

7 C & A

A PLAN FOR A
COMPREHENSIVE SYSTEM OF TRAINING
for the
RESPONSIBLE PERSONNEL
of the
SUPPLY SERVICE

PREPARED BY
THE SCHOOL OF COMMERCE AND ADMINISTRATION
THE UNIVERSITY OF CHICAGO

The University of Chicago
The School of Commerce and Administration

August 30, 1917

To the President of the University:

Sir:

I submit a brief report on a suggested method of training the skilled supply personnel of the United States Army.

The School of Commerce and Administration has for several months been conducting a training course in this field. Our work has been well received, and we are glad to render the service. We are convinced, however, that greater results can be secured by the government by the use of a more comprehensive plan, - one uniting more coherently the expert services of both military men and business instructors. This report presents such a plan.

The Departmental Quartermaster, Col. McNeil, and the Departmental Ordnance Officer, Col. Burr, suggest the desirability of forwarding the report to the appropriate officials at Washington. I transmit it to you for such action as seems to you desirable.

Respectfully submitted,

LC Marshall

Dean

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THE UNIVERSITY OF CHICAGO
THE SCHOOL OF COMMERCE AND ADMINISTRATION

TO THE PRESIDENT OF THE UNIVERSITY

SIR:

I enclose a brief report on a suggested method of
conducting the work of the School of Commerce and Administration
during the year 1911-1912.

The School of Commerce and Administration has for the past
few years been engaged in a study of the various methods of
conducting the work of the School. The results of this study
have been summarized in a report which is enclosed herewith.
The report is divided into two parts. The first part
contains a general statement of the principles which should
govern the work of the School. The second part contains
a detailed statement of the proposed method of conducting
the work of the School during the year 1911-1912.
The proposed method is based on the following principles:
1. The work of the School should be conducted in a
systematic and organized manner.
2. The work of the School should be conducted in a
cooperative and collaborative manner.
3. The work of the School should be conducted in a
flexible and adaptable manner.
4. The work of the School should be conducted in a
progressive and forward-looking manner.
5. The work of the School should be conducted in a
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OUTLINE OF A CASE FOR A COMPREHENSIVE SYSTEM OF TRAINING FOR THE PERSONNEL IN THE SUPPLY SERVICE

I. THE PURPOSE OF THE DOCUMENT

OUTLINE OF A CASE FOR A COMPREHENSIVE SYSTEM OF TRAINING FOR THE RESPONSIBLE PERSONNEL IN THE SUPPLY SERVICE

1. The supply service of the modern army is so vast, intricate, and rapidly changing that it challenges our best engineering genius, and demands from its responsible personnel efficient mastery of details plus business skill and breadth of understanding. Acquiring good raw material, there is yet required wisely directed, systematic, severe training. The supply service is a vast and intricate system of work in which situations are constantly arising.

FOREWORD

2. The number of responsible personnel who must be filled by men in the supply service of the Quartermaster Corps, the Ordnance Department, the Signal Corps, the Corps of Engineers, etc., is very great. They must be trained. The only issue is how to train them.

This document urges that the appropriate military authorities set up training schools or camps for the comprehensive training of the skilled personnel of the army supply services, through cooperative action of experts in military matters and in business instruction.

The matter is presented for the consideration of already overburdened officials only after thought, experimentation, and consultation have apparently established its value. Whether the thought has been well taken must be estimated from the document itself. The experimentation has been mainly of two types. The first covers the experience of supply officials of considerable responsibility who have, through necessity, been operating their offices with a personnel of men having good business experience but no specific training in army supply work. The second embraces the experience of one college of commerce which, by official request, has been conducting such training with fair results, but with much wasted effort. The consultation has been with the responsible officials of the main supply departments of the Central Territorial Department.

The training given by these colleges, while not well standardized, is in most cases largely of the business variety - which is good - and lacks those elements which military supply officers would supply. At the very best, the conditions under which these colleges operate were poorly coordinated, and some wasteful effort. Some, too, will not continue to work with any regularity in these agencies for training. It was our aim to present a case for a comprehensive system of training for the personnel in the supply service.

