used by the Neighborhood Clubs, which adjoins the old library room. I think it is our most pressing need, would be met. The room now used by the Neighborhood Clubs would serve as an office, reception, and reading room. It would in fact serve all the purposes of the present room except that it would not be used for meetings. The library room, opening out of it, would be an excellent auditorium, and could be used as a study room except for the few times when it was needed for meetings. The other room would doubtless serve for a study room also, as our present room does. If a portion of the library room—say the rear portion—could be partitioned off by folding doors of some sort, which could be thrown open when desired, we should also have the committee and class room so long needed. This suite of rooms, all opening into each other, would stave meet practically all our needs, giving us an office and reception room, an adequate auditorium, a class room and when thrown together would be large enough for any social
3. gathering. Moreover the rooms could be used as study rooms the greater part of the time. The Neighborhood Clubs could have our present room, so there would be no loss at all there.

I hope very much that it may be possible for such an arrangement to be made. We greatly appreciate the University’s generosity in giving up so pleasant and so large a room all these years, and would not venture to ask for more were it not for the fact that the growth of our work has made larger quarters necessary. If we are to render the largest possible service to the University women.

Very sincerely yours,

Margaret E. Burton

July 12, 1911
Dear Mr. Burton

The changes which have been made in Lexington Hall seem to me admirable and I see no reason why the assignments should not be made now and thus avoid confusion at the opening of the quarter. I enclose a scheme which Mrs. Breckenridge and I have worked out. If Room 2 is not needed for classes we urge that it be given over to the deans' uses. In that case the old dean's office can be vitally under the control of the league which would seem very desirable. Room 14 could be reserved by the league for special occasions. I am greatly pleased that the changes have not done away with two large connecting rooms. If the building is renovated and made attractive, some of our pressing social problems will be solved.

With sincere appreciation of your interest,

Very truly,

Marie Talbot.
Proposed arrangement of rooms in Lexington Hall

1. Y.W.C.A.
2. Dean's office - alterations to be made later.
3-7 (3) Class-rooms
8. Spelman House
9(1/2) Class-room
9(1/2) Rest & toilet rooms
Old rest-room: Maroon & employees rest-room
2-3 hours daily to be arranged later.
14. General rest, study & social rooms
   for class use & period if necessary.
15. Women's Union
   Headquarters of neighborhood Clubs.

This scheme is proposed with the understanding that the arrangement will be satisfactory to the League.
SCHEDULE OF CLASSES IN LEXINGTON HALL FOR THE AUTUMN QUARTER, 1911

<table>
<thead>
<tr>
<th>Room No.</th>
<th>3</th>
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<td>R</td>
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</table>
Chicago, September 1, 1911

My dear Miss Talbot:

Miss Breckinridge will report to you the physical changes in Lexington Hall finally agreed upon in conference with her and with Mr. Heckman. I hope these changes will commend themselves to you as increasing the usefulness of the building and making it more serviceable to the women of the University. I have abstained from entering upon the question of assignment of space. Does it not seem to you that, the necessary physical changes having been made, President Judson can upon his return settle the questions of assignment of space without delay? If so I should prefer to leave these questions until his return.

Very sincerely yours,

[Signature]

Acting President

Miss Marion Talbot,
The University of Chicago.
Chicago, September 1, 1911

Mr. Woodrow Wilson:

I am pleased to report to you the

progress made in the enlargement of the university. I hope these changes will command

your approval. I am particularly interested in the new buildings and

their contributions to the city's architectural development. I have
done my best to make sure the new structures are of high quality and

functionality. It does not seem to me that the necessary planning or

financing has been sufficiently clear. It is so often better to leave

these decisions to the experts.

Very sincerely yours,

Your President

The University of Chicago
Chicago, September 1, 1911

My dear Dean Mathews:

The matter of assignment of additional space in Lexington Hall to the League concerning which you addressed a letter to President Judson just before his departure, which letter he referred to me for action, has been under careful consideration now for more than a month. Immediately upon taking up the question it developed that Miss Talbot already had somewhat definite plans for the use of all the space in the building, and that there were other complicating elements in the situation which I will not take time to state in full. There have been repeated conferences over the matter with the various deans and other officers interested, with the result that we have finally decided upon several changes in the building, which changes will be made before October 1st. These changes I am sure will considerably increase the efficiency of the building, and make the available space useful in the highest measure possible. It has seemed to me, however, on consideration best that assignment of the space to any of the various organizations or interests concerned
Chicago, September 1, 1911

My dear Dr. Metzgke:

The matter of removing the Walter Scott Mansfield from the National Museum has been discussed in a letter to the President which I have forwarded you, and I am forwarding you a copy of that letter. I am pleased to learn that the matter is being considered by the Committee on Education in the American Museum of Natural History and that there may be a meeting of the Committee on this subject at which you may be present and discuss the matter further.

I have been informed that there have been discussions concerning the Ghent Agreement and other agreements between the universities and the universities, with the result that the universities have agreed to make a new agreement in the near future. These agreements will be held in the attention of the public, and I think they will contribute to the intellectual progress of the universities. I hope to secure the cooperation of the various organizations in the interest of the universities.

The scope of any of the various organizations in the interest of the universities.
should be postponed until President Judson's return. The physical changes having been made which put the space in the best possible shape, whatever the decision as to disposition may be, it will be a relatively simple task involving no delay for the President to decide what shall be done with the space.

I suggest, therefore, that as representing the League you seek conference with him at an early moment. That you may understand the situation as respects the building itself may I mention:

1. No change whatever has been made in the League room itself.

2. The room formerly used as a library will by October 1st have been converted into an assembly room capable of use also for social purposes.

3. A large double door has been cut connecting this room with the room at the south-west corner, used by the Neighborhood Clubs.

4. The large room at the east end of the building, formerly fitted up as a mathematical laboratory, has been cut in two, and the south half of it has been converted into a suite of rooms for women, including rest room and toilet rooms.

5. The additional space for classrooms made available by the creation of an assembly room will make it possible to transfer the deans' office from the small room which it has hitherto occupied on
The phonograph.

The phonograph.

The phonograph.

The phonograph.
the south side to one of the classrooms on the north side. Whether this shall actually be done is one of the open questions.

6. If this transfer is made the room formerly occupied as a deans' office would become available for other purposes.

7. The creation of the assembly room above mentioned provides a place in which the League can hold its weekly Wednesday morning meeting with seats for a larger number than could be got into the League room proper and without the necessity of shifting chairs. I am confident from what Miss Talbot has written that she would have no hesitation in assigning this hour definitely to them. If it is thought best to transfer the deans' office it would be open to the League to apply to Miss Talbot for assignment of the former deans' office for the meetings of the committees and classes of the League at certain definite hours of the week. It will be inexpedient, I am persuaded, for the League to ask for any exchange of its present room for other space, or for absolute assignment of any space additional to that which it already has.

Very truly yours,

[Signature]

Acting President

Professor Shailer Mathews,
Monson, Maine.
Dr. O. D. Burton
President, University of Chicago
Dear Sir:

Your letter of July 26th was forwarded to me from Englewood. I regret the delay and hasten to write to assure you that I know the Neighborhood Club will be very willing to make the change from their present room to the League room. And I wish to say on my own part that knowing the needs of the League I am most happy that this arrangement can be made for them.

