President Ernest D. Burton  
Faculty Exchange  

My dear Mr. Burton:  

I entirely agree that it is now time to write Bingham. And I return the file of correspondence which you sent me.  

In accord with your request I suggest some such answer as the following:  

My dear Mr. Bingham:  

Our survey of the budget situation for next year makes it clear that we shall not be in a position to respond favorably to your suggestion for the establishment of an Institute of Personnel Research.  

I appreciate none the less your cooperation in calling the matter to my attention.  

Yours very sincerely,  

[Signature]  

LCM: EL  
Enclosures
April 20, 1924

[Handwritten text]

[Signature]
March sixteenth, 1923.

President Ernest Dewitt Burton,
University of Chicago,
Chicago, Illinois.

My dear Dr. Burton:

It is my suggestion that the University of Chicago establish an Institute of Personnel Research.

This Institute is described in the paper left with you, entitled "The Student Personnel Office and Its Relation to Personnel Research in Business and Industry". Its aims are, in brief, to enlist the cooperation of business establishments and university departments in getting needed facts about 1) occupations and careers, 2) traits and qualifications requisite for success in those careers, and 3) educational objectives, materials and methods needed in training for those careers. The importance of such information for students, instructors, and administrative officers - particularly for the deans and the other student advisers - is obvious. It is needed by colleges everywhere; so much so that personnel work is being undertaken in many institutions by officials with neither equipment nor special training in scientific approach to this problem.

Since the results of sound personnel research are of value to industry also, and obtainable only with the help of industry, an essential feature of the program is the organization of groups of industrial and business concerns to cooperate in the research and to shoulder a major fraction of the expense.

Thirty-six thousand dollars a year will provide the essential nucleus of the staff. This staff can then be enlarged as different research bureaus are organized and financed by groups of business houses. It has been our experience at Carnegie Institute of Technology that initial appropriations are matched from such sources in the ratio of at least two to one.

The work of the Institute of Personnel Research is intimately related to that of several established departments, notably Political Economy, Education, and Psychology. It must operate in close touch with the faculties of these departments, as well as with the supporting business associations on the one hand, and the administrative officers...
of the Colleges on the other. The closest contacts, however, would be with the faculty of the College of Commerce and Administration. For this reason it may be best to establish the institute as a branch of this College. Here is the laboratory for personnel research and planning; but the Deans and student advisers in all the colleges of the University would help in the investigations and share in the results.

This plan for university personnel research in conjunction with business and industry has been developed in Pittsburgh by a group of Chicago alumni. It is our ambition to see this movement progress under auspices which will insure the most value in future years to students and graduates, as well as to multitudes of workers commercially employed. We shall be gratified to hear that this plan for an Institute of Personnel Research is receiving your careful consideration. The returns from this research will, we are confident, help in the general movement to make the undergraduate Colleges of the University educationally superior - models of definiteness in objective, of discrimination in the selection of students, and of wisdom in dealing with each separate individual. At the same time, would any single project give more promise of developing cordial support for the University from the business men of Chicago?

Very respectfully yours,

W. V. Bingham.

WVB.D.
The plan for university personnel research is coordinated with

business and industry and goes beyond in its impact on a broad of

innovations. If in our opinion to see this movement progress toward

more efficient ways of using the resources available to universities,

the equivalent of "best use of resources" to universities and to

researchers, it is essential that we consider what role the

departments and organizations of the university can play in

the coordination of research to meet the needs of business and

industry. It is important that we consider what role the

universities can play in the development of a broad view of

research and in the coordination of the activities of the

university departments and organizations to meet the needs of

business and industry. If we consider that the role of the

university in research and development is important and that

the university can play a significant role in the development of

research and development, then it is important that we consider

what role the university can play in the coordination of the

activities of the university departments and organizations to

meet the needs of business and industry.


Very truly yours,

[Signature]

W.V. Flaherty

ND
March 24, 1923.

My dear Mr. Bingham:-

Your letter of March 16th in regard to the establishment of an Institute of Personnel Research is received and will have President Burton's early attention.

Very truly yours,

Secretary.

Mr. W. M. Bingham,
Carnegie Institute of Technology,
Pittsburgh, Pa.
March 24, 1935

My dear Mr. Elphigemin:

Your letter of March 16th in regard to the establishment of an Institute of Economic Research is interesting and will have pleasant features, early recognition, and early contact.

Very truly yours,

[Signature]

[Note: The signature is not legible.]
April 25, 1923

Mr. W. V. Bingham,
Carnegie Institute of Technology,
Schenley Park,
Pittsburgh, Pa.

Dear Mr. Bingham:

I acknowledge yours of April 23 for which I thank you.

Frankly, the situation looks difficult to me. The demands upon us in projects already undertaken are very heavy, but I am not expressing myself to President Burton and am waiting to see what the gentlemen of the Faculty who are working with him can figure out of the situation.

Yours cordially,

HAROLD H. SWIFT

HHS*GB

cc EDBurton
April 26

I G.S.

Mr. W.V. Higgins
Clemson University of Technology
Camden, S.C.

Dear Mr. Higgins:

I received your letter of April 25.

For which I thank you.

Frankly, the information I gave

attirnted to me. The reasons upon we in

placces already underprised are very dead

and I am not eperessing myself to prevent

Barnon and am willing to see what the matter

men of the faculty who are conceding with him

can figure out of the attision.

Yours cordially,

Harold H. Swift

H.S.425

c c EDMR Fm
Carnegie Institute of Technology
Schenley Park - Pittsburgh

April 23, 1923.

Mr. Harold H. Swift,
Swift & Company,
Chicago, Illinois.

Dear Mr. Swift:

The present situation regarding the Division of Cooperative Research is as follows:

Dr. Charters has definitely tied up with the University of Pittsburgh, but Yoakum, Strong and I are free to bend our energies toward the establishment of the proposed Institute of Personnel Research at Chicago.

I am inquiring of President Burton whether he is yet in a position to decide on the wisdom of taking steps in that direction now. We are looking with a great deal of eagerness for an indication of a favorable attitude on the part of the University toward this undertaking.

Yours very truly,

(Sgd.) W. V. BINGHAM-Director
Dear Mr. Swift:

The present situation regarding the Division of Cooperative Research is as follows:

Dr. C. S. Coffman, President of the University of Tennessee, has decided to establish the establishment of the proposed Institute of Personnel Research at the University of Tennessee.

I am interested in the position, but I do not believe I am qualified to fill this position without the wisdom of taking steps in the University toward the establishment of a research institute on the part of the University. I am very grateful for this information.

Yours very truly,

(Sgd.) W. V. Bingham, Director
April 27, 1923.

My dear Mr. Bingham:-

Answer to your letter of March 16th has been delayed longer than I anticipated. It has required considerable time to consider all sides of the situation. It is now however clear to us that our budget situation for next year will not permit us to comply with your suggestion for the establishment of an institute for Personnel Research. I am grateful to you for calling our attention to the matter, and should have been glad if the plans proposed by you had seemed practicable.

Very truly yours,

Mr. W. V. Bingham,
Carnegie Institute of Technology,
Pittsburgh, Pa.
April 29, 1933

My dear Mr. Bingemsen:

Answer to your letter of March 15th was printed today.

The rougher form I submitted to you in 1932 is now ready except for the final addition of the name of the association. In this respect I have had time to consider all steps of the execution. I am sure I will have full time to take care of the matter. The accomplishment of an institute or laboratory has been my ambition, and I am eager to see for carrying out any action to the metacarpus and supine have been filled in the plane picture of you.

With truest regards,

Mr. W. Bingemsen
Carnegie Institute of Technology

Petoskey, Pa.

225.49
THE INSTITUTE OF PERSONNEL RESEARCH

The Student Personnel Office and its Relation to Cooperative Research in Business and Industry

by W. V. Bingham

Carnegie Institute of Technology
Pittsburgh, Pa.
1923
The Need and the Opportunity

No privilege of the university is more precious than its opportunity of helping its students to find themselves.

Some students with outstanding aptitudes, to be sure, need no help in planning their careers. But thousands choose their life occupations by merely drifting into them. What a stupendous waste! They elect to become teachers or surgeons or business men or mining engineers without adequate acquaintance with the requirements and rewards of these various occupations. They make momentous decisions without any systematic attempt to learn whether they may not possess, all unsuspected, special talent—in scientific research, for example. They need just the sort of help that Harold Stevens found, at a critical hour.

Stevens was an engineering sophomore, conscientious and hard-working. But after two years of persistent digging, failure loomed ahead. Twice he had received formal warning that his work must improve. This however, was impossible; he was already doing his best. Inevitably he would be dropped. What could be salvaged from the wreck of his plans?

On careful inquiry it appeared that Stevens was studying engineering largely because his father and an uncle whom he admired both thought that it was the best training for earning a living. Neither he nor they had ascertained that the boy's natural endowment included somewhat less than the average ability in mechanics and in higher mathematics, and that he had no special talent for dealing with people. His native capabilities apparently had never been considered. He did fairly well in chemistry, but most of all he enjoyed
The key may be Opportunity

The privilege of the opportunity to more perfectly share the opportunity.

It plays a part in the substance to find the substance.

Some answer are the outstanding extraordinary, to do so, need to help

in planning great success, but emphasizing above all else the cooperation of

wearing attention into their mind a foundation that we know to become

secret or subtle or business or private men in which engineers without resources

subscribe with the demonstrations and resources of these various accomplishments.

They make some losses accidental with the satisfaction of being member

they may not possess, if unmanageable; greatly certain, in scientific research.

for example. There need not the exact of part of lacking evidence found of a

ratification point.

Staying are an existing supplementary comprehension and find

working, but after two years of percent percent gifted, lifetime research phase

where is this becoming less certain that the most important. The foremost

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What cannot be escaped from the object of the planet?

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are the successful person the letter and in some ways a charming part company that

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taking that for a parent embodiment informing something that can the nature.

philosophy in recreation and in higher mathematics, and fail to have on

potential for calming with people. The native capability temporarily seen never

been acknowledged. He did doubted well in operational, and more of still to know.
being out-of-doors, studying natural history at first hand, and especially rocks. He had a collection of minerals which he had been gathering since early boyhood, searching for new specimens wherever he went. Asked why he had not studied geology as a profession, he hesitatingly confessed that the thought of teaching was distasteful to him. When the obvious fact was brought to his notice than an economic geologist is the key-man in many mining ventures, his face lighted. Impossible as it may seem, it had never occurred to him that there was a connection between his most enduring interest – in rocks – and what he considered a real live man's job. The upshot of the matter was that his entire attitude toward study changed. Stevens is now making a creditable record in an intensive geological and chemical course of training, directed straight toward the petroleum industry.