OUTLINE OF A CASE FOR A COMPREHENSIVE SYSTEM OF TRAINING FOR THE RESPONSIBLE
PERSONNEL IN THE SUPPLY SERVICE

I. The Character of the Opportunity

- A. It is a commonplace that the modern army faces defeat unless its supply service is efficiently conducted.
- B. The supply service of the modern army is so vast, intricate, and rapidly changing that it challenges our best organizing capacity, and demands from its responsible personnel efficient conduct of details plus resourcefulness and breadth of understanding. Assuming good raw material, there is yet required keenly directed, systematic, severe training. The apprenticeship system has long since broken down in such situations.
- C. The number of responsible positions which must be filled by new men in the supply services of the Quartermaster Corps, the Ordnance Department, the Signal Corps, the Corps of Engineers, etc., is very great. They must be trained. The only issue is how to train them.

II. The Methods now Being Used to Secure and Train this Skilled Personnel, while Commendable, are not Adequate.

- A. Men with good business experience are taken into the supply services as commissioned or non-commissioned officers. They are trained, sometimes by a clerk, sometimes by an apprenticeship system of a sort. When their duties are narrowly routine in character, these men qualify rapidly. When their duties are responsible, experience demonstrates the wastefulness of the system.
- B. Similar material has been drawn into the supply services from the Officers' Training Camps. These men have received line training, which is good. They are still to be trained to grapple with the intricacies of modern supply and supply control.
- C. Some ten Colleges of Commerce are giving preliminary training for the skilled business personnel of the Ordnance Department and the Quartermaster Corps, with their product in demand by other supply departments. The training given by these colleges, while not well standardized, is in most cases largely of the business variety - which is good - and lacks those elements which skilled army officers could supply. At the very best, the conditions under which these colleges operate means poorly coordinated, and hence wasteful effort. Even so, will men continue to come with any regularity to these agencies for training? No one can say. It is a volunteer effort.

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III. THE PROPOSAL HERE MADE is that experts in business education, working cooperatively with military experts, should provide that carefully planned, well-rounded training which will give this skilled supply personnel both technical competency and wisely directed initiative. In specific terms, this means

- A. All present methods can be continued if so desired, but their general supervision should rest with the organization mentioned in the next paragraph, to the end of guaranteeing adequate systematic training of all men entering the service.
- B. As a standardizing agency as well as the main source of supply, of trained men, A SUPPLY PERSONNEL TRAINING SCHOOL, OR CAMP, OR SECTION OF AN EXISTING CAMP, SHOULD BE ESTABLISHED. In such a school or camp
 1. Under a responsible head, military and business instruction conducted by experts, should be fused into one coherent whole. Training for the supply service of a modern army should be taken up as a comprehensive, enormous problem at the solution of which specialists should work cooperatively. The training should not be given piecemeal as a series of "topics", or at disjointed periods of time.
 2. The standard course or text which other agencies could utilize should be produced as a by-product.

IV. This Proposal is Capable of Prompt and Efficient Translation into Action.

- A. Army officials can tell the number of men who should be thus trained and steps can be taken to secure a sufficient amount of good raw material for the training.
- B. The cooperative action of military and civilian instructors can quickly be secured. Military instructors are already assigned to camps. Instructors from our schools of commerce would doubtless be supplied gratis by the Universities. European supply experience can readily be made available.
- C. The physical plant involved would be quite simple aside from quarters for the men.
- D. A working hypothesis or outline or text of some 175 pages of such a course is already largely in existence. Instruction could be started at once so far as that aspect of the matter is concerned, and the text could be improved as the course progresses. Appendix I (pp 5 - 11 of this document) gives a brief table of contents of this existing text. Appendix II (pp 12 ff of this document) shows the expanded form of one section.