Very sincerely yours,

Ora R. Robson

Williamstown, Mass.
July 29, 1911.
Very dear President Johnson:

The only room I can find which seems reasonably suitable for Dr. Young's office is a reception room in the basement — room 7. I dislike to give this up, but after examining the various possibilities this solution seems to represent the least evil. With your consent, I will have this room assigned to Dr. Young. Some slight changes may be necessary, e.g., a partition may be needed to make a dressing room.

Yours,

James Reed
Chicago, December 30, 1912

Dear Mr. Angell:

I have your note relating to Dr. Young’s office. Would you kindly ask Mr. Douglas to confer with Dr. Young and make report to the Committee on Expenditures as to what will be involved in the way of changes?

Very truly yours,

H. P. J. - L.

Dean J. R. Angell,
The University of Chicago.
Office, December 30, 1912

Dear Mr. Angel:

I have your note relative to
Dr. Young's office. Many of your kindred say
Don't to cooperate with Dr. Young and make report
to the Committee on Expenditures as to what will
be needed in the way of equipment?

Very truly yours,

H.P.

Dear Mr. Angel,

The University of Chicago.
February 8, 1915.

My dear President Judson:

I have taken up with Professor Lillie and Dr. Wells the question of securing quarters for the medical deans outside the Botany Building.

Mr. Lillie is very averse to having the deans again put into his building, and maintains with some force that the logical accommodation for them would be found in one of the buildings primarily devoted to the medical work. Dr. Wells reports that he personally would prefer quarters in Cobb Hall in the neighborhood of the other deans, but that Dr. Dodson has preferred to be in one of the biological buildings. There is no provision for a room of the size required in the new Ricketts Building. Indeed, it appears that the architects have not provided even a janitorial cubby hole.

I am disposed on the whole to think that the best plan is to await the removal of the classical quarters to the new Classical Building, and then to find a place for the medical deans in Cobb Hall. Inasmuch as Dr. Wells is very much more affected by the situation than Dr. Dodson, and as he prefers to come into Cobb Hall, I should be disposed to offer that as the best solution. This would keep the deans in Mr. Coulter's jurisdiction presumably until the summer quarter. It might be necessary to house the deans on the second floor of Cobb, but this does not seem to me an objection of any consequence. Dean Marshall is now established there, and with great satisfaction to himself and his force. I begrudge daily more and more the circumstances which permitted Mr. Mallory ever to get so firm a foothold in the best room on the ground floor of this building. If he were on one of the upper floors
Eto挖掘838 of Chicago

The Association of Arts, Sciences and Science

September 1, 1914

I have pleasure in announcing to you my full and entire
acceptance of the position of Secretary of the Chicago
Association of Arts, Sciences and Science.

You will please forward to me the names of three who
shall be competent to report my acceptance, and of
three who shall be competent to report the rejection of
this offer.

I shall be happy to receive your immediate
acceptance of the position.

Very truly yours,

[Signature]

[Address]
The University of Chicago
The Faculties of Arts, Literature, and Science

where he might properly enough be located, we should have been spared a good many of the friction producing adjustments of the last few years.

Yours very truly,

[Signature]

President Harry Pratt Judson,
University of Chicago.
The University of Chicago
Graduate School of Business Administration

January 14, 1919

Dear Mr. Jones,

I am writing to extend an invitation to visit our campus and tour our facilities. We believe that this opportunity will be of great value to your understanding of our institution.

Yours sincerely,

[Signature]
Chicago, February 10, 1915

Dear Mr. Angell:

Your note of the 8th inst. is at hand. I concur with your view that after all we shall have to put the Medical Deans in Cobb Hall with the other Deans. That necessitates holding the whole matter until the summer. Perhaps you will kindly notify Mr. Coulter. When the change is made of the classical Departments to the Classics Building it would be desirable to take up the entire question of the readjustment of space in Cobb Hall. We can regard everything as an open question at that time.

Very truly yours,

H.P.J. - L.

Dean J. R. Angell,
The University of Chicago.
Chicago, November 10, 1916

Dear Mr. Andrews:

Your note of the 8th inst. is at
hand. I agree with your view that after I'll no small
have to put the subject before the Copp Hall with the
other Deans. I shall certainly pursue the whole
matter until the summer. Perhaps you will kindly
notify Mr. Donelan when the chance is made of the
official appointment of the Chicago Building to whom
the matter will be placed. I am sending my name
as an open expression of great esteem.

Very truly yours,
K.W.C. - L.

Dean J. R. Andrews.
The University of Chicago.
Dr. H. P. Judson,
University of Chicago,
Chicago, Illinois.

My dear Dr. Judson:

I have been for a long time, as probably everyone else has, thinking of the question of the use which we make of our property, and without knowing much about it or having had a chance to consider it carefully, I have assumed that we are not using our property to its full capacity. Of course I say this only because experience and observation teach me that no public property such as schools, churches and the like is used up to its full possibilities. I have been wondering whether a careful study of the matter could not now be profitably made.

It has occurred to me that an inventory, so to speak, of all our lecture and class rooms with a statement of the degree to which each is utilized and the extent to which each could possibly be further utilized, would be a very helpful statement to have before one. Perhaps this has been done and perhaps everybody else but myself is fully advised. If not, it occurs to me that such a consideration of the matter might be very profitable in view of the early demand for more room which is inevitable in view of the steady growth of the University. If we could take care of somewhere between 10% to 50% more students and professors in the plant we now have, it would be a matter of very great interest, but we ought to know how much we can do and especially how long the present plant is likely to be sufficient for our purposes. This suggestion is made with no disposition to call for any investigation which would seem especially troublesome or in your opinion unnecessary at the present time, but only to let you know how I feel.

With great regard, I am

Yours very truly,

F.W.P.
C.H.
Chicago, November 1, 1915

Dear Mr. Parker:

Your favor of the 20th of October relating to the use of our buildings is at hand. At several intervals I have had a report made on that subject, showing very plainly that there is a considerable percentage of space yet available. I shall be glad to have another report made at this time. The distribution of classes throughout the day becomes an increasing necessity. The need for new buildings for some time to come will relate not to additional classroom space but to additional library space, with the concomitant provision for seminar rooms and office rooms.

With cordial thanks for the suggestion, I am,

Very truly yours,

H.P.J. - L.

Hon. Francis W. Parker,
1410 Marquette Bldg., Chicago.
Dear Mr. Potter:—

Your letter of the 26th of October

referring to the case of one plaintiff to hand

and

sentiment afterthought I have had a report made of that

appreciation. Showing very plainly that there is a complete

personage of space yet satisfied. I shall be glad to

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necessary. The need for new plaintiffs not some time to

come will result from all affirmative action that can to

affirmative疠 Taipei with the concomitant proviso.

for seminar room and office house.

With cordially thanks for the suggestion I am,

Very truly yours,

H.P.T. — L.

Hon. President A. Potter

540 Merchants' Bank, Chicago.
Chicago, November 1, 1915

Dear Mr. Angell:

Could a report be prepared sometime this week showing what percentage of classroom space in our present buildings is not used? Of course we understand that the buildings are crowded during the morning and not during the afternoon. I should like to know, first, the percentage of available space at each class hour of the day; and, second, the percentage of the whole available throughout the day.

