted with Deans Spencer and Abbott and Professor Marshall and have obtained material as to registration of students and a general history of the schools which is here submitted. Professor Marshall is emphatic in the opinion that the most hopeful lines for the development of Political Economy are in the directions set by the actual processes of business, presented naturally through the professional school of Commerce and Administration. Dean Spencer is correspondingly anxious to maintain a constant influence of the scientific theory upon the professional school.

In the case of the School of Social Service Administration the situation at the University has seemed different from that which is found in many universities, where the Department of Sociology has developed courses for preparation for social work as part of its own field. Here, on the other hand, the school was established without such an especially close connection with any one of the social science departments, and it is in a position to make favorable contacts with all of them. It is the peculiar advantage of a school of Social Service Administration situated in this University that it can co-operate with a group of departments which are actively engaged in studies upon urban life and are therefore alert to the problems of the School.

Why organize a professional school? Why would not the purpose of preparing men and women for social work be served by guiding them in a selection of courses already offered by the departments of Arts, Literature and Science? Two reasons for the
Proposed to the Department of Social Administration

So far I have not been able to make any major contribution to the Department of Social Administration as to the preparation of a master's thesis on the subject of...

which is indeed surprising. The reason for this is that the Department of Social Administration is the most important and the most urgent need for the government of the country. Hence, I have taken upon myself to prepare a master's thesis on the subject of...

In the course of the preparation of the Department of Social Administration, the attention of the University and the Department of Social Administration is focused on the preparation for the Development of Social Administration. The Development of Social Administration is based on the successful completion of this thesis. Hence, the need for the preparation of this thesis.

The main aim of the Division of Social Administration is to bring about a better understanding and appreciation of the importance of the study of Social Administration. The Division of Social Administration aims to bring about a better understanding and appreciation of the importance of the study of Social Administration. The Division of Social Administration aims to bring about a better understanding and appreciation of the importance of the study of Social Administration. The Division of Social Administration aims to bring about a better understanding and appreciation of the importance of the study of Social Administration.
professional school are:

1. In the departments of Arts, Literature and Science, the chief emphasis is placed on knowing—upon understanding the courses of Poverty and other social ills, just as the physiologist and pathologist study the body and its diseases. But to help the poor, or to prevent crime, as to cure the sick, or administer justice, is an active art; it is a doing as well as a knowing. A professional school makes this "doing" aspect prominent.

2. In the second place, the esprit de corps of a body of students who expect to enter a common field of work is a stimulating influence. Organization in a school helps this.
The Graduate School of Social Service Administration was established in 1920, as one of the graduate professional schools of the University of Chicago, and is the successor to the Chicago School of Civics and Philanthropy and the Philanthropic Service division of the College of Commerce and Administration.

The School was originally organized in 1905, under the Extension Division of the University of Chicago, as the Chicago Institute of Social Science, with Dr. Graham Taylor in charge of the work but it was best known to social workers of Chicago under its later name of School of Civics and Philanthropy.

The Move to the University

In the year 1919-1920, the School faced a crisis owing to the fact that an old guaranty by a group of Chicago citizens had expired and it was difficult to secure a new grant that would meet the increasing needs of the School and place the work on a permanent basis. Affiliation with the University had been under consideration for a long time and it was finally proposed that the Trustees of the School provide an annual guaranty for five years and that the School be made a constituent graduate school of the University of Chicago. This proposal was accepted and the School was moved to the campus in September 1920.

Income and Budget

The income of the School has been approximately $16,500 a year contributed by the old friends and trustees of the School, plus approximately $10,000 a year in tuitions.

During the first two years the budget was rather lower than the total income and the balance has been used to meet the increasing needs of the last two years.
THE GRADUATE SCHOOL OF SOCIAL SERVICE ADMINISTRATION

The Graduate School of Social Service Administration was established in 1902 as one of the earliest professional schools of the University of Chicago, and to the predecessor to the Chicago School of Social Work and Planning, which was founded in 1888. The School continues to be an integral part of the College of Social Service Administration.

The School was originally organized in 1902 under the direction of Dr. Mark F. McLean. From 1902 to 1920, the School offered a unique program to prepare students for a career in social work, combining social science with practical experience. The program included courses in sociology, economics, psychology, and the social problems of the time.

The years 1919-1920 were a period of significant growth for the School. The enrollment increased, and the School expanded its faculty and facilities. The School was also awarded the first doctoral degree in social work in the United States, in 1922.

In 1929, the School moved to new quarters in the University's Law School building. The School continued to grow, and by the 1940s, it was one of the largest and most respected social work schools in the United States.

In recent years, the School has continued to evolve and adapt to changing social and economic conditions. It has expanded its offerings to include a master's degree in social work, a doctorate in social work, and a range of interdisciplinary programs.