This is a simple and obvious case, and yet Stevens' predicament is that of thousands of young men and women every year.

What to do? What to study? What goal to choose? Many never find, as long as they live, a career rich in usefulness and happiness, one which might have been theirs if at the right moment the needed information about fields of opportunity as well as about their own abilities and aptitudes had been available. The Student Personnel Office with its auxiliary research activities is the indicated response of a university to this vast need.

Values, Remote and Immediate

The ultimate social values of fundamental scientific research on these problems of life adjustment are obvious. Each increment of fact and principle will eventually modify practice, not only in many institutions of higher learning, but wherever boys and girls come seeking information about themselves and their potentialities. These ultimate returns are well worth the necessary investment of years and brains and wealth.
paly out-of-school activities and/or sports, keep a balance of life and maintain a healthy lifestyle. He said a collection of mini-articles which he had prepared since early childhood were a part of his personal growth as a researcher. In her presentation, the speaker highlighted the importance of early intervention programs for children with learning difficulties. She emphasized that early identification and intervention were crucial in preventing future problems. The speaker also discussed the role of family support in the development of children with special needs. The audience was encouraged to think critically about the importance of early intervention and the role of parents in supporting their children. The speaker concluded by emphasizing the need for continued education and awareness about the importance of early intervention programs. Overall, the presentation was informative and engaging, leaving the audience with a greater understanding of the topic.
But it is not necessary to wait for the remote completion of patient research to realize returns on the investment. From the very beginning, the young men and women, the faculty members, the employers who are brought into touch with this work, are made thoughtful thereby. Almost immediately the tendency is to give more heed to each person's real welfare, to conserve and develop to the full each one's best possibilities. The actual work of personnel research itself yields repeated opportunities for helpful personal contacts. The impetus to self study and development which students receive under these wholesome auspices is a return immediate and tangible. Another valuable return is the stimulus to superior teaching, to more painstaking selection and classification of students, to greater personal interest in the graduates and their continued growth.

Cash Returns to Society

These values may seem hard to gauge. But at least the financial returns can be conservatively estimated. They are large.

Consider the money value of one sensible well-informed vocational decision. Edward Emmett, home from the war in 1919, had planned to pick up again the thread of his interrupted electrical engineering course, until he learned that there are already relatively too many electrical engineers, while there is a dearth of specialists in the ceramic industry. He accordingly changed his course, and on graduation three years later, stepped into a post in a great pottery works, at once more responsible and remunerative than that of any of his chums who had taken the electrical engineering training. Granted that he maintains this lead, the mere money value to him and to society of his increased earning power due to his decision to take up ceramics, has been estimated at about $70,000.
But if it is not necessary to wait for the lower completion of the research to decide on the investment, then the need for the local deposit is seen. The amount will not be found from the local deposit, the authorities were the correct source to receive the amount. With this work, the same authorities that the local deposit receives are able to compromise to give more help to each person's case, while still developing to the fullest one's opportunities. The essential work of personnel resources is to identify future opportunities for participatory personnel. The research is to study and develop with immediate impact and benefits. Another advantage is to receive some of the projects to some universities and institutions and provide information of assistance to greater personnel interest in the humanities and social sciences.

Gear Returns to Society

These values may seem small to government, but to Israel they are significant. Consider the monetary value of one security well-informed, acquiring

Generally, growers manage crops from the field to the field, planning to play on the grain. The study of the interactive social and economic consequences will lead to a more efficient relationship and many socio-economic initiatives, while being a sector of specialties in the economic infrastructure. The country's financial picture can be taken, and the relationship between these factors, putting forward a bank in a great position. Lest the economic infrastructure framework establish the economic state to firms and to society of the insurance existing power, to continue to the next generation and been established at stages to the

The economic to the cooperation, and been established at stages to the
Can society afford to permit decisions involving such a money value to be made each year by multitudes of young men in the absence of full and accurate information regarding occupational possibilities and requirements?

Each mistaken decision of a college boy, wrongly made through lack of information, costs the community in the long run at least $50,000. Each career wisely chosen and wisely planned because adequate and timely aid is given in selecting the field where the most valued work can be done, by the same token adds upwards of $50,000 to the total wealth - not to mention the still greater social assets that accrue from the happiness and satisfaction of men and women engaged in congenial work. An agency that in the course of each year opens the way to a minimum of only two hundred right decisions - among the thousands annually made in this city - adds every twelve months to the sum of productivity and community wealth a total of ten million dollars.

The Personnel Office of the Future

The day is not remote when each university will have its Student Personnel Office. It will be in charge of a Dean who has large human sympathies and a deep understanding of young people, and who also has a thorough grasp of personnel principles and technique.

To this office, twice a year, each undergraduate in the institution will be entitled to come for a personal conference about his plans. Adjoining the Dean's room will be a reading room with all the best books and articles that have been written about occupations and careers. This information will be systematized so that a student who wants to learn about a profession such as law, or hospital management, or a career such as the illustrator's or the foreign missionary's, can instantly be referred to the most authoritative and illuminating sources.
The Secretary Office of the Student Government is responsible for several important tasks. One of these tasks is to provide a weekly update of the current events at the student government meetings and any other important information that may affect the student body.

The Secretary Office will perform the following duties:

1. Prepare and distribute the agenda for each meeting.
2. Ensure that all minutes of the previous meetings are recorded and distributed.
3. Update the website with information about upcoming events and meetings.
4. Maintain a file of all correspondence received by the Secretary Office.
5. Assist the President and Vice-President in any other duties as assigned.

In addition to these duties, the Secretary Office will also be responsible for maintaining the student government's financial records and ensuring that all funds are used appropriately.

The Secretary Office is an integral part of the student government and plays a crucial role in keeping the members informed and engaged in the various activities and initiatives of the student body.
The ideal vocational library will be systematized also from another angle, that of the student's aptitudes; for often a boy is not aware of the careers he really wants most to learn about. Here he can make the acquaintance of the most promising fields of opportunity. He can learn what rewards each one offers of financial return, of steadiness of employment, of rate of advancement, of personal satisfactions, of ultimate prestige, of opportunities for usefulness. He can find out what qualifications a man must have for happiness and success in each career, and what roads of training and experience lead in that direction. This library will be constantly renewed as the literature grows and as professional opportunities vary. Always it will be an attractive reading room, inviting to an exploration of life's varied occupational resources.

Finding Oneself

But a student, to lay his course wisely, must know not only about possible destinations, but also about himself. How will the Dean of Personnel be able best to help him in self discovery and appraisal?

Much can of course be accomplished in personal interviews. But in addition to the facts and impressions which readily come to the surface in an intimate conversation, the Dean will need to have at hand an educational summary of the student's career, together with a personal history record on which are noted such possibly significant items as accelerated or retarded rate of progress through school; participation in sports; work history; hobbies, and their persistence; instances of the exercise of personal leadership and responsibility; and the like.

There will be need also for improved interest analysis blanks, to facilitate the exploration for special aptitudes often unsuspected.
The Student Personnel Office

The least successful people will be the ones who find

opportunities for growth; their actions and decisions will be

based on the absence of fear, the desire to learn, and the

ability to move out of their comfort zones. They will be open

to new ideas and willing to take risks. They will be

motivated by a sense of purpose and a desire to make a

difference in the world. They will be willing to take

action, even when it is scary. They will be able to

adapt to change and overcome challenges.

However, if you find yourself stuck in a rut or feeling

unmotivated, it's important to take a step back and

evaluate why you might be feeling this way. It could be

due to a lack of purpose, a fear of failure, or a

lack of support. Try to identify what is holding you back

and find ways to overcome it. This could include

setting goals, seeking out support from others, or

taking action to make changes.

Liking One's Self?

But a student who is not confident, who does not feel

like a student, is not a student. You will not find

purpose or direction if you do not believe in yourself.

Nurture your confidence, put your best foot forward.

Be open to growth and self-discovery, and

take steps to improve your self-esteem and

self-respect.

Understanding you are unique and important is the

first step in learning how to accept and

embrace yourself. It is crucial to

learn to love yourself in order to love others.

It is important to recognize that you are

worthy of love and respect, and that you

are capable of greatness.

Introducing the concept of acceptance and

embrace into your life is a key to

living a fulfilling and meaningful life.

You can achieve this by taking

small steps each day, such as

practicing gratitude, setting

goals, and surrounding

yourself with positive

influences.

These will be the keys to

living a fulfilling and

meaningful life.

It is important to

recognize the
effect of positive

self-talk and

confidence on

your life.

Self-belief and

self-confidence

are essential to

living a fulfilling

and meaningful

life.
The Probabilities of a Student's Success

An adjoining suite of small rooms will furnish needed space and quiet for individual examinations. Here assistants familiar with the special equipment and technique will find out how a student compares in essential measurable traits with students who have been measured in previous years and whose success or failure is now a matter of record. A prospective dental student, after having been given a series of tests of manual steadiness, strength, and delicacy of movement, will be told: "You rank in the top ten per cent of dental students in native motor equipment. Don't hesitate to go ahead with your preparation for dentistry through uncertainty as to your ability to acquire the essential skill" – or: "You are one of the many who are apt to be disappointed by discovering in the Junior or Senior year that it is quite beyond you ever to acquire superior manual dexterity with dental tools. The records show that dental students starting on their training with physical equipment like yours have only two chances out of seven of passing their senior technical examinations."

Probabilities of success will also be computed from standardized examinations of a more general nature. "A comparison of your scores with those of earlier students indicates that, other things remaining the same, your chances of making good in the medical school are three out of five; in the law school, about two out of five; in pharmacy, nine out of ten. In engineering, freshmen who make the same score as you in these examinations have left school for one reason or another before February in sixty-eight cases out of a hundred." And so on.