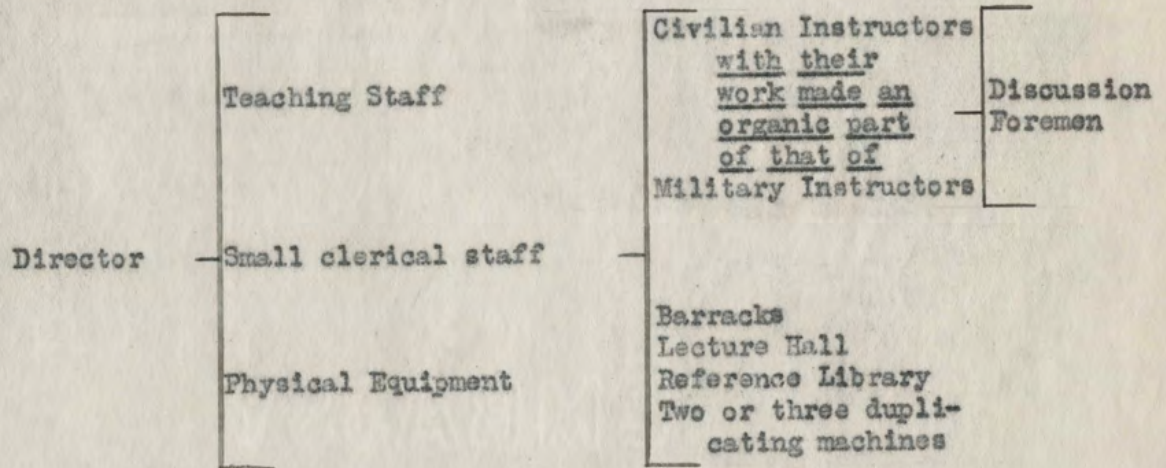
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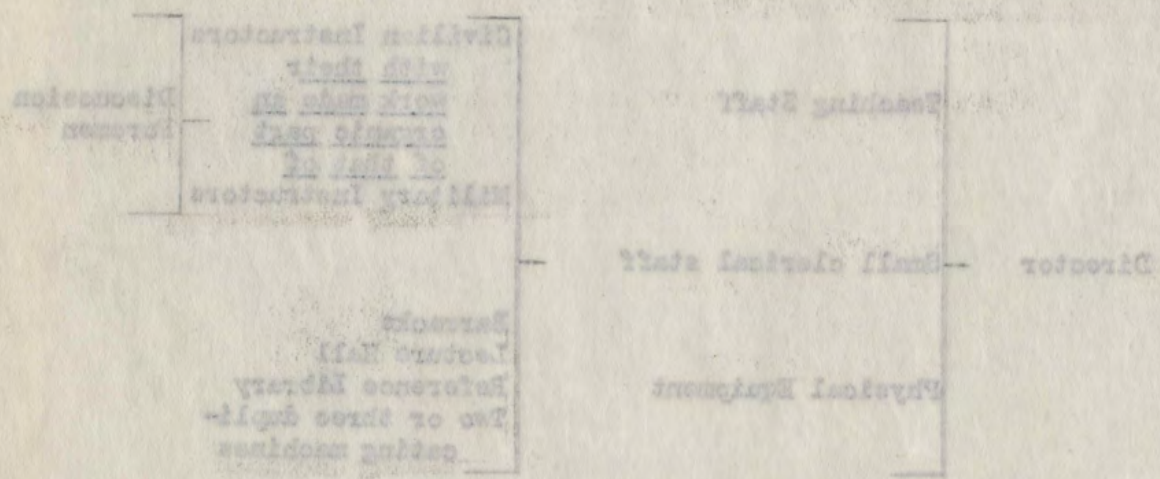
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- E. A book of readings could readily be developed to accompany the text. The references have already been worked out.
- F. Laboratory work in the form of actual contact with supply operations and control can readily be made available at the camp or camps.
- G. A very simple organization would be sufficient to carry the plan through. A suggested organization follows:



Note: The amount or number of each item is not here discussed. This amount will vary, of course, with the number of students involved but not all items will increase in direct proportion to the increase of students.

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APPENDIX I.

BRIEF TABLE OF CONTENTS OF A COMPREHENSIVE COURSE IN ARMY SUPPLY WORK

This is to be presented as a working hypothesis. The experts assembled to conduct such a course could greatly improve upon this outline as the work progressed.

APPENDIX I.

BRIEF TABLE OF CONTENTS OF A COMPREHENSIVE COURSE IN ARMY SUPPLY WORK.