Today, the School is a leader in social work education and research. It is known for its commitment to social justice and its focus on addressing the social problems of our time.
### Income from

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<tr>
<th></th>
<th>Gifts</th>
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<td>26,595</td>
</tr>
<tr>
<td>1923-24</td>
<td>16250</td>
<td>9,977</td>
<td>26,227</td>
</tr>
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</table>

During the year 1923-24 the budget of the School was further increased by a grant of $2,700 from the Local Community Research Committee and a gift of $1,000 for Fellowships from the Waboldt Foundation.

The budget of the School has been small, however, compared with that of the New York School of Social Work. The budget of the New York School in 1923-24 was $109,000 exclusive of a very large sum granted by the Commonwealth Fund for Research, in connection with the Commonwealth Fund’s Child Guidance Clinic and its general “Prevention of Delinquency” program.

The Chicago School has been able not only to "carry on" but actually to grow on its small budget, largely because of certain economies which were made possible by University affiliation. These are (1) the very considerable savings in overhead costs, and (2) the savings due to the fact that the educational resources of the University, particularly the graduate work in the Social Science departments and the work of the Law School, are available to students of the School.

The curriculum of the School has in general covered the following fields:

1. Case-Work
2. Child Welfare
3. Social Statistics and Social Research
4. Public Welfare Administration
5. Social Service Administration
6. Social Psychiatry
The work in the last field (Social Psychiatry) has not been adequately developed and no satisfactory arrangements have yet been made for field work in this department of work. Further developments in Psychiatric social work should include an additional instructor (half-time) and the establishment of a clinic in cooperation with the School and the Central Free Dispensary.

Other fields in which work should be developed include the following:

1. Medical Social Service
2. Public Health Nursing
3. Recreation and Settlement Activities

In the first of these fields, Medical Social Work, there has been a demand for workers that we have not been able to meet. The needs here are somewhat like those in the field of Social Psychiatry, — an additional instructor and a supervisor of field work. We have made a beginning in this field with a course given by special lecturers, and within the past year have furnished one worker to the Michael Reese Dispensary (Miss Fisher), one to the Infant Welfare Society (Miss Mason), and one to the Social Service department of Cook County Hospital (Miss Nelson). But additional resources are needed to enable us to meet the demand for workers in this field.

(2) Public Health Nursing. There is at the present time a very great need for women who are properly qualified, both on the Nursing side and on the Social side, to fill responsible positions in the Public Health Nursing field.

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, and in Public Health Nursing, for which a new member of the faculty would be necessary.

(3) Recreation and Settlement Activities. Pioneer work in this field was done by the old School of Civics but it was not possible five years ago to add this work to our curriculum. There is an urgent demand, however, that some work should be planned in this field in cooperation with the women's gymnasium on the one hand,
and the University of Chicago Settlement on the other. A useful beginning could be made with an increase in the budget, to cover the salary of an additional instructor.

**Extension Work**

Extension work is of peculiar importance in the social service field for two reasons, (1) because so many have entered the field improperly equipped and are in great need of good teaching; (2) because the well-equipped social worker needs to be kept in touch with the newer and better work that is being done. Last year the School offered five courses in University College and one hundred and ten students were registered in these courses. The large majority of these students were social workers employed in the various social agencies of the city.

**Publications**

The School has been attempting some pioneer work in the publication of the Social Service Series of textbooks and treatises. The first two volumes have been published and the third has just gone to press. A publication fund is needed for other volumes on which we have been working during the last four years.

Education for social work would also be furthered by the publication of a scientific journal in this field. Such a journal would have wide educational value and would help to place social work in this field on a more thorough and scholarly foundation.

**Students**

During the four quarters preceding October 1, 1924, one hundred and six students (14 men and 92 women) were registered in the School. In addition to this number there were 77 other student registrations (28 men and 49 women) registered from other departments of the University in the School. In further
The purpose of this report is to present an analysis of the current situation and to make recommendations for improvement. The report is based on comprehensive research and data collection from various sources. It is hoped that the recommendations presented will contribute to the betterment of the situation.

Recommendations

1. Increase funding for research and development to support innovative projects.
2. Implement stricter regulations to ensure compliance with environmental standards.
3. Enhance public awareness campaigns to promote environmental conservation.

In conclusion, the report highlights the need for a comprehensive approach to address the current challenges. It is essential to prioritize sustainability and adopt proactive measures to mitigate the negative impacts on the environment.
addition were the 112 registrations (6 men and 106 women) in the courses
offered by the School in University College. (Detailed registration figures
are appended.)

These students after leaving the School enter many different kinds of social
work not only in Chicago and the Middle West but in all parts of the country.
Their work, however, is greater proportionately than the numbers indicate since
they frequently occupy "key positions" in social work largely because of the
broader educational preparation they have had.

