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THE ASSOCIATION OF URBAN UNIVERSITIES

CORDIALLY INVITES

University of Chicago

TO SEND REPRESENTATIVES TO

A CONFERENCE ON

COÖPERATION BETWEEN THE UNIVERSITY AND THE
CITY IN TRAINING FOR PUBLIC SERVICE

TO BE HELD IN CONNECTION WITH ITS ANNUAL MEETING

AT THE

UNIVERSITY OF CINCINNATI

NOVEMBER THE FIFTEENTH TO THE SEVENTEENTH

NINETEEN HUNDRED AND FIFTEEN

To
President Harry T. Judson

THE SECOND ANNUAL MEETING OF
THE ASSOCIATION OF URBAN UNIVERSITIES

CINCINNATI, NOVEMBER 15-17, 1915

This meeting will be in the nature of a Conference on Methods of Coöperation between the University and the City in Training for Public Service.

To this Conference, the Association cordially invites:

Representatives of universities located in or near cities; representatives of city departments, boards of education, of civil service, of health, of public works, of safety, and all city institutions interested in training public servants and civic workers; and representatives of city clubs, chambers of commerce, bureaus of municipal research, and similar organizations.

PROGRAMME

The meetings will be held at the University of Cincinnati.

MONDAY, November 15

8 p. m.—Opening meeting; The University and the Municipality, the problem stated.

TUESDAY, November 16

10 a. m.—The Needs of the City.

8 p. m.—Methods of Training for the Service of the City.

WEDNESDAY, November 17

10 a. m.—Coöperation in Education between the University and the City Institutions.

To be followed by a business meeting.

7.30 p. m.—A dinner tendered by the citizens of Cincinnati, at which the discussions will be continued.

Tuesday and Wednesday afternoons, by request of the Association, will be devoted to the visitation of Cincinnati institutions.

It is requested that a reply to this invitation, giving the names, titles, and addresses of the delegates and members expecting to attend, be sent before November 10 to the Secretary of the Committee on Arrangements,

PROFESSOR S. GALE LOWRIE,
Municipal Reference Bureau,
University of Cincinnati.

The Assoc. + 122

H. H. J.

University of Cincinnati

Office of the President

The sixth of October
nineteen hundred and fifteen

Dear President Judson:

We want the University of Chicago to join our Association of Urban Universities. This Association, which is an outgrowth of the State Universities Association, held its first meeting, rather an impromptu one, in Washington last November. The discussions at this meeting are being published by the United States Bureau of Education and a copy of the report will be sent you soon.

At this first meeting there were twenty-five representatives from sixteen universities and colleges, including Johns Hopkins, University of Pennsylvania, Washington University of St. Louis, Boston University, New York University, College of the City of New York, Reed College, and the University of Cincinnati. We expect to increase this number to at least twenty-five. I am writing to Presidents Lowell, Vincent, Wheeler, Kirkland, Sharp of Tulane, and MacLaurin of the Massachusetts Institute of Technology.

Professor Marshall of your University, knows of the Association and is, I hope, interested in it. I wish you would come to the next meeting of the Association, which will be held here November the fifteenth to seventeenth inclusive, and

bring a delegation, including Marshall in the number. We are also sending invitations to McGill and the University of Toronto.

The object of the Association is to study the city problem from an educational point of view and do what we can to help by training men and women for public service. We want to serve the cities in somewhat the same way that the state universities are serving their states. Knowing that you are in hearty sympathy with these purposes, I am very hopeful that Chicago will join us.

The theme at this meeting will be the methods of cooperation of universities and cities; the need of the cities for trained workers; and the methods of training them. To this meeting we are going to invite representatives of city Boards of Education, Boards of Health, public works, safety, etc., interested in getting better trained men. Our Mayor and the heads of departments of the City of Cincinnati will join us in sending invitations to the right men in other cities. We hope, thus, to have the city officials tell us of their needs and how we can cooperate with them and to hear the college men discuss the methods of meeting these needs and of training for the service of the city.