Very truly yours,

E.P.J. - L.

Dean J. R. Angell,
The University of Chicago.
Dear Mr. Yergell,

Can't a report be prepared sometime this week showing what percentage of allocation space in the present publications is not used. Of course, we might say that the publishers are somehow gaining the wrong and not gaining the afternoon. I expect like to know what percentage of suitable space of each class and not present the afternoon. I think the percentage of suitable space of each class and not present the afternoon. Very truly yours,

[Signature]

R.F.R. Yergell
The University of Chicago
My dear President Judson:-

In reply to your favor of November 1st with reference to information about the use made of our class room space, I write to say that the time set for giving the information is rather short, and I should not wish to indulge any promises of complete compliance unless you can extend the date for the return of the report. I can and will have the information compiled promptly with reference to Cobb Hall, Ellis Hall, Lexington Hall, the portions of Harper used for collegiate purposes, and the Classics Building. My office has no direct contact with any of the other buildings, and my experience would lead me to be very pessimistic of our ability to get any prompt report from the several individuals who are in position to furnish the information requested.

May I ask if a request sent to the several persons concerned couched in the form herewith attached will produce the information in a manner satisfactory to you? I may say in this connection that your own phraseology is, "the percentage of available space at each class hour of the day;" and "the percentage of the whole available throughout the day." I shall interpret this to mean the percentage of rooms and not the percentage of space. We could not without resort to architect's charts, which are not in our possession at present, possibly get an accurate expression in terms of any unit of space. We can, however, give you this information in terms of the number of rooms. We could also submit charts, but only after delay, which would indicate the approximate number of persons which could be accommodated in any given room together with indication of the character of the room, whether laboratory or
November 5, 1939

Dear Student Information Officer,

I am writing to inform you of a change in our policy regarding the distribution of information.

We have received complaints from faculty members and staff regarding the excessive amount of information being distributed to students. As a result, we have decided to implement a new policy that will limit the distribution of information to essential and necessary information.

Our goal is to ensure that students receive only the information that is relevant to their courses and academic success. We believe that this change will help to reduce student stress and improve overall academic performance.

We appreciate your understanding and cooperation in this matter. If you have any questions or concerns, please do not hesitate to contact us.

Sincerely,

[Signature]
The University of Chicago

The Faculties of Arts, Literature, and Science

lecture room.

Yours very truly,

President Harry Pratt Judson,

University of Chicago.
My dear Professor

The President has just requested that I send him certain information regarding the use of our classroom space, and I am writing to ask that you reply to the following questions as promptly as you can. The President would like the material in hand not later than November 6.

Yours very truly,

1. Indicate (a) the total number of laboratory rooms available in your building, and (b) the total number of recitation or lecture rooms, with a statement of the number of students that can be accommodated at one time in each room of each group. Show totals also.

2. Indicate for each class hour of the day the number of rooms used and the number of rooms not used, with the total number of students who can be accommodated at one time in the unused rooms.

3. Indicate the total number of rooms multiplied by the number of class hours, i.e. 7, and report what percentage of this available space, estimated by the number of rooms, is at present unused throughout the day.

4. Indicate in the same way the total number of students who might be accommodated in the rooms thus at present unused.
The implement of the development plan is now in progress.

Information regarding the use of our office space, and as willing
to see that you comply with the following directives as promptly as possible,
the president's notice in the material in hand for your immediate reference:

Yours very truly,

I. Introduce (c) the total number of possible rooms available.

2. Introduce (d) the total number of reservations for living rooms.

A. Introduce (e) the total number of reservations for living rooms.

B. Introduce (f) the total number of reservations for living rooms.

C. Introduce (g) the total number of reservations for living rooms.

D. Introduce (h) the total number of reservations for living rooms.

E. Introduce (i) the total number of reservations for living rooms.

F. Introduce (j) the total number of reservations for living rooms.

G. Introduce (k) the total number of reservations for living rooms.

H. Introduce (l) the total number of reservations for living rooms.

I. Introduce (m) the total number of reservations for living rooms.

J. Introduce (n) the total number of reservations for living rooms.
The University of Chicago
Department of Chemistry

1. A. Total number of laboratory rooms of rooms and students at one time.
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<tr>
<th>Number of rooms</th>
<th>Number of students at one time. (Limit of Capacity)</th>
<th>Total Capacity (at different times)</th>
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<td>a) For class work</td>
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<td>General Chemistry A</td>
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<td>&quot; &quot; &quot; B</td>
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<td>Qualitative Analysis</td>
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<td>Research Room No. 24</td>
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<tr>
<td>Physical Chemistry</td>
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<td>Physical Chem. Research</td>
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<td>7</td>
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<tr>
<td>Organic Preparations</td>
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<td>Inorganic Preparations</td>
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<td>10</td>
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<tr>
<td>Basement Research Room</td>
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<td>10</td>
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<td>Radioactivity Laboratory</td>
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<tr>
<td>b) For accessory apparatus etc. (storeroom, balance room, etc.)</td>
<td>11</td>
<td>290</td>
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<tr>
<td>c) Private Laboratories</td>
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B. Lecture rooms (not including Kent Theater) | 3 |
<p>| East Room | 130 | 130 |
| West Room | 130 | 130 |
| Third Floor | 20 | 20 |
| Total | 280 | 280 |</p>
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<th>Category</th>
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<td>II</td>
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<td>General Chemistry</td>
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<td>Physical Geom. Research</td>
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<td>Organic Preparation</td>
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<td>Inorganic Preparation</td>
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<td>Research Room</td>
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<td>Radiation Laboratory</td>
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<td>III</td>
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<tr>
<td>Meeting Room (not including Kent)</td>
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<tr>
<td>IV.</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Meet Room</td>
<td>130</td>
<td></td>
</tr>
<tr>
<td>Meet Room</td>
<td>190</td>
<td></td>
</tr>
<tr>
<td>Meet Room</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Meet Room</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Meeting Room</td>
<td>20</td>
<td>33</td>
</tr>
</tbody>
</table>
2. Autumn Quarter.

<table>
<thead>
<tr>
<th>Laboratories</th>
<th>Three Lecture Rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every bit of locker space is used in the laboratories (except in Autumn in one room accommodating 23 students) and that determines the limit of capacity. It is proposed to increase the locker facilities and thus increase the capacity by some 80 - 100.</td>
<td>*Hours per week used</td>
</tr>
<tr>
<td>8:15</td>
<td>10</td>
</tr>
<tr>
<td>9:15</td>
<td>5⁷</td>
</tr>
<tr>
<td>10:45</td>
<td>5⁷</td>
</tr>
<tr>
<td>11:45</td>
<td>6</td>
</tr>
<tr>
<td>1:30</td>
<td>7</td>
</tr>
<tr>
<td>2:30</td>
<td>3</td>
</tr>
<tr>
<td>3:30</td>
<td>6</td>
</tr>
</tbody>
</table>

*On the weekly basis, as the different lecture rooms are not used at the same hours every day.

⁷Required to prepare lecture experiments.