Confining ourselves to Chicago alone it may be noted that among the positions
held by our old students both of the School of Civics and the University are
the Chief Probation Officer of the Juvenile Court (Mr. Mose); and the Head of the
Division of Complaints, Juvenile Court (Miss Barrett); the Head of the Vocational
Guidance department of the Board of Education (Miss Davis) and the Assistant Head
of this division (Miss Stone); the Director of the Immigrants' Protective League
(Miss Schibsky); the Head of the Bureau of Social Surveys of the Department of
Public Welfare (Miss Hughes) and the Assistant Head (Miss Walscot); the Head of the
Social Service Department, Michael Reese Hospital (Miss Beckley); Head of Social
Service Department, Chicago Lying-In Hospital (Miss Allen); Field Secretary, Illinois
Society for Mental Hygiene (Miss Myrick); Supervisor of Case Work Jewish Social
Service Bureau (Miss Wood); Philanthropic Secretary, Wieboldt Foundation (Mr. Laune);
Assistant Head, Jewish Home Finding Society (Miss Corman); Field Secretary Voc-
cational Supervision League (Miss Cramer); Head of Gads Hill Settlement (Miss Bridge),
Acting Head of University of Chicago Settlement (Miss Longan); Director of Crippled
Children Survey Chicago Community Trust (Miss Stevenson); Head of Municipal
Moving Picture Censorship Board (Miss Miller); Assistant Director Chicago Council of
Social Agencies (Miss Webster); Instructor in Case Work Loyola School of Sociology
(Miss Vandriel).
In addition to persons in executive positions former students of the School may be found as field workers and visitors in most of the standard social agencies of the city employing workers of this type.

Scholarship and Fellowship Funds Needed

The School is not, however, able to meet the demands for workers that are constantly coming in both from Chicago and from outside. This is not because we cannot care for a larger number of students in our classes but because students cannot afford to take the courses offered. Salaries in social work are not high and the field is new. Parents hesitate to make the investment in professional education which is accepted as necessary in the older professions.

A much larger scholarship and fellowship fund is the immediate solution of this difficulty. Such a fund of course must be used with due care but with the experience we have had in administering such a fund it is clear that judicious use might be made of a fund more than double the one we are now using and that such an expansion of the fund would immediately benefit the social agencies of Chicago.
In the interest of personnel in ensuring a position for the benefit of the hospital.

It will be noted that in order to meet the needs of the hospital, it is necessary to employ a variety of employees, including those in the medical, teaching, and administrative fields. It is also important to ensure that the hospital maintains a high level of quality in its services and operations.

Section 2: Personnel and Performance

The hospital is not primarily interested in meeting the demands of its personnel, but rather in providing high-quality care to its patients. It is essential that all employees, including those in the medical, teaching, and administrative fields, contribute to the hospital's success. This includes providing excellent care to patients, maintaining a high level of performance, and working together as a team.

Section 3: Personnel Policies

It is the responsibility of the hospital to ensure that all employees, including those in the medical, teaching, and administrative fields, understand the hospital's policies and procedures. This includes providing training and education to employees, as well as ensuring that all employees are aware of the hospital's expectations and responsibilities.

Section 4: Personnel Development

It is important for the hospital to invest in the development of its personnel. This includes providing opportunities for professional growth and development, as well as ensuring that employees are provided with the resources and support needed to achieve their goals.

Section 5: Personnel Evaluation

It is essential for the hospital to conduct regular evaluations of its employees, including those in the medical, teaching, and administrative fields. This includes providing feedback to employees, as well as ensuring that all employees are aware of their performance and opportunities for improvement.

Section 6: Personnel Retirement

It is important for the hospital to provide opportunities for employees to retire with dignity and security. This includes providing retirement benefits and supporting employees in transitioning to retirement.

Section 7: Personnel Communication

It is essential for the hospital to maintain open and effective communication with its personnel, including those in the medical, teaching, and administrative fields. This includes providing regular updates, as well as ensuring that all employees are aware of important information.

Section 8: Personnel Complaints

It is important for the hospital to provide a mechanism for employees to voice concerns and complaints. This includes providing a process for employees to report concerns and complaints, as well as ensuring that all concerns are addressed in a timely and effective manner.

Section 9: Personnel Satisfaction

It is essential for the hospital to ensure that its employees, including those in the medical, teaching, and administrative fields, are satisfied with their work environment. This includes providing a safe and healthy work environment, as well as ensuring that all employees feel valued and respected.