We should be greatly delighted to have you address the meeting at any of the sessions that you can attend. Each institution is entitled to send as many

of its faculty and trustees as it chooses. The membership is institutional and the tax is only ten dollars a year.

Please let me hear from you at your earliest convenience. Printed matter will be sent you soon.

Very sincerely yours,

Charles D. Dakin

President Harry Pratt Judson,
University of Chicago,
Chicago, Illinois.

of the family and otherwise as it appears. The number
ship to the National and the tax is only one dollar
a year.
Please let us hear from you as soon as possible.
convenient. Printed matter will be sent you soon.

Very sincerely yours,

Franklin D. Johnson

President Harry Pratt Johnson,
University of Chicago,
Chicago, Illinois.

The University of Chicago
The Faculties of Arts, Literature, and Science

OFFICE OF THE DEAN

October 12, 1915.

My dear President Judson:

I return herewith letter of President Dabney under date of October 6th.

In view of the constituency reported by President Dabney at the meeting last year, I should think it highly desirable that we should identify ourselves with this organization, and I should very much hope that both you and Dean Marshall might find it practicable to attend the next meeting. Our relations of course to civic problems are fundamentally different from those of the University of Cincinnati. At the same time there is no reason why we should not cultivate every reasonable opportunity to render service to the city and to make obvious in every proper public way our readiness to discharge this function. I think it not improbable that participation in the conferences of the association might bring to our notice methods and experience in dealing with these problems which would be of advantage to us, and I am quite sure that we should in our turn be able to render some assistance to other institutions who have had less experience than we.

Yours very truly,

J. W. Angell

President Harry Pratt Judson,
University of Chicago.

October 12, 1912.

My dear President Johnson:

I return herewith letter of President Johnson under date

of October 5th.

In view of the consistency reported by President Johnson

at the meeting last year, I should think it highly desirable that

we should identify ourselves with this organization, and I should

very much like to see it done.

presumably to attend the next meeting. Our relations of course

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University of Cincinnati. At the same time there is no reason why

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Yours very truly,

2
D. A. Johnson

President Harry Frost Johnson
University of Chicago.

DEPARTMENT OF BOTANY
DEPARTMENT OF NATURAL SCIENCE

The University of Chicago
The School of Education

7 269

November 20, 1916.

My dear President Judson:-

You may be interested in
glancing through a copy of the report on the
particular phase of the field work investigation
which was assigned to me for the New York meeting
of the Association of Urban Universities. Since
this is the only copy of the paper which I have in
hand, I think it may be well to send it to Mr. Butler's
office for file and future reference in case the
University College should keep up its connection with
the Association.

Very truly yours,

Clis W Caldwell

The University of Chicago

The School of Education

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Very truly yours,

Wm. W. Caldwell

Chicago, November 29, 1916

Dear Mr. Caldwell:

Thanks for yours of the 20th inst.
with enclosed report from field work. I shall be
interested in looking it over.

Very truly yours,

H.P.J. - L.

Mr. Otis W. Caldwell
The University of Chicago

Chicago, November 29, 1916

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RESULTS REPORTED FROM FIELD WORK
CONDUCTED UNDER AUSPICES OF UNIVERSITIES

*(Ctes W. Caldwell, University College,
University of Chicago)*

It is the desire of the committee on investigation of field work to secure not only an outline of the types of field activities which are carried on, and to determine the extent to which such work is carried on, but to determine also the actual accomplishment of such work. Therefore, in this connection two inquiries were submitted for the purpose of determining the ways and extent to which public and private practices have been affected and the retroactive through university field activities/effect upon the university and its students. These inquiries, as stated, were:

1. Are the data gathered and results arrived at used to improve conditions in the field investigated?
2. Give a statement regarding results obtained by you in field work and the difficulties encountered.

The reports of results cover such a wide range of public activities that their presentation into anything like a significant classification is best accomplished under three types of groupings, as follows:

- A. A tabulation of the numbers giving favorable or unfavorable results upon the points about which questions were asked.

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 (Dr. W. Caldwell, University of Chicago)
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 2. Give a statement regarding results obtained by you in field work and the difficulties encountered.
- The reports of results cover such a wide range of public activities that their presentation into anything like a significant classification is best accomplished under three types of groupings, as follows:
- A. A tabulation of the numbers giving favorable or unfavorable results upon the points about which questions were asked.