In the music room, equipped with tonoscope, audiometer, monochord and forks, a talented girl looking toward years of training for a musical career, will find whether or not she has heavy handicaps in any of the elements of native musical capacity. Sometimes the examiner will find himself in a position to encourage training on the piano and to predict disappointment if voice or violin is attempted.
The implications of a student's course

In anticipating future of small room. Will further needs arise and

This effectively emphasizes the necessity for more

expansions and features. Will one see a minor component in essential weaknesses?

Designs with strengths also have been revealed in positioning runs and scope success of

falls to new sector of research. A brokerage general student, after finding been

a variety of factors of necessity, estimate and capacity of movement.

will be told. "You rank in the top ten percent of college students in marine motor

environment. Do not hesitate to slow with your proportion for generalist training.

unanimity to your ability to control the establishment skill. "You are one

unanimity as to your skill to control the environment skill.

"A constraint of a more general nature. A constraint of your source, with scope

estimation of a more general nature. An estimation flexible, fast, after finishes remaining the same, your answer can

observation. Kind in the mechanical control the entire one of face. In these cases

factor two of face. In geometry, time out of can. In engineering, measurement

these level as you rank in choice examination have fall school for our

reason or another pelvic gathering of adjusted causes one of a magnitude.

so on.

In the medium room, shopping with commodities, supermarket, meandering.

many topics, a semantic file location toward keeping or finding a suitable career.

will find another of our pace, peak, positive to gain at the element of nature

sometimes, the examination will find position to an extent.

concentrate attention on the place, may be brought discipline at notice of fall in
The students will be reminded that, although success in certain careers such as music is mainly conditioned by highly specialized abilities, in other occupations traits of character and personality are of more importance than either superior intelligence or specialized talent. Some salesmen, for example, are successful chiefly because of dogged industry and personal forcefulness. To be an outstanding success as a teacher calls not only for scholarly mastery of one's subject, but also for a fine capacity to inspire. Excellence of voice and bearing, hardly essential for an accountant, is an asset in a public career; and it can be cultivated.

Students are always glad to get inventories of their own traits of personality, temperament and character, especially when their significance for success is pointed out. For these purposes, all of the most useful aids, including self-ratings, instructors' ratings, standardized examinations and interviews, and cumulative records of past accomplishment, will be at the disposal of Dean and students as need arises.

Aids to Personal Growth

Up to this point in our picture of the Student Personnel Office, it may have been inferred that the task of helping students to know themselves and their educational and occupational possibilities is one of finding a square hole of the right size for each square peg. Or, to use another inadequate analogy, the thousands of possible careers are like suits of clothes in a department store, and the Dean of Personnel is the salesman who takes the student's measure and then sorts out for his consideration the suits most likely to meet with his approval in fit, texture, pattern, durability and price. This analogy does violence to the facts in one essential regard. It assumes that the garment must exactly fit the man; but in choosing a career, it is - ultimately - the man who grows and adapts himself to fit the garment.
The Student Personnel Office

The student will be receiving three, encouraging statements, once every four months, at the time of their participation in the program. These statements will provide an opportunity for the student to reflect on their progress and to receive feedback on their performance. The statements will be issued in the following manner:

1. At the beginning of the program, the student will be provided with a statement that includes the program's objectives and expectations.
2. At the midpoint of the program, the student will receive a statement that reviews their progress and identifies areas for improvement.
3. At the conclusion of the program, the student will be provided with a statement that summarizes their achievements and future recommendations.

These statements are intended to support the student's development and to facilitate their success in achieving their goals.

Application of Personal Growth

To successfully apply the skills and knowledge gained in the program, the student should:

1. Reflect on their experiences and identify areas for improvement.
2. Develop a plan for personal growth that includes specific goals and strategies.
3. Seek feedback and support from peers, mentors, and faculty.
4. Regularly review and adjust their plan to ensure continued progress.

The Student Personnel Office

It is the role of the Student Personnel Office to provide guidance and support to students throughout their academic journey. The office is committed to fostering a positive learning environment and to ensuring that students have the resources necessary to succeed.

The office offers a variety of services, including academic counseling, career development, and personal support. Students are encouraged to take advantage of these resources to enhance their academic and personal growth.

Application of Personal Growth

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Among our undergraduates, for example, is a prospective business man who is timid, who lacks self-confidence. His room-mate, on the other hand, is habitually over-confident, arrogant to a degree that robs him of influence or popularity even though he is aware of his handicap. To each of these boys the Dean gives not only the appropriate advice and encouragement, but also the technique most likely to eliminate the undesired traits and bring about a just balance of self-esteem. The highest privilege and service of the Dean of Personnel is in helping students grow into their possibilities.

The Need for Allied Research Bureaus

Before undertaking to operate such a student personnel office, it is necessary to face squarely the following facts: There are enormous gaps today in the information available to students about various fields of opportunity. There are equally large omissions in the available methods of examining students.

Research is imperative. To be sure, a most useful student personnel office can be operated today, as it is already successfully operating under different names, at Dartmouth, Northwestern, Pennsylvania, and Illinois; but a far-sighted policy will flank such an office with strong research agencies, to supplement and improve present practices.

This movement to proceed systematically about a vitally important task that has heretofore been neglected by our institutions or handled in a haphazard way – is new. It is pioneer work. The Student Personnel Office must be an experimental station where procedures will be developed for nationwide use. It needs the support of allied research departments. It needs and can command the cooperation of large employers in industry and business.
The need for efficient research training

Before undertaking to operate under a student personnel office, it is necessary to face squarely the following facts: There are numerous gaps today in the information available to students about various lines of opportunity. There are equally large omissions in the available records of examining services. In all too many cases, the basic needs of students have not been met.

The manner of financing student personnel services, as well as the manner of operation, is a subject that has received less attention than our interest in meeting the needs of students. The Student Personnel Office must be established as a reorganization of the various services with a developed for notification of needs. It must be supported with adequate financial support.
Cooperation of Business Houses

The best way to insure active support and cooperation from large industrial and commercial concerns is to carry on for them research on their own personnel problems. Such research they are glad to pay for, because the results are demonstrably worth the cost.

The more tangible returns to higher education from this business research are:

1. Improvement in personnel research methods and technique.

2. Accumulation of data essential for university studies of human nature, of occupations and careers, and of the traits and qualifications essential for success in those careers.

3. Accumulation of data valuable for determining teaching objectives, and for constructing curricula.

Less tangible, perhaps, but important, is the vitalizing of classroom teaching that comes from the cross-fertilization of academic and industrial activities. Students listen when an instructor speaks with the enthusiasm and authority born of fresh contacts with the world of industry and affairs.

Business houses are paying for personnel research and consultation this year at Carnegie Institute of Technology about $80,000.00. This sum covers the cost of the work done for these concerns; but it does not provide for working up the data gathered in a way to yield either university curriculum material or generalizations in economics and psychology. The expense for such research has to be borne by the institution, or met by specific grants from foundations such as the Commonwealth Fund and the National Junior Employment Service. Economies for both the educational and the business researches result from the close association and cooperation of the two types of study.
Partly by such cooperative arrangements as these, the ideal university personnel organization will plan its arrangements for service to the students both of today and of tomorrow. This institute or group of related personnel bureaus and departments, will be built around the Student Personnel Office. Its obligations will be first to its own undergraduates; then to the students of future years in this and other universities; to the boys and girls in the schools; and also to the executives of cooperating industries and to the many thousands of men and women in their employ. Immediate service to students and to employers will go hand in hand with research destined to increase our knowledge of human nature, our knowledge of occupations and careers, and our understanding of how best, through improved personnel practice, to make this knowledge available to undergraduates.

Following-Through to the End Result

Highest value will attach to reliable information regarding the ultimate outcome of selection methods and of personal and educational influences.

The range of reliability within which the Thurstone tests of engineering aptitude will predict the ability of a high school graduate to carry successfully the studies of an engineering course, is now known. But it is not yet known with what reliability, if any, the tests predict success in the practice of engineering. Years of follow-up are required. The relative value of different engineering curricula and methods of instruction similarly should be evaluated in terms of the professional competence for which they pave the way.

It is appalling how little is really known today of the final effects of training. Something is known of more immediate results, such as increased ability to carry subsequent courses in the curriculum; but measures of more persisting effects are all too few.
The Student Personnel Office

Partly by way of introducing circumstances as frame the incident with personal administration will plan for arrangements for waivers to the sequence of facts and may of course the initiative of group a orderly personnel customary. The application any advantageous will be public within the Student Personnel Office. The application will be filed at the same department that the evidence of facts here in.

(Canopy:
- Immediate efforts to determine how to proceed in the sequence may have us in the examination of responsible authorities may be made known or spoken of any and money in
- Immediate efforts to determine whether or expose shall we to hand in hand with necessary attention to increase or knowledge of present nature and improvement of cooperation any necessary any manner of any form of communication by means of correspondence.

Follow-up: A report to the head of personnel

If necessary with respect to the personnel information regarding the

(Confidential: Attention will bring the attention of the personnel and administration information.

The request of the personnel with respect to the personnel's rights and duties.

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Medical science was in a similar predicament until recently. It was customary to keep minute records while a patient was in the hospital, but after an apparently successful recovery and discharge, the account was closed. Then came a realization of the necessity for following-through to the end-result. Months and even years later, conditions were found to develop which had significant bearing on the original surgery and medical treatment. Perhaps no single modification of general procedure has done more to advance medical knowledge than this insistence upon the necessity of studying the remote consequences as well as the more immediate effects.

A new day will come in college education when a similar necessity is recognized and individual student and alumni records are kept with sufficient detail to permit study of the end-results of educational influences. The young people in colleges and professional schools are entitled to our best. Year by year we are modifying their minds and characters; and the influences we employ should be scrutinized and checked with a care and a knowledge of effects no less than we demand of those who treat their bodies. The Student Personnel Office and its affiliated research bureaus must have a far vision. Opportunities of service to students of future years and of other institutions must be kept in mind even in the pressure of immediate demands.

The Staff

Personnel service and research calls for able men of experience. They must be equipped, both by nature and by special training, to deal effectively with people and with personnel problems.

It is necessary that these men have assurance of a substantial livelihood and a reasonable security of tenure if they are to refuse business offers and to turn their energies whole-heartedly toward the development of a long-term program of personnel service and research.
The Student Personnel Office

The Student Personnel Office is responsible for various administrative tasks related to student life. It ensures that the university's policies are followed, that student welfare is maintained, and that a positive learning atmosphere is preserved. The office is also involved in the development and implementation of student support programs.