Section 10: Personnel Engagement

It is important for the hospital to engage its personnel in the decision-making process. This includes providing opportunities for employees to participate in the development of policies and procedures, as well as ensuring that all employees feel included and valued in the hospital's operations.
1. **Total Number of Students Registered in the School for the Four Quarters**

   **Autumn, Winter, Spring, and Summer 1923-1924**

<table>
<thead>
<tr>
<th>Students</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
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<tbody>
<tr>
<td>Graduate</td>
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<tr>
<td>Undergraduate</td>
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<tr>
<td>Unclassified</td>
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<tr>
<td><strong>Total</strong></td>
<td>14</td>
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<td>106</td>
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2. **Additional Registrations from other University Departments**

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<th>Quarters</th>
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<th>Women</th>
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<tbody>
<tr>
<td>Autumn Quarter</td>
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<td>9</td>
<td>12</td>
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<tr>
<td>Winter Quarter</td>
<td>-</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Spring Quarter</td>
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<tr>
<td>Summer Quarter</td>
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<tr>
<td><strong>Total outside Registrations</strong></td>
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<td>49</td>
<td>77</td>
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3. **Additional Registrations in Downtown Courses**

   Registrations in Extension Courses offered by the Graduate School of Social Service Administration during 1923-1924 in University College

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<thead>
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<th>Courses</th>
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<tr>
<td>SSA 1, Principles of Case Work</td>
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<tr>
<td>SSA 15, Mental Disorders and their Social Treatment</td>
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<td>41</td>
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<td>SSA 27, Social Control of Mental Disorders</td>
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<td>17</td>
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<td><strong>Total</strong></td>
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<td>Jul</td>
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<td>Aug</td>
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<td>Sep</td>
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<tr>
<td>Oct</td>
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2. Quarters of Fellowship:

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<td>Q4</td>
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3. Fellowship Extension:

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4. Fellowships in Extension:

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<td>Courses Taken by Commerce and Administration Graduate Students</td>
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<tr>
<td>-------------------------------------------------------------</td>
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<tr>
<td><strong>Autumn 1923</strong></td>
<td><strong>Winter 1924</strong></td>
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<tr>
<td>Political Economy</td>
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### Autumn 1923

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### Winter 1924

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<tr>
<td>&quot;</td>
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### Spring 1924

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NON-COMMERCE-AND-ADMINISTRATION STUDENTS

COMMERCIAL AND ADMINISTRATION GRADUATE COURSES

I933 - I934

<table>
<thead>
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<td>114</td>
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</table>
The Graduate School of Social Service Administration was established in 1920, as one of the graduate professional schools of the University of Chicago, and is the successor to the Chicago School of Civics and Philanthropy and the Philanthropic Service division of the College of Commerce and Administration.

The School was originally organized in 1903, under the Extension Division of the University of Chicago, as the Chicago Institute of Social Science, with Dr. Graham Taylor in charge of the work but it was best known to social workers of Chicago under its later name of School of Civics and Philanthropy.

The Move to the University

In the year 1919-1920, the School faced a crisis owing to the fact that an old guaranty by a group of Chicago citizens had expired and it was difficult to secure a new grant that would meet the increasing needs of the School and place the work on a permanent basis. Affiliation with the University had been under consideration for a long time and it was finally proposed that the Trustees of the School provide an annual guaranty for five years and that the School be made a constituent graduate school of the University of Chicago. This proposal was accepted and the School was moved to the campus in September 1920.

Income and Budget

The income of the School has been approximately $16,500 a year contributed by the old friends and trustees of the School, plus approximately $10,000 a year in tuitions.

During the first two years the budget was rather lower than the total income and the balance has been used to meet the increasing needs of the last two years.
The Graduate School of Social Service Administration was established in 1909, as one of the first graduate professional schools at the University of Chicago. It was founded to provide graduate education in social work and social administration.

The school was originally organized as the School of Social Services at the University of Chicago, as the School of Social Science, under the direction of Dr. Charles Tupper in 1909, and is now a part of the University of Chicago's School of Social Service Administration.

In the year 1910-1911, the school received a charter granted by the State of Illinois, and was incorporated as the Graduate School of Social Science of the University of Chicago.

Its purpose was to provide a graduate, liberal, and professional education in social service, and to prepare students for professional careers in social work.

Incomes and Budget

The income of the school has been supplemented by the sale of a part of the property.

The fund for tuition and the payment of the school's obligations, as determined by the Board of Trustees, has been supplemented by the sale of a part of the property.
Income from

<table>
<thead>
<tr>
<th></th>
<th>Gifts</th>
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<tr>
<td>1920-21</td>
<td>$16250</td>
<td>$7,231</td>
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<td>16250</td>
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<td>10,342</td>
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<td>1923-24</td>
<td>16250</td>
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During the year 1923-24 the budget of the School was further increased by a grant of $2,700 from the Local Community Research Committee and a gift of $1,000 for Fellowships from the Wieboldt Foundation.

The budget of the School has been small, however, compared with that of the New York School of Social Work. The budget of the New York School in 1923-24 was $108,000 exclusive of a very large sum granted by the Commonwealth Fund for Research, in connection with the Commonwealth Fund's Child Guidance Clinic and its general "Prevention of Delinquency" program.