- B. A summary of the most important constructive results reported, with these results classified under appropriate group headings.
- C. A summary of the most significant obstacles encountered, with these obstacles classified under appropriate group headings.

To this end, the following form for presentation of results has been organized:

A. Numerical Tabulation of Reports.

- 1. Number of institutions reporting favorable results.
- 2. Number of institutions reporting unfavorable results.

B. Summary of Constructive Results. (These are classified under the following headings):

- 1. General sociological results.
- 2. General instruction in political science.
- 3. Results in public health and morals, intelligence, sewage, disease prevention, housing conditions, etc.
- 4. Direct assistance toward legislation.
- 5. Assistance in playgrounds and parks.
- 6. Assistance in budget-making.
- 7. Relation to public school systems.
- 8. Training as industrial workers.
- 9. Training of special workers as supervisors, superintendents, special investigators.

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9. Training of special workers as supervisors, superintendents, special investigators.

10. Cooperative industrial workers.
11. As means of helping class-room work in the university.

C. Summary of Obstacles Encountered in Conducting Field Work.

The difficulties encountered are grouped as follows:

1. Inability to give worker proper responsibility and faithfulness.
2. Need of convincing presentation and tact; suspicion of cooperating agencies, and lack of cooperation.
3. Lack of time for field work.
4. Lack of adequate training, and supervision of workers.
5. Exploitation of workers by cooperating agencies.
6. Lack of responsibility on part of cooperating agencies.
7. Lack of opportunity for field work.
8. Lack of outlook for employment of persons trained in field work.

A considerable number of the replies are general in their nature, and while they are included in the numerical tabulation of replies, the classification under B and C includes only those replies which are sufficiently specific to give a fairly definite idea of the results secured. In most cases the reply is quoted in full. In some cases but a part of the reply is quoted, but care has been taken to avoid omissions which would in any way change the meaning of the whole reply. In a very small number of cases the replies

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are distinctly controversial and these are omitted from the report.

A. Numerical Tabulation of Reports.

1. Number of organizations reporting favorable results from field work 64
2. Number of organizations reporting unfavorable results from field work 11*

In some cases more than one department in assisting institution reported on this question and all reports are counted.

~~It must be understood that a reading of the statements~~
made in the reports in several cases indicates the difficulty which lay in the way of a more favorable result, and some point out the method of removing the difficulty. Some of these suggestions appear under C, later in this paper.

1. General Sociological Results.

Adelphi College (Sociology):

"Adult students in extension courses are more able to evaluate and interpret actual conditions in society."

Brown University (Social Service):

"Some students have been trained to do fair case work. It is difficult to find efficient trainers in agencies, as it is to find graded tasks in the performance of which the student can do no harm to the individual or family under treatment. One student has made a small housing survey. The difficulty here was all with the student. One student has made a directory (with evaluation) of social institutions and agencies of the City of Providence. It was here difficult to obtain information from Roman Catholic institutions."

*

Chicago School of Civics and Philanthropy:

"So close is the cooperation between social agencies and the Chicago School of Civics that their superintendents have come

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2. Number of organizations reporting unfavorable
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1. Number of organizations reporting favorable
 results from field work 24

A. Numerical Tabulation of Reports.

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most cases were not
 included in families and
 had no relation with religious activity
 shown in the paper

to be considered an extension of our staff."

Hamline University (Social Science):

"Principal value has been to give students who are considering social work as a career a chance to try themselves out and also a more intimate knowledge of some of the drudgery connected with social work."

Indiana University (Social Science)

1. Study of 115 wage earning mothers.
2. Study of 120 defective patients.
3. Preliminary study of 12 subnormal family groups.
4. The association of dependence in 700 families.
5. Study of 200 wage earning women.
6. Study of social aspects of school attendance.
7. The foreigner in Indianapolis."

University of Utah (Sociology)

"Survey of women employees as to carrying out of the minimum wage. Family survey of a large city suburb. Partial family survey of Ogden. Industrial survey of several large rural districts. Charity survey of the state."