3. Percentage of available space unused:
   a) For lecture rooms 60% (distributed on odd days, largely).
   b) For laboratories - determined by available locker space:

      3% not used in the Autumn quarter. (We expect to increase the capacity by 12% by changing lockers)

4. Lecture rooms: About 910 student hours per day.

Laboratory rooms: Full to capacity; except one room in Autumn Quarter for 20 students in Physical Chemistry.
<table>
<thead>
<tr>
<th>10</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>650</td>
<td>60</td>
<td>50</td>
<td>40</td>
<td>30</td>
<td>20</td>
<td>10</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Legend:
- **N** = Number of students
- **W** = Weekly supply of food
- **C** = Current capacity
- **A** = Actual capacity
- **R** = Recommended capacity

- **SIT**: Space in the first floor
- **ALT**: Space in the second floor
- **ALT**: Space in the third floor
- **ALT**: Space in the fourth floor

**Notes:**
- Space to be added to the first floor
- Space to be increased on the fourth floor
- Space to be increased on the fifth floor

**Recommendations:**
- Increase the capacity by 15% per semester (fall and spring)
Chicago, Ill., Nov. 9, 1915.

Dean J. R. Angell,
Faculty Exchange.

Dear Sir:

In response to your note of inquiry with reference to classroom and laboratory space in Rosenwald Hall, I send you the following memorandum, which applies to the autumn quarter, 1915:

1) Number of classrooms, 6, five of which seat 36 to 40 students, and one, 32 students.

Number of laboratories 7, of which five accommodate 24, one accommodates 12, and one accommodates 10.

2) At 8:15, 5 classrooms are used.
   1 unused, would seat 40.
   6 laboratories used.
   1 unused, would accommodate 24.

---

9:15, 2 classrooms used.
4 classrooms unused, would seat 140.
6 laboratories used.
1 laboratory unused, would accommodate 24.

---

10:45, 4 classrooms used.
2 classrooms unused, would seat 75.
6 laboratories used.
1 laboratory unused, would accommodate 24.

---
Dear Mr. Andrews,

This is to inform you of the current status of the project.

We have made good progress in the past month. The latest report indicates that the task is almost complete. I encourage you to visit the site as soon as possible for a closer look.

If you have any questions or concerns, please do not hesitate to contact me.

Sincerely,

[Signature]
11:45, 3 classrooms used.
3 classrooms unused, would seat 110.
6 laboratories used.
1 laboratory unused, would accommodate 24.

1:30, 1 classroom used.
5 classrooms unused, would seat 175.
6 laboratories used.
1 laboratory unused, would accommodate 24.

2:30, 2 classrooms used.
4 classrooms unused, would seat 150.
6 laboratories used.
1 laboratory unused, would accommodate 24.

3:30, 3 classrooms used.
3 classrooms unused, would seat 120.
6 laboratories used.
1 laboratory unused, would accommodate 24.

3) No part of the classroom space is unused throughout the day, but the seating capacity of all classrooms, throughout the day, counting 7 class hours, is utilized to the extent of a little less than 50 percent. The total number of students who might be accommodated in the classrooms of the building could be doubled or a little more than doubled, if each classroom was absolutely full each hour it is not used this quarter. If every classroom was full every hour, three times the present number of students could be accommodated.
In a number of classrooms there is a good deal of working material appropriate for the classes which use the rooms, which would be in the way and subject to injury if the rooms were occupied by classes other than those classes for which these rooms are especially equipped.

The one laboratory not used this quarter will be used winter and spring.

During the winter and spring quarters there will be three more classes in Rosenwald than at the present time.

Very truly yours,

R.V. Pulitz
In a number of classrooms there is a good deal of working.

Material should be for the classroom as well as the room. When
material should be for the classroom, pupils would be in the
room and subject to injury. If the room were open
pupils would be in the room. For pupils those rooms are
especially detrimental.

The one important fact to keep this chart will be very

In the winter and spring quarters there will be free

more openess to Kneading with of the pleasant time.

Very Faithfully yours,

[Signature]
<table>
<thead>
<tr>
<th>Rooms</th>
<th>Capacity</th>
<th>Autumn, 1915</th>
<th>8:15</th>
<th>9:15</th>
<th>10:45</th>
<th>11:45</th>
<th>1:30</th>
<th>2:30</th>
<th>3:30</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. 10 &amp; 11</td>
<td>16</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. 21</td>
<td>7</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. 24</td>
<td>48</td>
<td>85</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. 27</td>
<td>5</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. 31</td>
<td>36</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. 36</td>
<td>11</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
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<td>No. 44</td>
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<td>45</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. 46</td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td><strong>176</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

- **Laboratories**

- **Lecture and Seminar rooms**

- Dept. of Zoology. Autumn, December 1915
November 11, 1915.

Dean James R. Angell,
Faculty Exchange,

My dear Mr. Angell:

Replying to your letter of November 8th with reference to the use of classroom space in the Zoology building, I am enclosing a tabulation for the current quarter which I hope will be of some assistance for the purposes that the President has in mind. Conditions will vary from quarter to quarter. Questions 1 and 2 are answered by the table; it is difficult to give a categorical answer to questions 3 and 4.

Laboratories are usually equipped for one type of work and cannot be used adequately for other types during one quarter; they are in use outside of scheduled hours, for students who have conflicts with the scheduled hours, for students who are slow in their work, for those who are ambitious, and as study rooms. The "capacity" of a laboratory depends on the type of work; thus it may be twice in one quarter what it is in another, depending on the course; or space for ten students in one laboratory may suffice for only five in another. A laboratory course usually involves also lecture and recitation hours, thus two rooms are required for a laboratory course in place of only one where all the work is lecture or recitation. This means that either the laboratory or lecture room is alternately out of use. The answer to question 3 would therefore be different on different days of the week. These are some of the difficulties. If I can do anything more in this connection, please let me know.

Yours truly,

[Signature]

Dana P. Fillie
The Ministerial of Finance

November 11, 1941

Dear James M. Young,

I am being asked to reconsider our position regarding the Pan Pacific Peace Conference. I am fully aware of the importance of this matter and I hope to work towards a resolution of the conflict in the Pacific area. In view of our recent efforts towards peace, I believe it is necessary for me to take this action.

I am also aware of the need for action to ensure the safety and security of our interests in the Pacific region. Therefore, I am making arrangements to have the necessary measures taken.

I appreciate your understanding in this matter.

Yours sincerely,

[Signature]

[Date]
Rooms in Hull Laboratory of Anatomy

<table>
<thead>
<tr>
<th>Number</th>
<th>maximum</th>
<th>comfortable</th>
<th>present</th>
<th>No. of hours daily</th>
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<tr>
<td>11</td>
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<td>30</td>
<td>38</td>
<td>2</td>
</tr>
<tr>
<td>16, 17, 18</td>
<td>36</td>
<td>23</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>21</td>
<td>14</td>
<td>12</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>22</td>
<td>32</td>
<td>20</td>
<td>20</td>
<td>7</td>
</tr>
<tr>
<td>26</td>
<td>35</td>
<td>20</td>
<td>21</td>
<td>2</td>
</tr>
<tr>
<td>35, 41, 47*</td>
<td>150</td>
<td>112</td>
<td>131</td>
<td>7</td>
</tr>
<tr>
<td>30, 31</td>
<td>30</td>
<td>20</td>
<td>12</td>
<td>2</td>
</tr>
</tbody>
</table>

Research Laboratories and preparation Rooms

15, Kyes
24, Herrick
33, Bensley

Lecture Rooms and Recitation Rooms

27, 60

Store Room

10

Photographic Rooms

12

Chart Room

28

Surgical Rooms

42, 43

Rooms of members of Staff.