The Student Personnel Office offers various services to students, including academic advising, registration assistance, and career counseling. It also provides resources and information on student resources, such as financial aid and career opportunities. The office is committed to creating a supportive environment for all students to help them achieve their academic and personal goals.
The Cost

The initial annual expenditures for an Institute of Personnel Research, over and above the receipts from services to cooperating industrial agencies, are estimated at $36,000. Of this sum, $12,000 covers the cost of the Dean's office. It provides for the direction of the Institute and for the immediate supervision and operation of its central department, the Student Personnel Office; $18,000 is required to supplement the funds provided by business concerns for the support of personnel research bureaus; and $6,000 is provided as a nucleus for educational research, to invite specific grants from the foundations and to permit the maintenance of an educational bureau of reference. An investment of $180,000 spread over a five-year period, will be matched more than two to one, as hitherto, by funds from other sources. And every dollar so expended is a long-term investment. Through the years a constantly increasing number of students will find their way into careers rich in the satisfactions of work enjoyed and rewarded.
The Student Personnel Office

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The initial student enrollment forecast is as follows:

- Costs over $1,000,000 for the first year.
- An overall cost of $1,500,000.
- A proposed student-to-faculty ratio of 10:1 for the first year.

The budget allocated is 10% of the anticipated enrollment. It is planned for the distribution of the funds raised for the first year's operation. The anticipated enrollment is 4,000,000.

The additional augmentation of the anticipated enrollment is $1,000,000. This is subject to supplemental funds being raised through various means. To cover an anticipated need of $500,000 for the first year for the purchase of equipment and supplies. This will be paid for by the monthly subscription of $500,000. A portion of the overage of $300,000 will be distributed among the faculty and staff.

In a longer-term investment, the initial capital will be invested in the purchase of equipment and supplies.
Summary of Activities of an Institute of Personnel Research

1. Maintaining the Student Personnel Office: to provide for individual conferences, for vocational reading, for examining, for keeping the files of current student histories and also the norms and statistics by reference to which predictions of a student's probable success are expressed.

2. Getting information about occupations and professions, the opportunities they present and the qualifications they require for success. Charters' researches on the pharmacist and on the private secretary, Strong's investigations on the functions of the manager in the building construction industry, and Yoakum's classification of types of executive and clerical positions, may be cited as typical steps toward what is needed.

3. Improving methods of finding out a student's abilities, interests, and aptitudes. B. V. Moore's differentiation of graduate engineers into successful designers and salesmen, and Thurstone's predictions of success in the first two years of the engineering college, are excellent examples of research on ways of helping a student to get a useful inventory of his own qualifications as an aid to educational and vocational decisions.

4. Following up individual graduates and non-graduates to learn the end-results of different kinds of education and experience. No serious attempt has ever yet been made to maintain adequate records of educational and occupational careers, gathered in sufficient number and kept over a sufficient period of years, to be significant.

5. Preparing modifications of subject-matter, curricula, and training methods in the light of investigations as to what training actually is required for specific educational goals. Charters' curriculum for training retail store executives to train sales people, the Carnegie Life Insurance sales supervisors' course, and the four-year curriculum for the training of printing executives, have been developed after careful scrutiny of systematically prepared duty analyses and analyses of difficulties.

6. Maintaining research cooperation with business and industrial establish-

ments.

Large cooperation is needed from commercial concerns, such as those which have made possible the investigations of the Carnegie bureaus and the Industrial Research Department of the Wharton School.

7. Training advanced graduate students in the methods of personnel research and administration.

The investigations of the Institute serve as a training laboratory. The demand for trained men, both in the universities and in business, far exceeds the supply.
To President Burton:

With reference to the proposal by W. V. Bingham, I have not had the opportunity for any careful examination of the material which Mr. Bingham left here and which was turned over to Mr. Marshall. I have talked with Mr. Judd and have read the confidential report of Mr. Marshall attached hereto. Mr. Judd agrees with Mr. Marshall that it would be unwise to transfer the whole organization bodily from Pittsburgh. In view of the opposition of both Mr. Marshall and Mr. Judd to such transfer, I think it would probably be unwise, irrespective of the merits of the proposal if considered apart from its relationship to these administrative offices which would have very much to do with the work in question.

My own rather slight acquaintance with the work at Pittsburgh has led me to think that it was a good experiment for that institution, but a doubtful one for our institution under present circumstances. Our College of Commerce is developing very rapidly but along lines which are on the whole fairly conservative in their relation to the city and to other departments in the University. To expand this work by so large an addition to its budget as this transfer would make necessary does not commend itself to me as just the thing which we need most at this juncture.

As to the personnel work, I believe strongly in the importance of more and better advice to students based on more scientific methods than is our present system. Our deans are many of them people of good judgment and sympathetic with the needs of the students. But we have not done much for them in the way of giving them information which they ought to have and in co-ordinating, as Mr. Robertson suggests, various lines of advice which might be made available from the Bureau of Recommendations and other sources. I agree with Mr. Marshall that a slow growth of personnel work in connection with the growing importance of various administrative procedures is our most desirable line of progress.

I am not prepared at this time to speak with any confidence as to the individuals mentioned. I know Bingham, Yoakum and Charters personally but the question of bringing any one of them here is complex. My off-hand impression as between Bingham and Charters would not, I think, be just the same as that of Mr. Judd. I have rather had the impression that Charters was a less substantial person but
To President Berlin:

With reference to the report of the committee

I have not had the opportunity to study the report of the committee of which Mr. Berlin was the chairman and write a letter to the president. I have not had the opportunity to study the report of the committee of which Mr. Berlin was the chairman and write a letter to the president. In view of the possibility of this report being of interest to some of our material, I think it might be appropriate to mention that there is a considerable amount of material which might be very useful in the preparation of a report on the subject.

In the work of instruction and training

I find that my work is often difficult, but I believe that it is important to make instruction and training as effective as possible. Our college offers a number of courses in which we are interested, and we believe that these courses should be carried out with great care and attention to detail.

To make the best use of the time

I believe that we should make the best use of the time that we have available. It is important to make sure that we are not wasting our time, and that we are making the most of the opportunities that are available to us.

I am not prepared to state that I have prepared

I am not prepared to state that I have prepared a report for the president. I am not prepared to state that I have prepared a report for the president. I am not prepared to state that I have prepared a report for the president.

The University of Chicago

Department of Philosophy

Date: 8-19-38
I have not had the opportunity to read his recent publications.

I think however that we ought to make some reply to Mr. Bingham with reference to his larger proposal for transferring the whole personnel organization. As above stated, my view is that this is probably not wise.
I have not had the opportunity to test the recent publication.

I think, however, that my paper could be made more legible if it were

translated into the more familiar organization. As you are

already aware, I am not prepared topropose nor to re-

sign myself with reference to the Inc. President of the American

Association.
Confidential Report to Mr. Swift and Mr. Burton

Concerning the Proposal by W. V. Bingham

I shall not go into the details of his proposal; the essence of the matter is that he proposes a net addition to the University’s budget of $35,000, quite irrespective of any sums which might be collected from the outside. He proposes to transfer his whole organization to us, making it a part of the School of Commerce and Administration, but rendering the following services:

a. Personnel service and advice for the entire university.
b. Instruction service in the School of Commerce and Administration.
c. Cooperative research in the city.

I have gone through his material fairly carefully and have reached the following tentative conclusions:

a. The results of his work at Carnegie have not justified the expenditures.
b. His staff is at present loaded with people who are not worth transplanting, except as some individuals are worth transplanting.

There are certain general comments which seem to me appropriate:

a. In general it is doubtful wisdom to shift a whole organization to another environment. It is particularly doubtful in this case because this particular organization has developed an exaggerated notion of salaries and of the leeway it ought to be allowed to have. Furthermore, its relationship to the public has not been along lines that could be entirely approved by the University of Chicago. It would not be easy for the organization to change its viewpoint so as to meet our ideals after it came over to us bodily.

b. It is tremendously easy to deceive ourselves on this matter of personnel work in educational institutions. Surely, it has been abundantly established by our industrial experience, that the personnel work must be geared up with the general administration. What we need most of all is better administrative handling of our students’ affairs. This includes personnel work, but to establish a large bureau of personnel work in the university before we have secured effective administration of student matters in other particulars would almost certainly be a futile performance. We are ready for a slow growth of personnel work among our students in connection with a slow improvement of various administrative procedures. I cannot believe that we are ready for a spectacular introduction of an expensive bureau for this work.

c. This does not mean that research in this field should not be encouraged; it should. It is, however, very distinctly one thing to encourage research in personnel; it is very distinctly another thing to bring in a $35,000.00 bureau which would deem one of its duties to be that of guiding (if not directing) the personnel work of the institution.

I have checked my impressions by conferring and corresponding with other people. The matter may, I think, be appropriately summed up as follows:

a. Mr. Judd thinks highly of Mr. Charters; fairly highly of Mr. Yoakum; and rather poorly of Mr. Bingham.

b. A confidential source which sums up the opinion of five or six people not mentioned in this communication, thinks that Charters is a second rate man who is becoming a first rate man; that Bingham's work at Carnegie is open to somewhat serious criticism, both with respect to its results and with respect to its ideals.

c. President Scott is enthusiastic about Bingham and his work and hopes that we will move the entire group to the University of Chicago.
I must not go into the details of the programme. The essence of the matter in fact is to press for more students for the University of Oxford. There are several points which are of importance to us. The School of Commerce and Administration and the following:

- Information Service in the School of Commerce and Administration
- Cooperative accession in the School
- Cooperative services for the Student Union
- Cooperative services for the Student Union

The purpose of these services is not to put the students of the University to work, but to help them in their studies. It is desirable that these services should be available to all who need them.

There is a certain amount of accommodation which seems to be available.

It is necessary to have such accommodation as is available. It is not necessary to have such accommodation which has been developed in the past.

It is important that the accommodation be available to those who need it. It is desirable that the accommodation be available to those who want it. It is desirable that the accommodation be available to those who are interested in it.