Western Reserve University (Sociology)

"In case of assignment to particular task in connection with social agencies in Cleveland, the data and conclusions drawn from the data have been so used," - in connection with the work of these social agencies.

Reid College (Sociology):

"Sometimes (have used results of field work), though we haven't stressed this so much as we should. We plan to print reports more often and distribute them more widely."

Pennsylvania School for Social Service:

"An attempt has been made to make students see the bearing on social conditions of their work, and to help them interpret their work in terms of the social program."

Harvard University (Social Ethics):

"Yes. Subjects are chosen which make this possible. It is the cooperating agency which generally charges itself with making the improvement," - which the results of field work make possible.

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Hawaii University (Social Science):
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Hamline University of Social Science:

"Yes, by the United Charities" - the results are used.

Springfield, Mass., Bureau of Municipal Research.

"Ultimate specific usefulness is a desirable thing, but the undergraduate is not serious enough to expect anything very useful in the way of results."

2. General Instruction in Political Science.

Indiana Central University (Social Service):

"All our field work in sociology, charities, punishment and reformation, economic principles, public finance, and municipal government have been most gratifying and successful. All officers and agencies have cooperated very favorably."

Oberlin College (*Political Science*):

"Yes, in some cases. Report improved quality of political candidates in Lorain Co."

College of the City of New York (Education):

"The student's work is generally a part of a serious piece of investigation as the agencies to which they are assigned regard them as exceedingly valuable."

3. Results in Public Health and Morals, Public Intelligence, Sewage Disposal, Disease Prevention, Housing Conditions, etc.

Bryn Mawr College (Social Economy):

"The direct result of an investigation into the relation between occupation and disease in cooperation with the University Hospital of Philadelphia, has been to crystallize the interest at the hospital and to result in the formation of an occupational clinic. I believe that in most cases the educational value to the student has been satisfactory. In at least two agencies it has seemed to me that the work has aided the agency in standardization and method."

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Reed College (Sociology):

"The report on moving picture shows probably developed the censorship. The report on unemployment had a good deal of effect. The investigation on law enforcement of the red light abatement law resulted in the closing of a number of houses. The report on desertion to the Associated Charities has had good results. Other lines of work yielding good results have been: Summer camp for boys up the Columbia; Committee work with the Oregon Civic League; The club work with the Jewish Neighborhood House, with the People's Institute, and on Playgrounds; Studies of the Juvenile Court."

Smith College (Sociology):

"Housing studies and photos used for a departmental exhibit of slum conditions. Photos used for lantern slides shown in classes and in public lectures. Statistics on infant mortality and a Baby Welfare Exhibit were used."

Syracuse University (Sociology):

"Work four years old has made some definite improvement in children, especially small ones of the District."

Pennsylvania State College (Political Science):

"This work was undertaken in order to find the number of persons rooming in the various houses in the town and to find the average number of persons per room. Also to discover other conditions that should be bettered."

Institute for Public Service:

"New York's beaches were recovered for the public as the outcome of investigation by a training school man."

Harvard University (Education):

"One of our students made a careful study of the results of the recent Child Labor laws in Massachusetts. Another studied conditions in employment in commercial houses in Boston for the Boston Chamber of Commerce, the results to be used for formulating a policy with respect to commercial education."

University of Tennessee (Sociology):

"Data regarding sewage and water connections used in agitation to persuade City Commissioners to make certain improvements. Other data used in ~~connection~~ agitation for playgrounds."

University of Akron (Economics and Sociology):

"In a housing survey of congested districts, conducted for two semesters, and in sanitary inspection, important facts were brought to light and many conditions were improved."

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4. Direct Assistance toward Legislation.

University of Kansas (Political Science):

"Such subjects as,

1. Operation of various laws as primary legislation.
2. Practice of the governor's veto.
3. Procedure of the legislature.
4. Cost of the state government.
5. Cost of elections.
6. Attitude of the courts toward social and economic legislation."