13 (Clark), 14 (Kyes), 23 (Bartelmez), 25 (Herrick), 29 (Watkins), 32 (Bensley), 34 (Harvey), 37 (Hines), 38 (Shambaugh, Schuster), 40 (Schmitt), 44 (Swift), 45 (Bower, Meeker)

Wash Room

36

Three lavatories
### Lab facilities

<table>
<thead>
<tr>
<th>No. of rooms</th>
<th>Present</th>
<th>Available</th>
<th>Maximum</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>28</td>
<td>20</td>
<td>40</td>
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<tr>
<td>4</td>
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<td>0.5</td>
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<td>12</td>
</tr>
</tbody>
</table>

### Residence and Recitation Rooms

<table>
<thead>
<tr>
<th>No. of rooms</th>
<th>Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>

### Room of Members of Staff

- 12 (Office, 14 (Knee), 15 (Parliament), 20 (Executive), 25 (West), 30 (General), 35 (Cabinet), 40 (Right), 45 (Senate), 50 (Speaker), 55 (Left), 60 (House, President)
- 12 (East), 14 (North), 15 (South), 20 (West), 25 (Central)

### Mess Room

- 25

### Three Laboratories
<table>
<thead>
<tr>
<th>Room</th>
<th>8.15</th>
<th>9.15</th>
<th>10.15</th>
<th>11.45</th>
<th>1.30</th>
<th>2.30</th>
<th>3.30</th>
<th>4.30</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>V</td>
<td>V</td>
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<td>0</td>
<td>V</td>
<td>V</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>16.17.18</td>
<td>V</td>
<td>V</td>
<td>0</td>
<td>0</td>
<td>V</td>
<td>V</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>21*</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>22*</td>
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<td>0</td>
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<td>26</td>
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<td>V</td>
<td>0</td>
<td>0</td>
<td>V</td>
<td>V</td>
<td>V</td>
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</tr>
<tr>
<td>30*</td>
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<td>0</td>
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</tr>
<tr>
<td>31*</td>
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<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>35,41,47*</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The laboratories so designated are in constant use though the formally scheduled hours are as stated in the previous statement. In Rooms 21, 30, 31 classes are being conducted which involve technique which cannot be confined in stated hours. Rooms 35, 41, 47 are the laboratories of human anatomy, and are open to students at all hours, though the chief activity is in the afternoons when the formal instruction is given.

The lecture Room Number 27 is at present used only for three hours weekly because it is too small for our larger classes and the informal lectures given with laboratory work are given in the laboratories.

There are eleven unused laboratory periods computed on the basis of one room.

By duplicating courses in histology, and using the maximum capacity without regard to comfort or efficiency the department could teach 164 additional majors in this subject.

Under similar conditions but with a readjustment of the conditions disadvantageous in itself the department could teach 19 additional students in gross anatomy. Both of these would require additions to the teaching staff.
In connection with possible expansion of the number of students it must be borne in mind that every student who receives one major instruction in histology receives also three and one half in gross anatomy. Thus the conditions for the latter courses determine our maximum in microscopic anatomy from a practical standpoint. To secure the maximum of elementary teaching from the department, and to care for the largest number of the students means a careful arrangement of the time schedule so that repetition of courses actually divides the classes into proportional parts. Although histology is now offered in the winter and summer quarters as well as in the autumn quarter the registration in the latter quarter remains as high as formerly. Similarly our efforts to distribute the burden of teaching in elementary neurology by repeating the course have been defeated by the tendency to register large numbers in the winter quarter. Effective work in avoiding over expansion of the staff is contingent more or less on effective cooperation from the deans offices.

Respectfully submitted,

R.K. Bender
In connection with the problem of expansion of the number of students to whom places may be given in the first-year courses and to whom instruction in physics may be given, there are two main points to which I should like to call attention.

The first is the contention for the larger number of students. The second is the question of the best course of study for the student in physics.

To become the maximum of elementary science from the department, one must fix the number of the student who can be made capable. Hence to

one for the largest number of the student who is capable of course, probably giving the classes into progressive phases. This may be done by giving the classes in the various subjects as well as to the student indicating the registration in the latter subject remains as high as possible.

Similarly an attempt to achieve the purpose of teaching in elementary

example by replacing the course have been suggested by the teaching.

To register large numbers in the minor subject. Effective work in

Taking into account of the student in connection with the above

Sincerely yours,

[Signature]
Department of Anatomy, University of Chicago,  
Chicago, November 9th, 1915.

Dean James Rowland Angell,  
Faculty Exchange.

My dear Mr. Angell:

The report for which you ask concerning the laboratory, lecture, and recitation rooms of the department is a difficult one to make, for the reason that the character of the work and the nature of the equipment of laboratories determines whether the same laboratory may be used for a succession of classes, or not, and to some extent, the capacity of the laboratory. For example, our rooms 16 and 17 which have a capacity of about twenty-five students at one time in elementary histology, in which all of the material, supplies etc. are delivered to the student ready for study, might be used four times in one day for such a class, while a corresponding class in advanced histology doing their own technique would exclude every other class and require twice as much space per student. Again, our dissection laboratories with the human material can only be used by one class even though the laboratory time be but two hours a day. The only laboratories which we have, the capacity of which could be employed to advantage to duplicate classes, presuming that we had the staff to care for them, are the elementary histological laboratories, which of course could be similarly used for other laboratory purposes which do not include technique, or involve stationary equipment. This being the case I find it impossible to arrange the matter statistically in the way you request without giving a false impression. In order that you may be fully informed, however, I am appending hereto a statement of the uses of the rooms in the building.

I remain,

R.K. Bensley
Dear James H. Hayden,

Dean of Faculty, University of Chicago

Mr. Dean H. Hayden,

I am writing to inquire about the possibility of joining the Department of Psychology. I am currently a graduate student at the University of Chicago, and I am very interested in the research being conducted in your department. I believe that my background in psychology and my research experience make me a good candidate for this position.

Moreover, I am particularly interested in the area of social psychology, and I believe that the research opportunities available at your department would allow me to continue my work in this area. I am currently working on a project that examines the relationship between social cognition and behavior, and I believe that the resources available at your department would allow me to further my research in this area.

I would be very grateful if you could provide me with any additional information about the position or the research opportunities available at your department. I would also be happy to discuss my qualifications further with you. Please let me know if there is any additional information that you require from me.

Thank you for considering my application.

Sincerely,

[Signature]

[Address]
My dear Dean Angell:

Rephrasing your letter of November 8.

1. Total number of laboratory rooms in Physiology Bldg. 16
2. " " " lecture and recitation rooms 2

3. Total number students accommodated at one time:

<table>
<thead>
<tr>
<th>Lecture rooms:</th>
<th>50 in one; 150 in the other. Total 200</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratories:</td>
<td>Room 45</td>
</tr>
<tr>
<td></td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>41-2</td>
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<td>43</td>
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<tr>
<td></td>
<td>13-14</td>
</tr>
<tr>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>

4. Lecture rooms. Room 16 50 students capacity. Used 5 hours a week. Unused
   6 hours a day. Room 25, 150 students. Used 11 hours a week. Unused on average
   5 hours a day.