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Confidential Report to Mr. Swift and Mr. Burton
Concerning the Proposal by W. V. Bingham

   d. Franklin Meine is enthusiastic over Bingham and his work. He thinks that the success of the army work is due to Bingham more than to any other single factor. Beardsley Ruml, upon the whole, thinks well of the situation. But I somehow get an impression that if the responsibility were his, he would move rather slowly and would split the group up.

   e. Mrs. Robinson clearly thinks it would be a great mistake to bring either Bingham or his group and I infer that this reflects the opinion of Mr. Robinson as well.

Turning, now, to somewhat more constructive considerations, I allege as follows:

   a. Mr. Judd is much interested in bringing Charters to Chicago. He has talked tentatively about a joint appointment between the Department of Education and the School of Commerce and Administration. There are many things to consider in such a proposal. Presumably it does not stand alone, but is linked up with some other considerations.

   b. It is highly desirable to expand our personnel work with particular reference to personnel work in industry. I believe that it is disc-ussable whether Bingham should be brought in and encouraged to build up that work slowly. Consideration of such an issue obviously becomes a consideration of the relative desirability of various persons.

Yours very sincerely,

[Signature]

LCM: EL
Concerning the amendment of N. A. Program.

The findings made in our estimates towards improving and increasing the work of the program are more than ever of concern to us. The success of the project work is to be given more value of the project work, and the problem of the students' health and welfare of the course.

We are very interested in the future of the program and we believe it is important to have a clear understanding of the situation. The program must be strengthened and work must be planned to improve it.

We are also interested in the future of the program and we believe it is important to have a clear understanding of the situation. The program must be strengthened and work must be planned to improve it.

Yours very sincerely,
[Signature]
Will Mr. Sufko return this to the President, with
suggestions?
A.B.
those which you

ment I

ed Study
April 21, 1923.

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

My dear President Burton:

Will you shortly be in a position to give consideration to the project we discussed, for the establishment of an Institute of Personnel Research?

A copy of my earlier letter is attached.

This project as defined in the document on "The Student Personnel Office and Its Relation to Cooperative Research in Business and Industry" has been discussed with Deans Marshall, Robertson, Tufts and Judd, and with Harold Swift. I hope that their reports to you will be uniformly favorable, and that it will be found to articulate well with your general plans for the development of research and for the best possible service to the undergraduates.

Very truly yours,

W. V. Bingham.

WVB.D.
Division of Cooperative Research

Of Naval Medicine

April 15, 1956

Dear Sirs,

I am writing to apply for the position of the assistant

to the director of the director's

office for the director's

office.

I have had experience in the field of

research and have been associated

with the director of the director's

office.

I am available for an interview at your convenience.

Yours truly,

[Signature]
Copy of Letter of March 16, 1923

President Ernest DeWitt Burton,
University of Chicago,
Chicago, Illinois.

My dear Dr. Burton:

It is my suggestion that the University of Chicago establish an Institute of Personnel Research.

This Institute is described in the paper left with you, entitled "The Student Personnel Office and Its Relation to Cooperative Research in Business and Industry". Its aims are, in brief, to enlist the cooperation of business establishments and university departments in getting needed facts about 1) occupations and careers, 2) traits and qualifications requisite for success in those careers, and 3), educational objectives, materials and methods needed in training for those careers. The importance of such information for students, instructors, and administrative officers—particularly for the deans and other student advisers—is obvious. It is needed by colleges everywhere; so much so that personnel work is being undertaken in many institutions by officials with neither equipment nor special training in scientific approach to this problem.

Since the results of sound personnel research are of value to industry also, and obtainable only with the help of industry, an essential feature of the program is the organization of groups of industrial and business concerns to cooperate in the research and to shoulder a major fraction of the expense.

Thirty-six thousand dollars a year will provide the essential nucleus of the staff. This staff can then be enlarged as different research bureaus are organized and financed by groups of business houses. It has been our experience at Carnegie Institute of Technology that initial appropriations are matched from such sources in the ratio of at least two to one.

The work of the Institute of Personnel Research is intimately related to that of several established departments, notably Political Economy, Education, and Psychology. It must operate in close touch with the faculties of these departments, as well as with the supporting business associations on the one hand, and the administrative officers of the colleges on the other. The closest contacts, however, would be with the faculty of the College of Commerce and Administration. For this reason it may be best to establish the Institute as a branch of this College. Here is the laboratory for personnel research and
As an Institute of Technology, the University of Ghana, is

not in the position of Personnel Research.

The Institute is焦急 in the field of research in Occupational Research.

The Director of Industrial Relations at the University of Ghana,

Professor Nana Asare-Brown,

is in charge of Personnel Research.

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The Director of Industrial Relations at the University of Ghana,
planning; but the Deans and student advisers in all the colleges of the University would help in the investigations and share in the results.

This plan for university personnel research in conjunction with business and industry has been developed in Pittsburgh by a group of Chicago alumni. It is our ambition to see this movement progress under auspices which will insure the most value in future years to students and graduates, as well as to multitudes of workers commercially employed. We shall be gratified to hear that this plan for an Institute of Personnel Research is receiving your careful consideration. The returns from this research will, we are confident, help in the general movement to make the undergraduate colleges of the University educationally superior—models of definiteness in objective, of discrimination in the selection of students, and of wisdom in dealing with each separate individual. At the same time, would any single project give more promise of developing cordial support for the University from the business men of Chicago?

Very respectfully yours,

W. V. Bingham.

WVB.HD
The plan for university personnel research in connection with

...
Dr. Ernest D. Burton,
Director, University Libraries,
Faculty Exchange,
The University of Chicago.

Dear Dr. Burton:

Answering your letter of January 23, your suggestion, that you address the Alumni in our March number rather than the February number, is a very good one.

I shall, therefore, devote most of the space in February on the matter of President Judson's retirement, and will present your greetings to the Alumni in March. I will appreciate getting your article by March 1st.

Cordially yours,

A.G. Pierrot,
Alumni Secretary.

AGP-W
Dear Dr. Hayward:

I am writing in response to your letter of January 25th. I appreciate your suggestion that you express the Alumni in our support of the Alumni letter plan the President suggested to you and that each one of us write a letter each week.

I will treat this serious matter of the course in preparation of the matter of presentation. I believe the Alumni and your representatives to the Alumni in Weedon. I will cooperate with you in any way.

Yours truly,

[Signature]

Alumni Secretary.

G.S.

Act-W
May 22, 1923

Mr. S.J. Samelow,
The Unionist,
127 N. Dearborn St.;
Chicago, Ill.

My dear Sir:

Your letter of the 16th addressed to President Burton has reached his office in his absence in the East. He will not return to the University for a week or more. Meanwhile I am writing this to acknowledge your note with the enclosed editorial. I am sure that I am warranted in saying that President Burton would regard your proposition with a good deal of interest. Specifically I believe that he would agree with me in saying two things: that before the administration of the University would feel able to make any intelligent comment upon your proposition it would be important to know whether the diverting of the current of the river to the space between the two drives of the Midway would bring into our neighborhood the disturbances incident to commercial traffic such as the blowing of whistles. The second thing which I think the President would be likely to say is that beyond the point to which I have just referred the matter seems to be one upon which engineering experts alone would be likely to be able to make significant comments.

Very truly yours,

Assistant to the President

NB/H
Move The River
By S. J. SAMELOW

Much discussion has been going on regarding the roofing of the Chicago River. The project is practical, engineers advise us, and would be a valuable innovation. This would remove certain limitations to which the down-town district is subject, and would at the same time yield a vast portion of land for traffic purposes.

In studying the project, it occurs to us that it would perhaps be more practical to move the river to some other part of the city instead of roofing it. This means simply cutting a canal from the lake along some line south or north of the down-town district and filling up the ditch through which the Chicago River flows at present. The new course of the river could of course be directed along any line ascertained to be most desirable.

We would suggest that the new ditch be cut through the Midway, the broad open area between 57th and 63rd Streets, right south of the University. This is just where the South Park Commissioners and the University of Chicago have for some time considered tapping the lake to connect Washington and Jackson Parks. As a matter of fact part of the ditch is already excavated.

The River could be made to flow through that cut in a straight line as far west as desirable, and from there in any direction determined to a point in the drainage canal. This would move the Chicago river to a line where it could be used as an ornament, for shipping as well as drainage purposes. Roofing the river at the present location as suggested would prevent its use for navigation.

We believe this project of moving the river is entirely feasible, just as feasible as it was to cut the drainage canal. This leads to another thought — the complaint that the drainage is lowering the lake. Why not compensate for this by filling in at the shore lines — extend the shores into the lake in proportion to the amount of water withdrawn. These are at least suggestions that engineers should look into seriously.
ommision of injustice and feels that been reawarded when injustices cease.
unionist, I feel that the trade union movemen t but recognize the injustice of the Citizens meeting on capital punishment in an economic disput ed the whole fabric of a nation, or all nations, is feel that the building trades now in accord would resenting such action, and as one who has much with the better citizens of Chicago, I suggest that the actors of Chicago take such action as will allow now in accord to be in accord and show the world natural, and that they recognize their error and strate their intent to be just. I hope those of the stry and the citizenship of Chicago who believe and forgive' policy will at least give those trades a prove that their better judgment did not pre they too believe in the sacredness of agreements.

Yours very truly,
JOHN H. DONLIN,

Labor Developing; But

Iind American Workers

of a kind not usually found in the American press labor and British labor conditions are being report of articles in the New York World written by the correspondent, John L. Balderston.

n points to the difference in the attitudes of British labor towards political action. In this con

x that Labor in the y keeping out of po
government to what in Europe the 'bour
has in some ways r than here.'

Wages Higher

Balderston is ining that American out of politics; it partisan politics, but use it has kept about activity.

In economic status
Mr. Balderston thus: higher in America, ev the greater wealth rates, than in Eng higher proportion of wes to Labor in Am

some degree for the methods. Mr. Balder British workers are "that in England longs to his own ill often removes his y, a 'gentleman' " always says 'air is deferential to his does not apply to all ually they feel that us, that they belong one day it will come

Not United In Politics

As to the Labor Party, it is so composed that in Parliament its repre sentatives are as far apart as would be a group composed of W. Z. Foster, Scott Nearing, Gifford Pin chat and Senator Borah.

Returning to economic conditions— conditions which make life what it is—Mr. Balderston reports:

"In the past two years 7,000,000 workers in Great Britain have sustained total wage reductions in their weekly full time pay amounting to $3,000,000,000 a year. These figures are official and do not include agriculural workers, domestic servants, public employees or part time workers of any kind."