University of Minnesota (Political Science):

"In certain investigations the results were used by the legislature before passing a bill for a State Tax Commission, used in the organization of the Commission. The men who did the research work were employed as field agents of the Commission."

"During the year about 3000 cases were handled in the Legal Aid Bureau presenting legal questions of infinite variety and actual practice of wide range. Participation in this work by the students makes them not only better lawyers but better citizens. The students make surprisingly few serious mistakes in conducting the affairs of their indigent clients."

University of Wisconsin (Political Science):

"Bills drafted are placed at the services of the bill drafting department of the Legislative Reference Library, and the materials gathered are at the service of legislators."

University of Nebraska (Political Science):

"Yes. Often used by the State Legislature and officers of administration as guides in practical problems."

University of Minnesota (*Political Science*):

"Yes. The results have been called for by the Governor, and the State Legislature. Material was placed in State Library."

Wm. Jewell College, Liberty, Mo. (Political Science):

"Yes. For Commercial Clubs, City Council and City Administration."

Indiana University (Education):

"Results preserved in collections of bureau or in form of laws enacted."

Idaho University (Political Science):

"They are placed in a form that any who care can secure them. Frequently they are published."

Direct assistance toward legislation

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University of Southern California (Sociology):

"We study the jails and report to the State Board of Charities and Corrections; fatal accidents on highways, and report to Board of Supervisors; housing conditions, and report to Housing Commission. In many cases facts are used as basis of legislation."

5. Assistance in Playgrounds and Parks.

University of Tennessee (Sociology):

"Data used in agitation for playgrounds."

6. Assistance in Budget-Making.

Several of the Special Service Bureaus assist in this work but specific results are not given with sufficient clearness to make them available in this summary.

7. Relation to Public School Systems.

Smith College (Sociology):

"Survey of backward children led to a petition to State Legislature for an appropriation for a new institution for the feeble-minded."

School of Social Economy, St. Louis:

"The opportunity which students have to put into practical operation facts learned not only in the regular course but in the story telling hour and in the gymnasium work."

Institute for Public Service:

"State-wide school surveys for Wisconsin and Ohio were made possible by training school men."

University of Cincinnati (Education):

"Regular teachers in the City schools are doing some fine field work in seminar courses in Education, in 'measurement' work. Standard tests are used, and the relation of the College of Teachers to the Public School System makes this an ideal field for gathering data."

University of Cincinnati (Psychology):

"About 800 cases of retarded school children have been examined. Their mental, physical and medical condition is determined and recorded, and recommendations made regarding methods of handling these children both in school and home."

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"We study the jails and report to the State Board of Corrections
and Corrections; fatal accidents on highways, and report to
Board of Supervisors; housing conditions, and report to Housing
Commission. In many cases facts are used as basis of legislation."

5. Assistance in Playgrounds and Parks.

University of Tennessee (Sociology):
"Data used in citation for playgrounds."

6. Assistance in Budget-Making.

Several of the Special Service Bureau assist in this work but
specific results are not given with sufficient clearness to make
them available in this summary.

7. Relation to Public School Systems.

Smith College (Sociology):
"Survey of backward children led to a petition to State Legis-
lature for an appropriation for a new institution for the feeble-
minded."

School of Social Economy, St. Louis:
"The opportunity which students have to put into practical
operation has been not only in the regular course but in
the story telling hour and in the gymnasium work."

Institute for Public Service:
"State-wide school surveys for Wisconsin and Ohio were made
possible by training school men."

University of Cincinnati (Education):
"Regular teachers in the City schools are doing some fine field
work in seminar courses in Education, in 'measurement' work.
Standard tests are used, and the relation of the College of
Teachers to the Public School System makes this an ideal field
for gathering data."

University of Cincinnati (Psychology):
"About 800 cases of retarded school children have been examined.
Their mental, physical and medical condition is determined and
recorded, and recommendations made regarding methods of handling
these children both in school and home."

Indiana University (Education):

"By all means. Better teachers and constructive workers are obtained."

University of Cincinnati (Political Science):

"Yes. Investigation of retarded school children determines whether or not they shall be put in special classes."