The Chicago School has been able not only to "carry on" but actually to grow on its small budget, largely because of certain economies which were made possible by University affiliation. These are (1) the very considerable savings in overhead costs, and (2) the savings due to the fact that the educational resources of the University, particularly the graduate work in the Social Science departments and the work of the Law School, are available to students of the School.

The curriculum of the School has in general covered the following fields:

1. Case-Work
2. Child Welfare
3. Social Statistics and Social Research
4. Public Welfare Administration
5. Social Service Administration
6. Social Psychiatry
### Income From

<table>
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<th>Year</th>
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<td>10,790</td>
</tr>
<tr>
<td>1955-56</td>
<td>12,540</td>
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The budget for the year 1955-56 is the subject of the report of the Board. The budget for the current year 1956-57 is in line with the budget of the Board and makes provision for health, welfare, and educational purposes.

The report of the Board for the year 1956-57 shows a decrease of $34,000 from the previous year.

The report also contains a statement of the Board's position on various matters, including the financial position of the Board and the proposed budget for the coming year.
The work in the last field (Social Psychiatry) has not been adequately developed and no satisfactory arrangements have yet been made for field work in this department of work. Further developments in Psychiatric social work should include an additional instructor (half-time) and the establishment of a clinic in cooperation with the School and the Central Free Dispensary.

Other fields in which work should be developed include the following:

1. Medical Social Service
2. Public Health Nursing
3. Recreation and Settlement Activities

In the first of these fields, Medical Social Work, there has been a demand for workers that we have not been able to meet. The needs here are somewhat like those in the field of Social Psychiatry, — an additional instructor and a supervisor of field work. We have made a beginning in this field with a course given by special lecturers, and within the past year have furnished one worker to the Michael Reese Dispensary (Miss Fisher), one to the Infant Welfare Society (Miss Mason), and one to the Social Service department of Cook County Hospital (Miss Nelson). But additional resources are needed to enable us to meet the demand for workers in this field.

(2) Public Health Nursing. There is at the present time a very great need for women who are properly qualified, both on the Nursing side and on the Social side, to fill responsible positions in the Public Health Nursing field.

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, and in Public Health Nursing, for which a new member of the faculty would be necessary.

(3) Recreation and Settlement Activities. Pioneer work in this field was done by the old School of Civics but it was not possible five years ago to add this work to our curriculum. There is an urgent demand, however, that some work should be planned in this field in cooperation with the women's gymnasium on the one hand,
The work in the field (Coastal Property) and not been neglected.

Developed an efficient Central Management have not been used. For this work

in this department of work. Further development in the vicinity is the implementation of a

special initiative to the Central Management system, to ensure that these regulations are

obtain in cooperation with the Department. The Central management

offer facilities in order to speed up the development of this initiative the following:

1. Immediate Field Services

2. Field Health Materials

3. Education and Fieldman Activities

In the third of the field, Coastal Property Work, there is a demand for a change in the

arrangements that have not been able to meet. The needs are the same, the field people

refuse to take the necessary steps. In the field of Coastal Property, an efficient implementation and a procedure

in the field of Coastal Property, to have made a beginning in this field for a number of years

especially in 1953. My aim is to get in the best possible condition for the

immediate release and other coastal areas to the County Council (Where possible) one of the inland forests solely

(March, 1953) and one to the Coastal Services Department of the County Council.

(March, 1953).

For all important reference to the need to simplify terms to meet the

harmful to matter in the field:

The is the Project Plan for a very great need

(1) Public Health Maternal

For women who are probably suffers, help in the National Health and on the County

with to field administrative position in the Public Health Maternal.

To become a centre for these women, there must be a steady intake of the

Coastal Services department of the staff, complete and in full public health services.

For all important reference to the need for a very great need

(2) Protection and Environmental Activities

Fencer work in this field are

...
and the University of Chicago Settlement on the other. A useful beginning could be made with an increase in the budget, to cover the salary of an additional instructor.

**Extension Work**

Extension work is of peculiar importance in the social service field for two reasons, (1) because so many have entered the field improperly equipped and are in great need of good teaching; (2) because the well-equipped social worker needs to be kept in touch with the newer and better work that is being done. Last year the School offered five courses in University College and one hundred and ten students were registered in these courses. The large majority of these students were social workers employed in the various social agencies of the city.

**Publications**

The School has been attempting some pioneer work in the publication of the Social Service Series of textbooks and treatises. The first two volumes have been published and the third has just gone to press. A publication fund is needed for other volumes on which we have been working during the last four years.

Education for social work would also be furthered by the publication of a scientific journal in this field. Such a journal would have wide educational value and would help to place social work in this field on a more thorough and scholarly foundation.