Mr. Balderston finds that this economic suffering has strengthened the political organizations of Labor, but that it has likewise weakened the unions and thus tended to concentrate labor activities upon political agitation rather than upon economic action.

Economic Movement Suffers

Mr. Balderston says the unions are finding it more difficult to cooperate because of past failures and resulting jealousies and mistrust, and does he find agreement among the Labor members of Parliament as to the un-
Mr. Ernest DeWitt Burton
President of The Chicago University
Chicago, Illinois

Dear Sir:—

Enclosed is an editorial which appeared in our issue of May 19th. We should very much like to have your comment on this project and shall be pleased to print anything you wish to say regarding the subject.

Copy of issue in question is going forward by concurrent mail.

Respectfully yours,

The Unionist
227 N. Dearborn St.
Chicago

May 18, 1923
Proposal for Preliminary Written Examinations for the Doctor's Degree in Psychology

It is a special requirement of the department of Psychology that the candidate for the Doctor's degree must take and pass, at least six months prior to the final oral examination, written examinations as herewith designated:

Systematic Psychology - The examination in this field will assume a familiarity with the history of modern points of view in psychology and their connection with the broader background of philosophical and scientific thought. It will assume that the student has read intensively the writings of several of the more prominent of modern psychologists and that he has some acquaintance with such recent movements as behaviorism and the Gestalt psychology. The paper in systematic psychology will require half a day.

Experimental Psychology - The paper in this field will deal at once with the experimental methods and with the chief results obtained by means of those methods. Familiarity with work utilizing both human and animal subjects will be assumed. The topics to be dealt with include the sensory processes, perception, attention, learning, memory, thought, feeling, fatigue effects of general organic conditions. The paper in experimental psychology will require half a day.

Psychological Measurement - Familiarity will be assumed with the usual forms of statistical technique and their use in the study of individual and group differences and the problems of psycho-psychics. This examination will also cover the various forms of psychological tests. It will require half a day.

Neurology - This examination will deal with the evolution of the nervous system, receptors, effectors and with the anatomy and physiology of the human nervous system. Half a day will be required.

One two hour examination is to be taken in each of these two subjects to be selected from the following list:

- Social Psychology
- Abnormal Psychology
- Educational Psychology
- Business and Industrial Psychology

Questions:

When should such a plan be put into effect?
Should all present candidates take such examinations?
If so, a time requirement such as proposed would have to be temporarily waived.
Consent Hopes I June + Mary.
225 West 4th Street
New York City
March 6, 1923.

To the Reverend Dr. Burton,
President of the University of Chicago.

Most esteemed Dr. Burton,

The tidings of your elevation to the presidency of the University were, certainly, glad tidings to the Alumni and scattered throughout the world; to these
regarding Alumni I belong.

Therefore, please permit me to send my every felicitation; as this is the choice of a Leader.

Though during my four years residence (October 1896 to July 1899) I never had The privilege of taking any course under you, I did under Dr. Harper.
Dr. Jordan, still your face and name were quite familiar. Yes, the University Senate has chosen wisely. Dr. Burton at the helm in placing Dr. Jordan in the verdict. This I know is the verdict of the Alumni of a quarter of a century ago.

Among the prayers I offer that you term good wishes I offer that your tenure of office may be glorious in that great state of Texas, you may establish a southern branch.
of the University of Chicago. It was a true home, without or without the impediments of northern winters. A house in the midst of a great university - the students, as I recall, were delighted in going for the University, spending their days in study and their nights in literary and cultural activities. As its organization and structure were similar to those of the University of Chicago, there was a certain amount of similarity and transferability of credits and courses.
The University of Chicago
Department of Geology

Chicago, Ill., March 26, 1923.

Dean Nathaniel Butler,
University College.

My dear Mr. Butler:

Replying to your letter of March 19th concerning the proposal for the establishment of a Southern Branch of the University of Chicago in Bell County, Texas: I presume that what you wish from me is some information with regard to the physical features of this part of Texas: I am glad to summarize them briefly as follows:

Bell County lies within what are known as the Black Prairie and Grand Prairie regions of Texas, which constitute a belt of undulating and rolling and hilly country of great fertility, Bell County being one of the largest cotton-producing counties of the state. The elevation ranges from 450 feet above sea in the southeastern part of the county to 1200 feet in the extreme western part, agricultural settlement being densest in the east. Agriculture is almost the only industry in the country. In 1920 there were 4555 farms, and the value of farm land was $54,000,000. The principal town, however, Temple, with a population in 1920 of 11,000, has cotton seed oil mills, flour mill and foundry, and is a railroad division center. The county, in general, has good rail transportation facilities, although considerable areas in the southwestern part are more than ten miles from a railroad. Most of the public roads are very good in dry weather, but after rains the heavy soil becomes very sticky; many roads are almost impassable after rains during long periods. In recent years, however, great interest has been taken in road improvement. Most of the farming sections have good mail delivery service, and telephones are in use in most rural districts, good schools and churches are maintained in all sections, and at Belton is located the Baylor Female College, a Baptist institution. The region is one of the most densely populated districts in Texas, with an average population of 20 to 30 per square mile. The climate is mild and healthful, with a comparatively long growing season and adequate rainfall for agriculture. Snow rarely falls, and melts in a few hours. The summer includes some extremely hot days. The heat is considerably modified by the almost constant breezes. Though cotton growing is the principal agricultural industry, corn, oats, wheat and forage crops are grown to some extent, and cattle raising, hog raising, and sheep raising also carried on.

The county has no important mineral resources. There are, however, occurrences of oil and coal in adjacent counties.

Although I have not weighed carefully the desirability of establishing a Southern Branch of the University in this locality, I have given some consideration to the advantages which the district would offer for the location of a scientific station. Dr. Horatio
Newman, who is familiar, in a general way, with this district, tells me that the region would present little of interest from the zoological standpoint. I have not consulted with members of the Department of Botany, but in view of the fact that the district lies in the best portion of the cotton belt, it should possess advantages for agricultural research. From the geological standpoint Bell County presents very few features of interest, but thirty or forty miles to the westward there lies the Burnett - Llano district, a region of considerable economic importance from the standpoint of mineral resources and of much general geologic interest. While not equal, as a training field for geological students, to some districts in the western United States, its value from this standpoint would be considerable.

If there are any features of the region that you would like to have me elaborate more fully, I can very likely secure additional details from the information available in our library.

I am returning herewith Miss Miller's letter.

Very sincerely yours,

[Signature]
I am referring herewith Mrs. Miller's letter.

Very sincerely yours,

[Signature]
March 28, 1923

My dear Mr. President:

You will recall the peculiar letter written you by Mrs. Susan Miller suggesting the organization of a center of University activity in Texas. You will also recall that I acknowledged her letter over your signature and intimated that what she suggested would receive further consideration. With your approval I submitted her letter to Professor Eakin of the department of Geology. I quote here the important part of his comment:

"Although I have not weighed carefully the desirability of establishing a southern branch of the University in this locality, I have given some consideration to the advantages which the district would offer for the location of a scientific station. Dr. Horatio Newman, who is familiar in a general way with this district, tells me that the region would present little of interest from the zoological standpoint. I have not consulted with members of the Department of Botany, but in view of the fact that the district lies in the best portion of the cotton belt, it should possess advantages for agricultural research. From the geological standpoint Hall County presents very few features of interest, but thirty or forty miles to the westward there lies the Burnett-Bwayne district, a region of considerable economic importance from the standpoint of mineral resources and of much general geologic interest. While not equal, as a training field for geological students, to some districts in the western United States, its value from this standpoint would be considerable."

He adds, "If there are any features of the region that you would like to have me elaborate more fully, I can very likely secure additional details from the information available in our library."

Very truly yours,
March 28, 1923

My dear Mr. President:

You will recall the peculiar letter written you by Mary Susan Miller suggesting the organization of a center of University activity in Texas. You will also recall that I acknowledged her letter over your signature and intimated that what she suggested would receive further consideration. With your approval I submitted her letter to Professor Bastin of the department of Geology. I quote here the important part of his comment:

"Although I have not weighed carefully the desirability of establishing a southern branch of the University in this locality, I have given some consideration to the advantages which the district would offer for the location of a scientific station. Dr. Horatio Newman, who is familiar in a general way with this district, tells me that the region would present little of interest from the zoological standpoint. I have not consulted with members of the Department of Botany, but in view of the fact that the district lies in the best portion of the cotton belt, it should possess advantages for agricultural research. From the geological standpoint Bell County presents very few features of interest, but thirty or forty miles to the westward there lies the Burnett-Llano district, a region of considerable economic importance from the standpoint of mineral resources and of much general geologic interest. While not equal, as a training field for geological students, to some districts in the western United States, its value from this standpoint would be considerable."

He adds, "If there are any features of the region that you would like to have me elaborate more fully, I can very likely secure additional details from the information available in our library."

Very truly yours,

[Signature]

NB/H
March 19, 1935

To: [Recipient]

From: [Sender]

Subject: Official Business

Dear [Recipient],

I hope this letter finds you well. I am writing to update you on the progress of our recent projects. As you know, we have been working on [Project Name] for the past few months, and I am pleased to inform you that we have made significant progress. We have completed [Details of Progress] and are on track to meet our deadline.

Additionally, I wanted to bring to your attention a new opportunity that has arisen. [Briefly describe the new opportunity] which we believe could be beneficial for our company. I would be happy to discuss this further with you.

Please let me know if you have any questions or concerns. I look forward to hearing your thoughts.

Best regards,

[Sender's Name]

[Signature]
Chicago, Ill., April 5, 1923.

Dean Nathaniel Butler,
University College.

My dear Dean Butler:

Replying to your letter of April 4th with regard to a proposal for the establishment of a branch of the University of Chicago in Bell County, Texas: I have read Miss Miller's second letter, which you enclosed. In limiting my previous reply to giving you some information in regard to the natural features of Bell County and discussing the value of the district from the standpoint of scientific instruction I was not attempting to dodge the main question at issue, but was acting rather under the realization that you were better qualified than I to pass on the general educational value of the proposal. My general reaction in the matter, however, is perfectly strong and definite. It would appear to me that the establishment of a branch of the University at any point in the South at the present time would weaken rather than strengthen the influence of the University, by scattering its activities. There are so many opportunities for increased usefulness here at home, opportunities far beyond our present powers of accomplishment, that I can see no purpose in transferring a part of our energies to a distant field. The only standpoint from which I looked at all seriously upon Miss Miller's proposal was that of the use of the district as a scientific observation and experiment station, which would be a very different matter from the establishment of a branch of the University there. Even for such purposes, it does not seem to me that the region offers any large attractions.