8. Training of Industrial Workers.

University of Cincinnati:

"Students are expected to use information in improving their work in plants as far as possible."

9. Training of Special Workers as Supervisors, Superintendents, and Special Investigators.

Pennsylvania College for Women (Social Service):

"Some students have secured apprentice positions in social work and have risen rapidly. To my mind the educational value is most important, contact with life and exercise of faculties not ordinarily used in the classroom have most favorable reactions upon the student."

Pennsylvania School for Social Service:

"Personal results vary according to the personality and previous background of each student. The principal community result aimed at has been realization on the part of the agencies of their responsibility in socializing the community and standardizing of social work by careful training of students."

School of Social Economy, St. Louis:

"Judging from the fact that many of our students are now successfully occupying positions of responsibility, I should say our work had been fairly successful."

University of Cincinnati (Household Arts):

"Frequently students are assigned research work by companies in whose employ they are at the time."

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10. Coöperative Individual Workers.

University of Cincinnati (Chemistry):

"Many students are employed in work of purely research character. Their problems are worked upon partly at the University and partly at the factory."

University of Cincinnati (Civil Engineering):

"The facilities of laboratories are offered coöperating agencies under suitable arrangements. Students bring special problems to the department for investigation and the instructors coöperate in directing research and test work."

Boston University (Administration):

"Very often the student selects as his thesis an investigation for his employer the results of which may change conditions in the shop very materially."

11. As means of helping classroom work in the university.

University of Cincinnati:

"The training the students have received has in almost every instance been very valuable for them, and they have almost always responded better than in any other course where the instructors have been able to observe their work."

Adelphi College (Sociology):

Results are useful "only as an aid to instruction of the students".

Columbia University (Politics):

Results of field work "Arouse interest of students as no mere academic work does. Strengthens interest in academic work. Should be used with great care and under reliably controlled supervision".

Indiana University (Political Science):

"I have found this work very beneficial to students. The group of students should be selected. We would do more if we had the students".

University of Nebraska (Political Science):

"During legislative session I have a class of about fifty---largely law students---in practice legislation. It is divided into six sections one of which reports each day upon research work in subjects coming before the legislature. Great interest and enthusiasm marks the work of the class."

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University of Illinois (Political Science);

"The real merit of such work lies in the added interest it will give the students in the work and a greater appreciation of specific problems."

De Pauw University (Economics):

"One of the best ways of making the student take a vital interest in his world."

Simmons College (Economics):

"No experience of the four years undergraduate work of the college seems to have a more maturing or inspiring effect upon the student than the field work in economics."

University of Oklahoma (School of Commerce):

"I regard field work as the best part of education. Students put more zest and intelligence into it than in the regular class work."

Massachusetts Department of University Extension (Education):

"Field work is absolutely essential for some kinds of instruction."

University of Cincinnati (Civil Engineering):

"Results are excellent. Students get thorough understanding of both theory and practice. He also gets physical benefits from active work outside and can earn considerable part of college expenses. His mental attitude toward college work is much more serious due to contact with men engaged in the work of the world of industry."

University of Cincinnati (Chemistry):

"Students show keener interest in the university work than students as a whole who are following the regular course in engineering."

University of Cincinnati (Household Arts):

"The students find field work physically taxing and were it not for their interest they would tire out. It is a good test of endurance and sincerity of motive. I know of no other means of discovering so surely the student's capacity for work and responsibility."

University of Cincinnati (Electrical Engineering):
"Results confirm the view that only by simultaneous exercise in technical theory and commercial ~~field~~ field work can a student be prepared for efficient effort in the field of modern engineering."

University of Illinois (Political Science):
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C. The Obstacles Encountered

I. Inability to give worker proper responsibility and faithfulness.

Adelphi College (Sociology):

"Sometimes difficult to get student to feel as much responsibility in field work as in class work."

Insert here Page 13^a (just following)

Brown University (Social Science):

"Some students have been trained to do fair case work. It is difficult to find efficient trainers in agencies, as it is to find graded tasks in the performance of which the student can do no harm to the individual or family under treatment. One student has made a small housing survey. The difficulty here was all with the student."