**STUDENTS**

During the four quarters preceding October 1, 1924, one hundred and six students (14 men and 92 women) were registered in the School. In addition to this number there were 77 other student registrations (28 men and 49 women) registered from other departments of the University in the School. In further
The report has been written by someone who in the introduction of the book Society 2.0 explains how to read the map of the city. The city is divided into several districts, each with a different function. In the district called "Knowledge," there is a large university where students can study various subjects. The "Business" district is where many companies have their headquarters. The "Nature" district is where the city is surrounded by greenery, providing a peaceful environment. The "Technology" district is where many startups are located, focusing on innovation. This district is expanding rapidly, attracting many young professionals. The "Transportation" district is where the main airport and railway stations are located, connecting the city to other parts of the world. The "Healthcare" district houses several hospitals and clinics, ensuring the well-being of the residents.
addition were the 110 registrations (8 men and 102 women) in the courses offered by the School in University College. (Detailed registration figures are appended.)

These students after leaving the School enter many different kinds of social work not only in Chicago and the Middle West but in all parts of the country. Their work, however, is greater proportionately than the numbers indicate since they frequently occupy "key positions" in social work largely because of the broader educational preparation they have had.

Confining ourselves to Chicago alone it may be noted that among the positions held by our old students both of the School of Civics and the University are the Chief Probation Officer of the Juvenile Court (Mr. Moss), and the Head of the Division of Complaints, Juvenile Court (Miss Barrett); the Head of the Vocational Guidance department of the Board of Education (Miss Davis) and the Assistant Head of this division (Miss Stone); the Director of the Immigrants' Protective League (Miss Schiblesby); the Head of the Bureau of Social Surveys of the Department of Public Welfare (Miss Hughes) and the Assistant Head (Miss Wolcott); the Head of the Social Service Department, Michael Reese Hospital (Miss Beckley); Head of Social Service Department, Chicago Lying-in Hospital (Miss Allen); Field Secretary, Illinois Society for Mental Hygiene (Miss Myrick); Supervisor of Case Work Jewish Social Service Bureau (Miss Wood); Philanthropic Secretary, Wieboldt Foundation (Mr. Laune); Assistant Head, Jewish Home Finding Society (Miss Corman); Field Secretary Vocational Supervision League (Miss Cramer); Head of Gads Hill Settlement (Miss Bridge); Acting Head of University of Chicago Settlement (Miss Longan); Director of Crippled Children Survey Chicago Community Trust (Miss Stevenson); Head of Municipal Moving Picture Censorship Board (Miss Miller); Assistant Director Chicago Council of Social Agencies (Miss Webster); Instructor in Case Work Loyola School of Sociology (Miss VanDriel).
In addition to persons in executive positions former students of the School may be found as field workers and visitors in most of the standard social agencies of the city employing workers of this type.

Scholarship and Fellowship Funds Needed

The School is not, however, able to meet the demands for workers that are constantly coming in both from Chicago and from outside. This is not because we cannot care for a larger number of students in our classes but because students cannot afford to take the courses offered. Salaries in social work are not high and the field is new. Parents hesitate to make the investment in professional education which is accepted as necessary in the older professions.

A much larger scholarship and fellowship fund is the immediate solution of this difficulty. Such a fund of course must be used with due care but with the experience we have had in administering such a fund it is clear that judicious use might be made of a fund more than double the one we are now using and that such an expansion of the fund would immediately benefit the social agencies of Chicago.
In addition to persons in executive positions there are several who may be found in field work, and especially in work of the auxiliary society.

Sponsorship and Collaboration

The report is not possible. We are to meet the demands for service that the community cannot meet. This is not possible. To meet some cases for a larger number of persons in our classes and present members of the community, to keep the community aware of the needs, and to support the work of our friends who are in the field.

The only way to meet the demands of the community is to sponsor and collaborate in the work of the society. A network of sponsorships can be established to meet the immediate cooperation. Such a network can be started with a good deal of effort and care, and the cooperation can be good in maintaining such a thing if it is clear.

The experience we have had in administering such a thing has been great and we are now happy with that experience as a means of cooperation of the any such auxiliary societies and social services.
THE UNIVERSITY OF CHICAGO
THE GRADUATE SCHOOL OF SOCIAL SERVICE ADMINISTRATION

1. Total Number of Students Registered in the School for the Four Quarters

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<th>Women</th>
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<td>69</td>
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<tr>
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<td>17</td>
<td>18</td>
</tr>
<tr>
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<td>17</td>
<td>19</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
<td><strong>92</strong></td>
<td><strong>106</strong></td>
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2. Additional Registrations from other University Departments

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<td>Winter Quarter</td>
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<tr>
<td>Summer Quarter</td>
<td>21</td>
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<td>33</td>
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<tr>
<td><strong>Total outside Registrations</strong></td>
<td><strong>28</strong></td>
<td><strong>49</strong></td>
<td><strong>77</strong></td>
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3. Additional Registrations in Downtown Courses