Laboratory rooms.
University of Chicago, Chicago, Ill.
November 2, 1925.

My dear Dean Angell,

Enclosing you a letter of Professor E.

I. Total number of experimental rooms in experimental plant.
   A. Lecture and reception rooms: 45
   B. Laboratory spaces: 120
   C. Total number, including accommodation of one time:
      - Lecture rooms to go to one: 150
      - Office and library: 20

II. Previous
   A. 1925-26
   B. 1926-27
   C. 1927-28
   D. 1928-29

III. Other.
   A. 1925-26
   B. 1926-27
   C. 1927-28
   D. 1928-29

IV. Proposed
   A. 1925-26
   B. 1926-27
   C. 1927-28
   D. 1928-29

V. General and miscellaneous.
   A. 1925-26
   B. 1926-27
   C. 1927-28
   D. 1928-29

VI. Total space for 1925-26
   A. 200
   B. 250
   C. 300
   D. 350

VII. Long range plan for future years.

I hope you will find this more complete and detailed than previous reports.

Yours truly,

[Signature]

[Note: The document contains a table that lists various room categories, including lecture rooms, laboratory spaces, office and library, and other miscellaneous spaces, along with their capacities for the years 1925-26 to 1928-29.]
### Question 2, Answer.

<table>
<thead>
<tr>
<th>Time</th>
<th>8:15-9:15</th>
<th>9:15-10:15</th>
<th>10:30-11:30</th>
<th>11:30-12:30</th>
<th>1:30-2:30</th>
<th>2:30-3:30</th>
<th>3:30-4:30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used</td>
<td>Le Le</td>
<td>Le Le</td>
<td>Le Le</td>
<td>Le La</td>
<td>Le La</td>
<td>Le La</td>
<td>Le La</td>
</tr>
<tr>
<td>Vacant</td>
<td>Le La</td>
<td>Le La</td>
<td>Le La</td>
<td>Le La</td>
<td>Le La</td>
<td>Le La</td>
<td>Le La</td>
</tr>
</tbody>
</table>

| Monday   | 2 0 0 4 450 | 1 0 1 4 50 | 0 0 2 4 250 | 0 0 2 4 250 | 1 0 0 4 50 | 0 0 2 4 250 | 0 0 2 4 250 |
| Tuesday  | 2 0 0 4 450 | 2 0 0 4 50 | 0 0 2 4 250 | 0 0 2 4 250 | 2 4 1 0 100 | 0 0 2 4 250 | 0 0 2 4 250 |
| Wednesday| 2 0 0 4 450 | 1 0 1 4 50 | 1 0 1 4 50  | 0 0 2 4 250 | 2 4 1 0 100 | 0 0 2 4 250 | 1 0 1 4 50 |
| Thursday | 0 2 2 2 150 | 1 2 1 2 50  | 0 3 2 1 150 | 0 1 2 3 200 | 0 0 4 2 100 | 0 4 2 0 100 | 1 2 1 2 150 |
| Friday   | 2 3 0 1 50  | 1 3 1 1 50 | 0 4 2 0 50  | 0 1 2 3 200 | 0 3 2 1 150 | 0 3 2 1 150 | 1 0 2 2 150 |

U and V stand for Used and Vacant; Le and La are lecture and laboratories respectively.

I have included in this table only undergraduate rooms. It will be understood that the graduate laboratories and the private laboratories are in use to practically the maximum capacity all the time. The capacity of these laboratories is of course limited because apparatus must be left set up often altho the student not be there. Of course by crowding more students might be accomodated in some of these laboratories, but they are as full as they should be for comfort and efficiency. Many of them are in fact overcrowded.

The figures put in with the pen indicates simply the authors opinion that for the laboratories it might be possible by rearrangement or readjustment to accomodate this number of extra students. The capacity of a laboratory is limited by the locker space in it for containing the apparatus the student uses. It has not been found expedient to have students use glass ware in common. Consequently altho the laboratories are standing vacant much of the time it is impossible to put more students at work in them. Of course if the curriculum was so rearranged that the students worked all the time for half a day on one subject and all the time for the other half day on the other, then we could take successive lots of students and keep the laboratories full to the maximum capacity all the time. This is the so-called concentration system, and undoubtedly has many drawbacks to compensate its advantages. There seems to be a limit to the assimilability of any single subject by the
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/01</td>
<td>04/02</td>
<td>04/03</td>
<td>04/04</td>
<td>04/05</td>
</tr>
<tr>
<td>04/06</td>
<td>04/07</td>
<td>04/08</td>
<td>04/09</td>
<td>04/10</td>
</tr>
<tr>
<td>04/11</td>
<td>04/12</td>
<td>04/13</td>
<td>04/14</td>
<td>04/15</td>
</tr>
<tr>
<td>04/16</td>
<td>04/17</td>
<td>04/18</td>
<td>04/19</td>
<td>04/20</td>
</tr>
<tr>
<td>04/21</td>
<td>04/22</td>
<td>04/23</td>
<td>04/24</td>
<td>04/25</td>
</tr>
</tbody>
</table>

The text appears to be a schedule or table of some sort, but the content is not fully legible due to the image quality. The text seems to be about dates and possibly a calendar, but the specific details are not clear.
brain. It is the writer's opinion that possibly portable lockers for glass ware could be devised, and these might be stored outside the laboratories. Each student would then bring to his desk his portable locker, store it under the desk while at work, and take it away with him at the end of the period and place it either in a locker in the hall or in a special room. By this means we could multiply the capacity of the laboratories by about five, since the desks, sinks, gas connections, apparatus in general use, etc. would be used in common without difficulty, as they are at present.

Question 3.

Total number of laboratory and lecture rooms, 6. 42 class hour rooms.

\[\text{% unused laboratory class hour rooms unused: Monday, 90%; Tuesday, 89%; Wednesday 86%; Thursday, 48%; Friday, 48.}\]

Question 4. Lecture rooms total capacity of 2 rooms, 200 students. 1400 student hours per day.

\[\text{% unused of laboratory room student hours}\]

<table>
<thead>
<tr>
<th></th>
<th>Mon</th>
<th>65%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues.</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>82</td>
<td></td>
</tr>
</tbody>
</table>

Laboratory space. Capacity four laboratories 158 students at one time.

Total student laboratories 158 x 7, or 1106.

\[\text{% unused laboratory space hours. (Lockers being as they are)}\]

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>24%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

The value of the last estimate is conditioned by a possible rearrangement of the work in the laboratory so that additional locker space and chemical desks are obtained and one half of the separate laboratory for mammalian work is transferred so that this work is done in the general physiological laboratory. This change may not prove feasible. If portable lockers could be devised as suggested, then the laboratory capacity unused would appear very much greater than the figures given.

A. P. Mathews, Physiology and Physiological chemistry and Pharmacology.
The value of the last estimate is contributed by portable lockers any student or faculty member may use-

be the portable lockers or that portable lockers can be taken with them to the student or faculty member's room or the faculty member's office. The estimate may not have been possible. It portable lockers could not be considered as one of the reasons why the estimate is.