"One student has made a directory (with evaluation of social institutions and agencies of the City of Providence. It was here difficult to obtain information from Roman Catholic institutions."

Chicago School of Civics and Philanthropy:

"So close is the cooperation between social agencies and the Chicago School of Civics that their superintendents have come to be considered an extension of our staff."

Hamline University (Social Science):

"Principal value has been to give students who are considering social work as a career a chance to try themselves out and also to get a more intimate knowledge of some of the drudgery connected with social work."

Indiana University (Social Science)

- "1. Study of 115 Wage Earning Mothers.
 - "2. Study of 120 Defective Patients.
 - "3. Preliminary Study of 12 Subnormal Family Groups.
 - "4. The Association of Dependence in Seven Hundred Families.
 - "5. Study of 200 Wage Earning Women.
 - "6. Study of Social Aspects of School Attendance.
 - "7. Study of the Foreigner in Indianapolis.
- "Want of accuracy and ingenuity in students with consequent necessity of more supervision. Too few workers to supervise all students."

Pennsylvania College for Women (Social Service)

"(1) In adjusting hours for work with rigid requirements of a college schedule. (2) In securing a type of field work which will develop the individual student."

C. The Graduate Program

1. Liability to give worker proper responsibility and faithfulness.

Adolph College (Social Science):

"Sometimes difficult to get student to feel as much responsibility in field work as in class work."
Insert here Page 12 (Just following)

Green University (Social Science):

"Some students have been trained to do their own work. It is difficult to find efficient treatment in agencies, as it is to find graded tasks in the performance of which the student can do no harm to the individual or family under treatment. One student has made a small housing survey. The difficulty here was with the student."

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"(1) In adjusting hours for work with rigid requirements of a college schedule. (2) In securing a type of field work which will develop the individual student."

University of Akron, Ohio (Economics and Sociology):

"The difficulties are mostly on the part of the students doing irregular work,- not keeping the same earnestness as in class work. Carelessness would pretty well cover it. A system of daily checking in of hours is necessary."

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University of Utah (Sociology):

"Survey of women employees as to carrying out of the minimum wage. Family survey of a large city suburb. Partial family survey of Ogden. Industrial survey of several large rural districts. Charity survey of the state."

Harvard University (Municipal Government):

"Chief difficulties are those of impressing on students the need of care, industry and accuracy. Too many of them want to make their own precocious ideas take the place of manual labor."

Pennsylvania University (Public Administration):

"The results are mostly in the students themselves, who feel that they are getting acquainted with real conditions and above all that they are educating themselves rather than being told by the professor."

2. Need of convincing presentation and tact; suspicion of cooperating agencies and lack of cooperation.

Bryn Mawr College (Social Economy):

"The greatest difficulties have been in initiating the connection between a new department and the various agencies which required in advance an initial acquaintance on the part of the Director with the field, as the Director has not lived in this vicinity heretofore : also in two fields of work the agency was newly established in Philadelphia and difficulties were thus encountered."

Indiana Central University (Social Science):

"Our only difficulty is in investigating conditions among people in foreign sections, on account of language and prejudice or fear, and opposition from some officials who fear the results of the investigation."

Syracuse University (Sociology):

"Suspicion of foreigners; race and religious prejudice."

University of Utah (Sociology):

"The reluctance on the part of municipal and state officers to cooperate."

University of Idaho (Political Science):

"Overcoming a local prejudice against the University doing anything but teach, or its representatives telling the state what is the matter. We think we are overcoming."

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Institute for Public Service (Wm. H. Allen)

"The most serious single difficulty lies in the fact that so many men who are teaching sociology, government and economics have not themselves been baptized in field work or have not been under loads of urgent importance to communities so that they feel for the possibilities of field work."

College of the City of New York (Education):

"Lack of cooperation on part of the regular instructors in the schools used for practice field work."

University of Akron, Ohio (Engineering):

"Experience gained in competition with other workers is of special value. B. Chiefly in starting with the faculty and not with the producers. So many educators become so dictatorial thru constant contact with students that they find it hard to cooperate with business interests and remember that the producer is primarily interested in production and not education."