Very sincerely yours,

[[Signature]]
Dear Professor Jones,

I am writing to express my support for the expansion of the University of Chicago's department of education. This expansion is crucial for providing the necessary resources and training to meet the increasing demand for qualified educators. I am confident that the university will continue to lead the way in education and I look forward to seeing the positive impact it will have on the field.

Sincerely,
[Signature]
April 10, 1923

Miss Mary Susan Miller,
Convent Hospice of Jesus and Mary,
225 W. 14th Street,
New York.

My dear Miss Miller:

For President Burton who, as you will readily understand, is just now very much occupied with enumerable details and who is preparing to leave for Cleveland, I am writing to say that in view of the problems and demands which are immediately confronting the University, it does not seem wise to take up at present the matter of which you have so kindly written.

I hope it is quite clear to you that, as he said in his former letter, we greatly appreciate the spirit of loyalty to the University which prompted the letters which you have been good enough to write.

With all good wishes, I am

Very truly yours,
Ms. Mary Susan Miller,

County Hospital of Home and Maternity
355 W. 14th Street
New York

My dear Miss Miller:

You present position which you will likely understand is just now very much occupied with important details and who is preparing to leave for California. I am writing to request that
you give consideration to my request for affiliation with the hospital and would appreciate your assistance in the matter of which you have been kind enough to write.

I hope it is quite clear to you that
as far as in the future letter, we should wait for
the spirit of togetherness to the University
which having the letter which you have been kind
enough to write.

With very best wishes,

Very truly yours,


President Ernest D. Burton,
The University of Chicago.

Dear President Burton:

I return Laing's letter for filing.

With reference to the Summer Quarter, we both thought that someone should have a more explicit responsibility in the way of studying the program offered and the departmental recommendations to discover whether we are doing as well as might be done in the way of variety of courses, new courses, and outstanding men. Mr. Laing in connection with his summer teaching at Columbia had been told by some of his students there that they would naturally have preferred to come here but that they had already taken courses offered and did not find further work which they could take to advantage.

You are probably familiar with the fact that when the departments have been regularly asked for their summer estimates the circular has stated that probably no more funds will be available than for the preceding summer. I think this may have had a somewhat deadening effect upon some departments.

The theory here has been that since the summer quarter is one of the regular quarters of the University it should not have a separate director as other institutions usually have. Whether we appoint a separate director or not, I think that in any case either a dean or a committee of deans should be appointed to plan for the Summer Quarter of 1924 as a whole and prepare suggestions to the departments to be submitted to them when the request for recommendations is made. I know that Professor Coss at Columbia takes a great deal of responsibility in the way of initiating new work through suggestions to departments and through conferences. I think that in company with the Deans of the Graduate Schools particularly I might work out some more suggestions along this line.

Yours truly,

James H. Tufts.
To: President Burt

From: Professor X

Subject: Summer Quarter

Dear President Burt:

With reference to the summer quarter, I write to you to inform you of the progress we have made on the development of the program. It is clear that the faculty and students are enthusiastic about the program, and the response has been overwhelming. The summer quarter has already begun, and we are looking forward to seeing the results of our efforts. I am confident that the summer quarter will be a success, and I look forward to sharing the outcomes with you.

Sincerely,

[Signature]

James Burt
My dear Mr. Butler,

I have just received your letter of April fifteenth. I assume you are Dr. Burton's Secretary; to you as such, I address this letter. I assume you are Dr. Burton's Secretary; to you as such, I address this letter. I should not like to trespass further on your time, as I realize how Dr. Burton's valuable efforts and duties about the multifarious educational problems of the University.
But I am wondering whether I must take as final do Burton’s answer. From
management depends on others than the President. I am wondering whether, leaving for the present,
I recognize the educational aspect some one of authority e.g. Dr. N. James Espy, President of
Belton Normal, Bank, Belton, Texas could approach the business management, thus
approach and arrange for future action. Gifts of large tracts of valuable land
will not always be possible.

Dr. Harper said he thought eventually the university must have a centre
and affiliated schools in Texas. Later on, it will be impossible to interest eminent
men to speak and make donations.
for Belton, Bell County. It is ideal in every way for a University town. Bankers of national distinction have told me that later on it will be very difficult to acquire lands, suitable for educational institutions. A week ago my cousin, Mr. Jacob Maltby, Vice-President of Commerce Trust Company, Kansas City, told me here in New York that he would gladly give to the University of Chicago five thousand acres of his county five thousand acres north in Coleman County. If the University would establish educational works in Texas, it would be easy to obtain thousands. Mr. Miller says, I obtain three thousand. Gifts of land all over the State would be forthcoming.
your prose is elastic & just odd that with a somewhat emotional statement of actual fact final and final. I have little else to add but I will say that I wish you well as your convictions lead you. I have known of C. for years as an interesting person who had a great deal of what I thought to be wisdom. But the wisdom was not always applied to the right things or the right places. I believe that he was a man of great potential but that potential was wasted. I hope that you will find happiness and fulfillment in your work. Good luck.
If at any time later, President Burton or his successors consider these gifts of land for educational purposes, please let me know.

To Mr. J. E. Miller, Vice President of the Commerce Trust Company, Kansas City.

To Mr. J. E. Miller, Jr., his father.

To Mr. J. E. Miller, Jr., President.

Until last summer, President of the Federal Reserve Bank.

Governor of the Federal Reserve Bank.

I was in Chicago to lay Kansas City before any body of managers, the matter before any body of managers.

I have property.

I should like to turn over to the University, as probably already, over to the University, as my Alma Mater, and other Alumni as Alumni, to do the same as if the University were its activities southwards to Texas.
[Handwritten text not legible]
Please do not disturb Dr. Burton himself but kindly tell me whether there is any
time organization of the University where the future could now be arranged. As no in
this has any selfish axe to grind I assure you Mr. James is a millionaire- so are
you. It is for the mutual benefit of

ours and the University of Chicago, I speak.

These gentlemen are not in the
prime of life- with sufficient experience in
University questions and almost unlimited
experience in business methods of Texas and the
Southwest. Such a disinterested trio from the

hsumm more valuable

than one ordinarily imagines.
The Texas lands are valuable for something else besides the possibilities of petroleum engineering and the subterranean hydrography which fields offer unlimited resources for the Department of Geology. It is true the bowl weevil is making havoc among our cotton fields—but can not the University scientists discover methods of exterminating the bowl weevil which is a rational alternative to a rational solution of the problem? The Department of Botany would have facilities in making the ordinary cotton plant, not only a perennial, but developing it into a shrub or tree—so we could speak of Cotton Orchards as we do those of Pecan Orchards—but as Cotton Plantations. Thus the Texas lands could be a Laboratory unequalled for the University of Chicago.
Please remember this is a personal letter.

I recall that in my year at the University - I lived in Room 35 Beecher Hall from October 1896 to July 1897. I ask whether this arrangement still exists as it has been developed any since?

Mrs. Beecher, for instance, I was told gave $50,000 for Beecher Hall as an annuity during her lifetime. After her death the Alumni of the University could make donations in this way.

Thank you in advance for your kindness. 

2384

Mary Susan Miller
A.B. Univ. of Chicago
July Comm. 1897
April 26, 1923

Mr. Wallace Heckman,
134 S. La Salle St.,
Chicago, Ill.

My dear Mr. Heckman:

When President Burton received the first of these letters bearing the date of March 5th he raised with me the question whether the writer is a crank or whether there is something worth while in her suggestion. I felt that the only possibility of anything worth while was in the direction of the value of her suggestion to some of our departments of science. I referred the matter to the department of Geology and received their judgment that upon the whole there was nothing very important in the suggestion. So I wrote her on April 10th, a letter a copy of which is included in the material which I am sending herewith. She has again written under the date of April 20th. Before bringing this matter again to the attention of Dr. Burton, I am sending it to you, for I have no doubt that he will at once refer it to you for your judgment.

For myself I cannot see why the University should undertake to organize a "branch" in the immediate vicinity of the University of Texas on the one hand, and the Baylor College for Women on the other. I am quite incompetent to judge of the other part of her suggestion which has reference to possibilities in oil and other things.

Very truly yours,

[Signature]

NB/H
Complete a report

Mr. Wadsworth's

102, P.O. Box 123

The next morning

We planned the return trip

the same program this morning, we can see the

reason for which the mission was to meet in this

era of uncertainty. I trust you are

still of the opinion with me, to go on an

adventure. I reason that

the reason for which you have

mentioned, I trust you are

of the opinion with me, to go on an

adventure. I reason that
Dear Dr. Butler,

I am returning with this the files in the matter presented by Mrs. Mary Susan Miller.

As to the educational feature, you will know better than I whether her proposal has merit. In that respect I only refer to the fact that the Correspondence Study Department already has a large list of correspondents in Texas. That branch of University work is, I presume, as available now as it would be if there were a branch located in Texas. If there is a particular branch of research which the scientific men could pursue better there, in that event she may be right that general support could be had for it in that State. I do not doubt it would be cordially welcomed.

If she has particular gifts in mind to the University in land or property with the names of the persons interested, in that event the exact situation might be presented and the land accepted by the University for its general work with the understanding that if there shall develop a condition such that a location of certain work could be conducted there it might be well to pursue the subject somewhat further.

Perhaps at some convenient time if you happen to be going to New York a personal conference would be more satisfactory than correspondence on this latter matter.

Very truly yours,

[Signature]

Wh:AC
Enc.
May Ten
1923

Miss Mary Susan Miller,
Convent Hospice of Jesus & Mary,
225 W. Fourteenth St.,
New York City, N.Y.