A. M. Merchandising, Marketing, and Advertising
Note: Left hand column indicates total for the entire day, from which afternoon hours may be deducted.

<table>
<thead>
<tr>
<th>Total day 7 1/2 hr.</th>
<th>Percentage</th>
<th>Afternoon hours 2 1/2 hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 room used 5 hours</td>
<td>71% 5 R.H.</td>
<td>1 used 2 hours</td>
</tr>
<tr>
<td>4 &quot; &quot; 6 &quot;</td>
<td>85% 2 &quot;</td>
<td>(2 &quot; 2 &quot;</td>
</tr>
<tr>
<td>2 &quot; &quot; 7 &quot;</td>
<td>100% 1 &quot;</td>
<td>(2 &quot; 3 &quot;</td>
</tr>
<tr>
<td>3rd floor - 8 class rooms</td>
<td>5-6 room Com.</td>
<td></td>
</tr>
<tr>
<td>1 &quot; &quot; 3 &quot;</td>
<td>42% 3 R.H.</td>
<td>1 &quot; 1 &quot;</td>
</tr>
<tr>
<td>4 &quot; &quot; 5 &quot;</td>
<td>71% 2 &quot;</td>
<td>(3 &quot; 2 &quot;</td>
</tr>
<tr>
<td>1 &quot; &quot; 6 &quot;</td>
<td>38% 6 &quot;</td>
<td>(1 &quot; 3 &quot;</td>
</tr>
<tr>
<td>2 &quot; &quot; 7 &quot;</td>
<td>100% 14 &quot;</td>
<td>(2 &quot; 3 &quot;</td>
</tr>
<tr>
<td>4th floor - 8 class rooms</td>
<td>5-6 room Com.</td>
<td></td>
</tr>
<tr>
<td>2 &quot; &quot; 2 &quot;</td>
<td>28% 4 R.H.</td>
<td>2 &quot; 1 &quot;</td>
</tr>
<tr>
<td>3 &quot; &quot; 3 &quot;</td>
<td>42% 4 &quot;</td>
<td></td>
</tr>
<tr>
<td>3 &quot; &quot; 4 &quot;</td>
<td>57% 12 &quot; 25 R.H.</td>
<td>2 &quot; 1 &quot;</td>
</tr>
<tr>
<td>Lexington Hall - 4 class rooms</td>
<td>28 room Com.</td>
<td></td>
</tr>
<tr>
<td>1 &quot; &quot; 3 &quot;</td>
<td>42% 3 R.H.</td>
<td></td>
</tr>
<tr>
<td>3 &quot; &quot; 4 &quot;</td>
<td>57% 12 &quot; 15 R.H.</td>
<td></td>
</tr>
<tr>
<td>Ellis Hall - 5 class rooms</td>
<td>35 room Com.</td>
<td></td>
</tr>
<tr>
<td>1 &quot; &quot; 2 &quot;</td>
<td>20% 2 R.H.</td>
<td>0</td>
</tr>
<tr>
<td>1 &quot; &quot; 3 &quot;</td>
<td>42% 3 &quot;</td>
<td>0</td>
</tr>
<tr>
<td>3 &quot; &quot; 4 &quot;</td>
<td>57% 12 &quot; 17 R.H.</td>
<td>0</td>
</tr>
<tr>
<td>Harper Library - 9 class rooms (including lecture room)</td>
<td>63 room Com.</td>
<td></td>
</tr>
<tr>
<td>1 &quot; &quot; 2 &quot;</td>
<td>20% 2 R.H.</td>
<td>(1 used 2 hours</td>
</tr>
<tr>
<td>1 &quot; &quot; 3 &quot;</td>
<td>42% 3 &quot;</td>
<td>(2 &quot; 1 &quot;</td>
</tr>
<tr>
<td>4 &quot; &quot; 4 &quot;</td>
<td>57% 15 &quot; 6 R.H.</td>
<td>57%</td>
</tr>
<tr>
<td>Classics Building - 8 class rooms (including lecture room)</td>
<td>56 room Com.</td>
<td></td>
</tr>
<tr>
<td>1 &quot; &quot; 2 &quot;</td>
<td>20% 2 R.H.</td>
<td>1 used 2 hours</td>
</tr>
<tr>
<td>5 &quot; &quot; 3 &quot;</td>
<td>42% 15 &quot; 6 &quot;</td>
<td>1 &quot; 1 &quot;</td>
</tr>
<tr>
<td>2 &quot; &quot; 4 &quot;</td>
<td>57% 25 &quot; R.H.</td>
<td>44.6%</td>
</tr>
<tr>
<td>7/9 2 = 14 R.H.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 = 12 1/2 of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 x 2 = 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 = 2 1/9 = 22 2/9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 + 2 = 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 x 2 = 18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 1/9</td>
<td></td>
<td></td>
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<tr>
<td>18 1/9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 1/9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22 2/9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>44.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>44.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location</td>
<td>Hours</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>M10</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>M12(20)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>M14(31)</td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
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<td>M11</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M13</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M15</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

- 4 hours
- 5 hours
- 3 hours
- 2 hours
- 4 hours
- 5 hours
- 7 hours
We have no diagrams for the Classics Building. The rooms are as follows:

<table>
<thead>
<tr>
<th>Room</th>
<th>Seating Capacity</th>
<th>Hours</th>
<th>Efficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>(130)</td>
<td>2</td>
<td>28%</td>
</tr>
<tr>
<td>11</td>
<td>(28)</td>
<td>4</td>
<td>57%</td>
</tr>
<tr>
<td>13</td>
<td>(32)</td>
<td>3</td>
<td>42%</td>
</tr>
<tr>
<td>15</td>
<td>(16)</td>
<td>3</td>
<td>42%</td>
</tr>
<tr>
<td>16</td>
<td>(40)</td>
<td>3</td>
<td>42%</td>
</tr>
<tr>
<td>17</td>
<td>(49)</td>
<td>4</td>
<td>57%</td>
</tr>
<tr>
<td>18</td>
<td>(43)</td>
<td>3</td>
<td>42%</td>
</tr>
<tr>
<td>34</td>
<td>(36)</td>
<td>3</td>
<td>42%</td>
</tr>
</tbody>
</table>
December 4, 1915.

President Judson,
Faculty Exchange.
Dear President Judson:-

I have your note of November 29th
and the material from the laboratories showing the efficiency

in the way

the space in the buildings is used. I shall be
glad to go over the material upon my return from Ohio on
Saturday.

In the meantime, after my interview with you early
in November, I have been going over the laboratories of the
medical group with a view to seeing whether by some compara-
tively simple changes provision could not be made for tak-
ing care of a larger number of medical students without a
decrease in efficiency and without any exorbitant expense
for the University. I find that without exception
provision can be made for a very decided increase. The
only serious expense, as far as facilities are concerned,
would be in the case of the physiology building which is the
most congested of all laboratories. By proper changes
I think the capacity of the departments can almost be
doubled. This would involve changes somewhat like those
in the zoology building but probably not as extensive or
as expensive. In other departments the changes should not
be of any great moment, involving chiefly lockers and a
few working tables. If we have such an expansion of med-
ical students the overhead changes - professors etc. would
Dear President Johnson,

I have taken note of your request and am sending you a copy of the material referred to in your letter of November 26th. I understand the concern expressed regarding the potential for conflict-of-interest issues in the handling of such requests. My office is committed to ensuring that all requests are handled in a manner that upholds the highest standards of ethics and impartiality.