Registrations in Extension Courses offered by the Graduate School of Social Service Administration during 1923-1924 in University College

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<td>18</td>
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<tr>
<td>SSA 1, Principles of Case Work</td>
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<td>34</td>
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<tr>
<td>SSA 13, Mental Disorders and their Social Treatment</td>
<td>-</td>
<td>41</td>
<td>41</td>
</tr>
<tr>
<td>SSA 27, Social Control of Mental Disorders</td>
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<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td><strong>102</strong></td>
<td><strong>110</strong></td>
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<tr>
<td></td>
<td>Man</td>
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<td>Total</td>
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<tr>
<td>--------------------------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Graduate Students</td>
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<td>Undergraduate Students</td>
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<td>2</td>
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<tr>
<td>Ninth Students</td>
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<td>3</td>
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<tr>
<td>Total</td>
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<td>17</td>
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<table>
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<th></th>
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<th>Woman</th>
<th>Total</th>
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<td>-</td>
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<td>-</td>
<td>5</td>
</tr>
<tr>
<td>master's degree</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
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<tr>
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<tr>
<td>Total</td>
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<td>10</td>
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<table>
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<tr>
<th></th>
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<tbody>
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</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>10</td>
<td>40</td>
</tr>
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</table>
1) The Chicago Council of Social Agencies wants a central building to house a great number of Social Agencies.

2) President Scott of Northwestern saw there an opportunity to hook up a situation with his proposed School of Social Service.

3) Having had some talk about a School of Social Service with R. C. Wieboldt he went to him and suggested that he put such a building on the Northwestern Campus and let it serve as a building of the Northwestern School of Social Service as well as the headquarters of all these social agencies.

4) To the Wieboldts the suggestion was attractive for two reasons:

   a) Mr. Wieboldt is interested in social service training,

   b) If owned by Northwestern the building would have certain tax free advantages.

5) About a year ago the Chicago Council of Social Agencies was asked to make inquiries to see how many of them would go into such a scheme. They now have the information that enough of these agencies would go into it to make it successful provided the location is accessible down town. Some question whether the Northwestern campus is not too far away.

6) When this question was under discussion a year ago the feeling of the University was that it was unwise for Northwestern to establish this because it would involve a complication of our work at the University of Chicago. And when the impression got abroad that the University was opposed to the plan the Wieboldts refused to go further at that time.
CERTAIN EDUCATIONAL ISSUES IN CONNECTION WITH THE PROPOSED
NORTHWESTERN SCHOOL OF PHILANTHROPY

I. IS IT WISE TO HAVE IN THIS COMMUNITY TWO GRADUATE SCHOOLS OF SOCIAL
SERVICE ADMINISTRATION?

(a) Funds greatly needed for advancement of the social sciences and of
community enterprises will be spent in absolutely unnecessary dupli-
cation.

(b) The social agencies of the city will be bothered and confused by
both conflicting and duplicating requests for aid in field work,
research, practical contacts, etc.

(c) A very harmful example will be set the community. If cooperation
cannot exist between educational institutions where may it be
expected?

(d) Both educational institutions will lose prestige and public
confidence by such an unseemingly proceeding.

It clearly is not wise to have in this community two graduate schools
of Social Service Administration. If this must occur, it should be only
as a last resort; and, even so, it will be at great cost (financial and
otherwise) to both institutions.

II. WHAT ARE THE POSSIBLE ALTERNATIVES TO THIS DUPLICATION?

(a) The University of Chicago might withdraw from the field, leaving it
to Northwestern.
There are cogent objections to this...

i. As a minor consideration, the University of Chicago has, as a
matter of history, been occupying the field. True, limited
resources have prevented the University from rendering the best
possible service; but, after all, it is maintaining one of the
two high grade schools in the United States. In the judgement
of many unprejudiced observers it is maintaining the best
Graduate School. To abandon that enterprise means not merely
a blow at the self respect of the University but a clear social
waste.

ii. For, as the major consideration, the University of Chicago, is
the institution that has the needed strong scientific departments
of Biology, Psychology, Economics, Political Science, History,
Sociology, etc. Real graduate and research work in Social Service
Administration cannot be done save with the support of strong
departments in the fields cited. What hope is there that, even
in a generation, Northwestern could build up the scientific
support that the University of Chicago has at this moment?