Dear Miss Miller:

Dr. Nathaniel Butler and I have been studying the subject mentioned in your favor of April 20th. Together with the acting President we delightedly appreciate your interest in the University. It may be that something concrete will later suggest itself to you which can be taken up. Just at present it happens that several very important branches of work are being organized; foremost of all at the moment the department of medicine, surgery, and research which is consuming practically the whole time of the president just now and the active help of the men in that department and the attention of the Board.

One feature of the present suggestion presents rather important, if not prohibitive, objections, that is the location of a branch of the University elsewhere. The scattering of the educational forces of an institution involves a diminution of effectiveness except in those cases where a separate location for one particular branch of study away from the quadrangles of the University is essential. That situation has been canvassed somewhat by conferences with our scientific men and no such demand appears at present requiring a location in the vicinity you have in mind.

As you are aware, the correspondence courses of the University are available and are very generously taken advantage of by young men and women residing in Texas. That branch of work would not, as far as can be seen, add essentially to its efficiency there by a branch location in that State.

We are hoping you will continue to bear the matter in mind and advise us if you discover any opportunity of definite advantage to the University which does not involve a location away from the quadrangles.

Dr. Burton desires me to express his grateful appreciation of your interest in the University.

Faithfully yours,

[Signature]

WH:AG
May Ten
1943

Dear Mrs. Miller:

I am writing to express my appreciation to you for your efforts in support of the University at New York City. Your efforts have been instrumental in the progress of the University and have contributed significantly to its success.

I appreciate your dedication and support in providing resources and assistance to the University. Your commitment to the success of the University is truly commendable.

I am confident that your continued support will help us achieve our goals and reach new heights.

Thank you for your invaluable contributions.

Best regards,
[Signature]
PRELIMINARY SUGGESTIONS LOOKING TOWARD THE FORMULATION OF A PROGRAM FOR PREVENTIVE WORK IN CHICAGO THAT MIGHT SUITABLY BE UNDERTAKEN BY THE WEIBOLDT FOUNDATION

Preventive work concerns itself largely with

A. Child welfare programs
B. Health programs (physical and mental)
C. Crime prevention

A. Work for children might be pursued along several lines

1. Through investigation
2. Through experimentation
3. Through the formation and support of a joint committee to secure the adoption of the legislative program already recommended by the official investigating committees of 1911 and 1920 in the Child Welfare Field.

1) A comprehensive child welfare survey might suitably be undertaken in Chicago; such a survey should be planned not merely to show what is being done in Chicago, but it would show also how far what is being done falls short of the best standards of work in different fields in any part of the country. This survey should deal not only with the problems of children who have already become dependent and delinquent but should deal with the adequacy of the present provision by the public authorities of the means of caring for normal children who may be prevented from becoming "delinquent" and "neglected." This would include recreation facilities, medical inspection in the public school, the school nursing service, the enforcement of the compulsory education and child labor laws. Should we suggest the co-operation of the University in such an inquiry?

2) Experimentation -- The need for certain constructive measures in a preventive program can be most satisfactorily revealed by the method of experiment. In the child welfare field the two modern preventive
agencies hitherto lacking in Chicago (1) the nursery school and
(2) the habit clinic could be established by means of demonstration.

a) The Nursery School. Such schools originally provided in
England by private funds were recognized by the "Fisher Bill"
and are now supported by grants from the British Ministry of
Education. These schools have come to be recognized by social
workers and teachers in England as an important means of caring
properly for the children of preschool age who are at present
so gravely neglected in poor homes and who develop physical and
moral defects before they are old enough to enter the public
schools in our country. Provision for a single nursery school
experiment is greatly needed in Chicago. The Miller-Palmer
Foundation has already established such a school in Detroit

b) A Habit Clinic for Children — Such an experiment would be in
line with the "Prevention of Delinquency" program which has been
supported in New York by large grants from the Commonwealth Fund,
and which is described in their annual reports 1921-1923 here
attached. The School of Social Service Administration which has
been greatly in need of both courses and field work in the
psychiatric field would like to co-operate in such a plan by
using the Director of the clinic as a member of the staff and the
clinic as a training center for students.

3) Support of a Legislative Committee — Certain needs have already been
pointed out by the Hotchkiss Committee of 1911 (Juvenile Court and
Children's Institutions) and more recently the Thorne Committee, 1920
(appointed by Mr. Charles H. Thorne as Head of the Department of
Public Welfare under Governor Lowdon's administration). Very little
has been done in the way of legislation to follow up the recommendations
of these two official committees, the findings of which were based on
some preliminary investigation.

The support by the Wiboldt Foundation of a joint committee with a
competent salaried secretary to work for the enactment of the legis-
lation recommended might be an initial step in a preventive program

B. Health

Hospital Social Service and Psychiatric Social Work — both very important
for preventive purposes have been greatly neglected in Chicago. A preliminary
investigation of the resources in this field should perhaps be made but it is
clear to those familiar with the field that the establishment of a properly equipped Social Service Department in one of the good hospitals or dispensaries of Chicago would render great service not only by the service rendered individuals but by the influence it would have throughout the Middle West as a training center and as an example that might be followed by other institutions.

Experimentation

1. The need and value of Hospital Social Service could be most clearly set forth by a demonstration. A department could be established, for example, in the Central Free Dispensary. To establish such a department would involve an annual grant of approximately $10,000 to $15,000 a year, including (approximately) the salary of a director of $4,000, and an assistant at $2,400 and stenographic and clerical service $1,500. More than one assistant would be needed probably after the first year. If the Foundation should establish such a department and support it for the first five years, its need would have been demonstrated and others would undoubtedly come forth to share in its support. Such a demonstration would also reveal the lack of resources in the community for preventive health work of various kinds, such as the discovery and care of incipient cases and the care of convalescents. Such a demonstration would also serve for the training of hospital social service workers. The School of Social Service Administration would welcome an affiliation with such an experiment whereby the director would give some courses at the University and the demonstration be used as a training center for Hospital Social Service workers.

2. A Training Center for Public Health Nurses — The need of public health nurses is at present one that cannot be adequately supplied in the Chicago field. To meet this the Director of the Visiting Nurse Association (Miss Edna Foley) has been urging the School to establish some courses for public
health nurses with adequate field-work training. This can be done only if the funds can be secured to provide for the proper training center, and a supervisor of field work who could also give courses for students in the Public Health Nursing field. Probably an annual grant of approximately $5,000 would cover the whole expense of such a course and would mean putting into the field annually some properly equipped nurses for the Infant Welfare work, School Nursing, Visiting Nursing, etc. Miss Foley would be glad, I am sure, to furnish statements showing the need of such a training course and center.

C. Prevention of Crime

An adequate criminal justice survey is greatly needed in Chicago. When a jail survey was made two years ago at the request or under the auspices of the Community Trust at the request of the Cook County Commissioners, a great effort was made at that time to secure funds to follow up the jail survey with a comprehensive survey of the administration of criminal justice somewhere along the line of the survey undertaken by the Cleveland Foundation of which I am sending you a copy in case you do not happen to have it in mind. When the subject was proposed here in Chicago the Community Trust felt that the expense involved was too great. An estimate indicated a minimum cost of $30,000 and a considerably larger sum than this could be used to good advantage. At this time Mrs. Dauchy and Mrs. Dummer agreed to furnish $15,000 towards the undertaking if the Community Trust, or Association of Commerce, or any other of the men's organizations would furnish the rest. The money was not forthcoming and the whole project was dropped. This was one of the subjects proposed, however, in the memorandum we sent to the Spelman Foundation. Professor Mead would, of course, be greatly interested and would probably be the logical person for the director of such a survey, since his experience as Chairman of the City Council Committee on Crime would be invaluable.
The City County Government of Ohio may be responsible.

The importance of these facts must not be overestimated.

I am confident that the City County Government of Ohio will not neglect its duty.

The City County Government of Ohio has a duty to prevent crime.

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Suggestions

My dear Harry,

No organization, as far as I am aware, exists of the faculty and alumni other than the congregation committee of fifteen. The interests of the faculty and alumni lie of common among the things that lie in the care of this committee. This committee of faculty alumni as far as has been nothing to do: the few matters referred to it seemed to belong elsewhere, and the regular alumni evidently prefer to run their own affairs by themselves. No doubt the committee will make a place for itself in time, but in the meanwhile, if either you or the President know of any matters it
ought to take up. I am very glad to hear of it.

Yours sincerely,

April 17th.
March 28, 1924

President E. D. Burton
Faculty Exchange

Dear President Burton:

It would seem to me that in view of the fact that the University of Chicago is a co-educational institution it would be entirely appropriate that women should be represented on the Board of Trustees.

It seems to me that such a move would be not only appropriate and logical in itself but that it would be in the highest degree strategic just at the present time.

May I venture to suggest also as names that might be considered in this connection Miss Florence Bartlett (daughter of the donor of Bartlett Gymnasium), Mrs. Philip Post, Miss Shirley Farr.

Very truly yours

Ernest H. Wilkins

EHW: A
Dean of the Colleges
The University of Chicago

Peabody

March 29, 1924

Dear President:

Recent developments in the field of education in this country have raised a number of questions which are of importance to the University of Chicago. The fact that the University of Chicago is a co-educational institution may be an advantage in that it offers opportunities for women students to take part in the intellectual and professional activities of the institution.

It seems to me that much more work could be done by men and women to apprise the public of the benefits of education.

May I suggest, therefore, that the Board of Trustees consider the proposal of the President of the University of Chicago, Mr. D. P. Button, to establish a women's college?

Very truly yours,

[Signature]

Dean of the College

[Signature]
March 17, 1925.

Memorandum to Mr. Tufts:

Would it be possible in the near future to take the first steps in the merging of the Department of Economics with the School of Commerce and Administration? I raise only one question about it. Is it possible that if Mr. Spencer should weary of administrative work Mr. Marshall might be restored to the Deanship of that School in exchange for the headship of the Department of Economics? I do not see that the merging of the Department would interfere with such a step if it should prove desirable, but I mention it lest it may have some significance that I do not see.

Ernest D. Burton.
MARCH 15, 1950

MEMORANDUM TO MR. TURNER

Would it be possible in the near future to take the first step in the merger of the Department of Economics with the School of Commerce and Administration?

I raise only one question about it: Is it possible that the School of Commerce might be requested to the President of the School of Economics in accordance with such a step? It would appear advisable, however, that I go not see that the merger of the Department would not interfere with such a step if it appear that general interests are not involved in such a merger.