In the meantime, I have been working on the formulation of a policy that would address these concerns while allowing for the continued pursuit of research and academic freedom. I am confident that a balanced approach can be achieved that respects the interests of all parties involved.

Please let me know if you have any further comments or recommendations. I am committed to working with you to ensure that we can provide the support needed to advance the important work being done here.

Sincerely,

[Signature]

[Name]

[Title]
not increase to any extent. There would be an increase in assistants, here and there in instructorships and in service. The total annual expense thus involved should be fully covered by the additional fees received from the increased number of students.

Before working out a detailed plan I have thought it best to give you the above outline in order to bring the following problem before you; Dean Dodson says that even if we have facilities for a larger attendance in our medical courses here, Rush Medical College could not take care of the increased number of students because it is morally obliged to reserve a part of its space for graduates from other universities, such as Wisconsin, etc. This raises a larger problem than that with which the laboratories here are immediately concerned, one on which I think you ought to pass and which perhaps you would like to have studied in detail before a decision is reached. I have heard that one main cause for the limitations to the attendance at Rush is that the facilities for teaching students in the hospitals are limited in a way that is not really necessary from the point of view of efficient service. I cannot pass on the matter, of course, but am merely giving you such information as I have.

I think that a growth of our medical departments beyond the artificial limits we have set them would be a very desirable thing, provided, as you stated, this would not interfere with the high quality and efficiency of the
The University of Chicago
Department of Geology

I have received your letter of March 3rd concerning the Illinois State
.preparation. I am very interested in the subject, and I hope to be able to
publish a paper on the geology of Illinois in the near future.

I have also been working on a geologic map of the State, which I am
now completing. This map will be published in a few months, and I
expect it will be of great value to the geologists of the State.

In addition to this work, I have been studying the geology of the
surrounding area, and I have found some interesting areas for future
research.

I am grateful for your interest in my work, and I will be happy to
provide you with further information as it becomes available.

Yours sincerely,

[Signature]

[Name]

Assistant Geologist
instruction. My own opinion and that of the professors whom I have consulted - that includes all involved in the work on the campus - is that we can have quite a little expansion which should rather improve the medical courses than detract from their efficiency. The increase in students involving a larger number of assistants would increase the opportunity and facilities for research in the same proportion and would make possible a far more efficient service than now exists. The professors in charge of the work heartily agree with me in this position. If, however, we must keep the limits on account of the Rush situation, the plans I had in mind here need considerable revision.

Yours sincerely,

[signature]

Julius [signature]
The increase in attendance involving a larger number of stepens and money
necessitates the opportunity may facilitate the desired to
increase the beginning with the
students. The beginning in
increase of the money necessary with me to the position
If however, we must keep the figure on expense of the
same situation, the things I have to make some comment.
Kame Suggestion.
December 10, 1915.

President Judson,
Faculty Exchange.
Dear President Judson:

I am returning the reports on the efficiency of the use of the space in the various laboratories. I think they indicate clearly that in most cases there is room for expansion still. In any event in the case of apparent lack of space a detailed examination would be desirable because frequently it is a question simply of lack of locker facilities or of wrong location of given courses.

When you are through with the reports, I should be glad to have them to keep on file in my office for use in connection with any future problems that may come up.

Yours sincerely,

[Signature]

Julius Steglet
December 70, 1955

President Houston:

Faculty Members:

Dear President Houston:

I am submitting the report on

the condition of the scene of the crime in the

improvement. I think such matters are not

your area of expertise. I think you need to examine

my report before you attempt to make a critical

examination. I would like to discuss this with you at

a meeting of the faculty of the department.

On your return to the office, I expect

you to discuss this with the faculty. I expect

you to keep an eye on the office for

some time.

Yours sincerely,

[Signature]
Lecture Rooms in Ryerson

The rooms used as lecture rooms by the Dept of Physics in Ryerson Laboratory are three in number holding 70, 25, and 25.

\[ \text{Total } 120 \]

The rooms used as lecture rooms by the Dept of Mathematics in Ryerson are four in number holding 25, 25, 25, 40.

\[ \text{Total } 115 \]

Use of Lecture Rooms by Physics

\begin{align*}
8.15 & : 1 \text{ Used, 2 Unused} \quad 50 \text{ Student possible in unused rooms} \\
9.00 & : 1 \text{ Used, 2 Unused} \quad 50 \\
10.00 & : 2 \text{ Used, 1 Unused} \quad 25 \\
11.00 & : 2 \text{ Used, 1 Unused} \quad 25 \\
12.00 & : 2 \text{ Used, 1 Unused} \quad 50 \\
1.30 & : 1 \text{ Used, 2 Unused} \quad 50 \\
3.30 & : 1 \text{ Used, 2 Unused} \quad 50
\end{align*}

Use of Lecture Rooms by Mathematics and Astronomy

\begin{align*}
8.15 & : 4 \text{ Used, 0 Unused} \quad 0 \text{ Possible student in unused rooms} \\
9.00 & : 4 \text{ Used, 0 Unused} \\
10.00 & : 3 \text{ Used, 1 Unused} \quad 25 \\
11.00 & : 2 \text{ Used, 3 Unused} \quad 50 \\
12.00 & : 0 \text{ Used, 4 Unused} \quad 115
\end{align*}

Product of Rooms by class hours = 286

\[ \frac{\% \text{ of unused possibilities}}{21} = 59\% \]

No. of students who could be accommodated = 300

Product of Rooms by class hours = 286

\[ \frac{\% \text{ of unused possibilities}}{28} = 47\% \]

No. students who could attend = 353
General Laboratory Rooms in Ryerson.

Total number General Labs Rooms = 8

Capacity 25 13 13 15 15 10 10 25 total = 126

Use of General Labs Rooms.

<table>
<thead>
<tr>
<th>Time</th>
<th>Used</th>
<th>Unused</th>
<th>Student Poss.</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 AM</td>
<td>3</td>
<td>5</td>
<td>75</td>
</tr>
<tr>
<td>9:00 AM</td>
<td>3</td>
<td>5</td>
<td>75</td>
</tr>
<tr>
<td>10:00 AM</td>
<td>4</td>
<td>4</td>
<td>56</td>
</tr>
<tr>
<td>11:00 AM</td>
<td>4</td>
<td>4</td>
<td>56</td>
</tr>
<tr>
<td>12:00 PM</td>
<td>3</td>
<td>5</td>
<td>81</td>
</tr>
<tr>
<td>1:00 PM</td>
<td>3</td>
<td>5</td>
<td>81</td>
</tr>
<tr>
<td>2:00 PM</td>
<td>3</td>
<td>8</td>
<td>126</td>
</tr>
</tbody>
</table>

Product of Rooms by class hours = 56.

% of unused possibilities = \( \frac{36}{56} = 64\% \).

Research Rooms.

We have some 25 research rooms & have today
24 men working on Ph.D. researches in Physics.
The rooms are occupied practically all the time.
I have therefore practically no more available space
for research purposes. Some of these students working in the
unused general laboratory rooms.