3. Lack of time for field work.

University of Cincinnati (Social Science):

"As a general rule the student does not have the time to devote to field work. Most of my students are compelled to earn a part or all of the money necessary to their support. Considering this fact the results obtained have been very satisfactory."

Harvard University, (Social Ethics) :

"There is danger that field work will absorb a very large amount of the instructors' time in meeting special questions. At every point he must consider the interests of the student, of the university, of the agency and of society. In all social work the absence of tact on the part of the student or the instructor may make trouble all of which may be overcome by the exercise of good common sense and patience."

University of Pennsylvania (Political Science):

"To find adequate time for investigation when taking a number of courses."

University of Oberlin (Political Science)

"Waste of time proving what the imagination ought to grasp. Doing work which though giving students some knowledge of actual conditions has not materially improved their power to think. "Useful" and miscellaneous information is not what a college is for,- using the term useful in the popular sense. A college course should primarily deal with fundamental principles. Much field work does not help along these lines."

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4. Lack of adequate training and supervision of worker.

Indiana Central University (Social Science):

"Our only difficulty is in investigating conditions among people in foreign sections, on account of language and prejudice or fear, and opposition from some officials who fear the results of the investigation."

New York Training School for Community Workers:

"The difficulties are those inherent in a new and somewhat experimental training course which attempted to teach methods, not yet sufficiently standardized, to people whose capacities were varied."

New York School of Philanthropy:

"The great difficulty is to find people doing practical work, who have knowledge of a technique which they can communicate to students. When such trainers are found the results are entirely satisfactory."

University of Tennessee (Sociology)

"The chief difficulty in making a social survey with the aid of a group of students is to secure uniformity and accuracy in filling out schedules."

Western Reserve University (Sociology):

"In general the work has been fragmentary, disconnected, poorly correlated with the classroom work, and its potential educational value has not been achieved.

"Our difficulty is that of getting the field work properly organized and supervised."

University of Cincinnati (Administration):

"At first it was difficult to have students learn to gather essential information. 2. To have them learn to organize and present the information they obtained."

University of Cincinnati (Household Arts):

"The schedule of time constitutes a difficulty that is partly overcome by summer work in institutions. We feel the need of an industrial coordinator whose time can be devoted to supervision and follow up work."

5. Exploitation of workers by cooperating agencies.

Pennsylvania School for Social Service:

"One difficulty has been in finding workers in other than case work agencies who take the students seriously as workers in training instead of considering them simply as volunteers to be used to the best advantage of the agency."

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School of Social Economy, St. Louis (Students Case Work):

"Not all agencies are willing to give work from the point of view of training students. Agents do not have sufficient time for supervision."

6. Lack of responsibility on part of cooperating agencies.

School of Social Economy, St. Louis:

"Agencies are not always responsible in supervision of students. Reports are not handed in on time. In some cases the student has not been able to carry the work far enough to really gain the results desired."

7. Lack of opportunity for field work.

Cincinnati University (Political Science):

"The few numbers of students that can be accommodated, and the limited number of places in the public service, and the limited amount of time the students can give to the work."

Ohio Wesleyan (Education):

"Lack of facilities.

"Lack of help to supervise it."

8. Lack of method for employment of persons trained in field work.

Swarthmore College (Political Science):

"Difficulty chiefly that public service as now constituted with uncertain tenure and low salary offers no attraction to young men who can enter a business or professional career.

"From this point of view your movement seems to me somewhat premature or misapplied. What we need is a public service sufficiently protected in which merit is sufficiently remunerated and advanced so that it offers careers to men of talent and ambition. Colleges need to train men who will throw themselves into politics for progressive causes far more than they need to train them for jobs in the public services. Most of the colleges are afraid to undertake the first of these tasks. As a result we have a citizenship full of clever experts most of whom are confirmed "pussy-footers" when a real issue arises in their community."

University of Minnesota (Mechanical Engineering):

"There is some difficulty in obtaining enough places for our students. Employers hesitate employing students for a period of only 10 weeks."

From the preceding data it becomes strikingly evident that field

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