(b) Northwestern University might withdraw its plan of developing graduate
work in this field.

i. Although this withdrawal would seem a constructive act in terms
of the best interests of this work in the community, there seems
no chance this will be done. The plan is being pushed energetically, and such details as have come to my attention show that the duplication is to be complete.

ii. Of course, it is still not too late to make it practically impossible for these plans to be carried out. Probably if Mr. Rosenwald takes the position that it is unwise for the Jewish charities to sanction the building plan,—or if he takes the position that approval of the building plan should go hand in hand with disapproval of the educational plan, it will prove impossible for Northwestern to proceed.

iii. It must be noticed, however, that the building plan and the educational plan have been cleverly united in terms of tax-free arrangements,—at least according to report.

(c) It might be arranged that the University of Chicago should proceed with the graduate and research work while Northwestern took the extension work.

i. This has the weaknesses and dangers of all such compromises. The University of Chicago would be likely to feel she could do the whole work more economically; that Northwestern would "edge in"; that such division is not based on sound educational grounds. Northwestern would be likely to have corresponding attitudes. It is not an arrangement making naturally and easily for harmony.

ii. Yet, an arrangement can be pictured by which the Wiebolt Foundation could, by the terms of a joint gift, force a somewhat rational division of the field. Probably Mr. Rosenwald holds the key to this situation, also if it be granted that the two Universities will meet on such a basis. His influence with the Foundation would presumably cause them to hold back their gift until a joint plan could be arranged.

iii. On any "joint plan", both institutions would presumably be free to offer undergraduate work at their own plants. It is difficult to picture either refusing to make a sensible arrangement of work for undergraduates desiring to enter this field.

This memorandum is not advocating any one of these three possible courses of action.
The Chicago Council of Social Agencies is raising again the question of a central building and asking the Wieboldts to build it. They have replied that they will consider the matter provided some scheme between the Universities is worked out.

So that some social training be given at that place.
The Office of a certain agency is resisting the
direction of a certain publishing agency. The
Department of

Mike has reported that they will reconsider the matter.

This issue has been discussed between the departments to work out.

It appears some changes are being planned at this place.
My dear Miss Russell,—

In reply to your inquiry I am transmitting the following information about the School of Social Service Administration professional school fellowships and scholarships:

**Autumn Quarter:**
- 2 University fellowships, $600 each
- 1 University fellowship, $180
- 1 School of Civics and Philanthropy fellowship, $350

**Winter Quarter:**
- 1 University fellowship, $600
- 1 University fellowship, $180
- 1 School of Civics, $350

The $180 fellowship expires in the winter quarter, since it was used during the summer, 1924, but, so far as I know, the other two fellowships will continue to be used in the Spring Quarter.

The Wieboldt Foundation gave an additional $1000 this year for fellowships to be divided between the School of Social Service Administration and the Department of Sociology. However, the money this year was given to the Local Community Research Committee, and it is my understanding therefore that the person who holds this Wieboldt stipend this year is not classified as a Fellow of the University but is merely an Assistant under the Local Community Research Committee.

**SOCIAL SERVICE ADMINISTRATION PROFESSIONAL SCHOOL SCHOLARSHIPS**

There were eight scholarships in the autumn quarter, eight in the winter quarter and there will probably be seven in the spring quarter.

**Chicago Women's Aid Scholarship**

An appointment has been made for the winter, spring, and summer from this fund.

**The Jewish Social Service Bureau Scholarship**

An appointment has been made for the winter and spring quarters. Funds were given by the Jewish Social Service Bureau originally for scholarships for undergraduate students. Two of these scholarships were awarded in the autumn, and one is being held in the winter quarter and will be continued through the spring. Permission however, was secured from the donor of the fund to change the grant
2. Miss Russell

to a graduate scholarship for the winter and spring quarters of this year, since we had no suitable undergraduate applicants.

You do not ask for University Assistantships. We have had during the autumn and winter quarters, seven persons holding the status of Assistant and it is expected that these will be continued through the spring quarter. Appointments for the summer have not yet been made.

Very truly yours,

Miss Agnes M. Russell
Secretary to Dr. Butler

Dean
January 23, 1935

My dear Miss Abbott:

I wonder if I could trouble you to send me the following information at your early convenience:

S. S. A. Professional School Fellowships: The number of appointments in the Autumn, Winter, Spring, and Summer Quarters for 1934-5. I presume the Summer appointments have not yet been made.


The Chicago Women's Aid Fellowship: I understand that this fellowship has not been used since the Summer Quarter. Is this fact due to lack of funds, or has an appointment been made for the Spring and Summer Quarters?

Very truly yours,

Secretary to Dr. Butler.

Miss Edith Abbott
The University of Chicago
January 30, 1936

Mr. Green, Vice President

I was not able to return your call yesterday. I have had an opportunity to read our entire correspondence.

The Interne and Board of Visitors' Reports show improvements in the hospital's financial and moral. The reports are due by the end of the month. I hope to receive them soon.

The President of the Board of Visitors requests a meeting to discuss the hospital's future. I am available at your convenience.

Very truly yours,

Secretary to Mr. Green

The University of Chicago