- I. SOME PHASES OF THE MILITARY ORGANIZATION OF THE UNITED STATES. (Discussed not as an end in itself but as the framework into which the supply organization is fitted.)
 - A. The President and the War Department
 1. The President
 2. The Secretary of War and his Department
 - B. Army Organization in Terms of Territory
 1. The Service of the Interior
 - a. The Functions and Organization of the territorial department
 - b. Matters outside the jurisdiction of the territorial department
 2. The Service of the Theater of Operations
 - a. The functions and organization of the zone of the line of communications
 - b. The functions and organization of the zone of the advance.
 - C. Army Organization in terms of Line and Staff
 1. The theory of line and staff organization
 2. Army Line Organization
 - a. The traditional position of "the line"
 - b. Line organization illustrated by the Division
 - c. Line organization in terms of territory
 3. The Staff services (with particular reference to the Ordnance Department and the Quartermaster Corps)
 - a. The Significance of the Staff Services
 - b. The Quartermaster Corps
 - c. The Ordnance Department

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a. The Functions and Organization of the Territorial Department

b. Matters outside the Jurisdiction of the Territorial Department

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a. The Significance of the Staff Services

b. The Quartermaster Corps

c. The Ordnance Department

- d. Staff Organization in terms of Territory
- e. Staff Organization in its relation to the Line
- 4. Rapid Changes in the Tables of Organization

II. THE SUPPLY SERVICE OF THE MODERN ARMY.

- A. The Significance of Supply Service in the Conduct of military operations. (Supply involves supplying an army IN ACTION. There can be no efficient organization of supply except in the terms of the product involved.)
 - 1. Supply and Strategy
 - 2. Supply and tactics
 - 3. American vs European Experience
- B. The Physical Aspects of Supply. (The physical processes involved in getting supplies from the shop of the home producer to the man at the front.)
 - 1. Procurement
 - a. in the theater of operations
 - b. in the service of the Interior
 - 2. Assembly and Storage
 - a. the physical equipment
 - 3. Transmission
 - a. Rail and water transportation
 - b. The physical features of transmission in the line of communications and in the zone of the advance
 - 4. The English and French systems.
- C. The "Control" aspect of the problem
 - 1. The difficulties involved
 - a. The difficulties of control problems in general
 - b. The special difficulties in case of the modern army .

4. Staff Organization in terms of Territory
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6. Staff Changes in the Field of Organization

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2. Organization as an agency of control.

- a. The function and forms of Business Organization in general
- b. The supply organization viewed as an agency of control
(Presentation of a chart correlating general army organization
c and supply organization).
- c. The English, French and German organization plans.

3. Army Paper Work as a control instrument

- a. Paper work a facilitating device and not red tape.
- b. The component elements of a good paper form
 - Its purpose
 - Psychological principles involved
 - Good and bad illustrations in army forms
- c. Sketch of the structure of supply paper work (in terms of
the supply organization, in terms of army organization.)

III. RESPONSIBILITY AND ACCOUNTABILITY

A. General Considerations Governing Responsibility and Accountability

- 1. The Army point of view
- 2. Governmental Control of funds
 - a. The book of estimates and congressional action
 - b. The appropriation, apportionment and allotment system
 - c. The Federal System as that of an ordinary business
- 3. Some army practices in property responsibility and accountability
such as property classifications, expendibles, inspections, surveys,
memorandum receipts, returns, etc.
- 4. Responsibility and accountability in the theatre of operations

B. Paper Work of the Quartermaster Corps (worked out with laboratory sets)

- 1. Tracing actual operations connected with apportionment and allotment
 - a. In terms of adjustment with territorial organization of army work
 - b. In terms of adjustment with the classifications of supplies and ser-
vices
 - c. Laboratory practice work.

Appendix I

2. Organization as an agency of control.

a. The function and form of business organization in general

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(Presentation of a chart correlating general supply organization

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4. Responsibility and accountability in the structure of operations

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a. In terms of adjustment with territorial organization of army work

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vices

c. Laboratory practice work

2. Money Accountability

- a. Outline of the structure involved
- b. The account current and its supporting vouchers
- c. The cash book
- d. Laboratory practice work

3. Property Accountability

- a. Outline of the structure involved
- b. Types of returns and the supporting vouchers
- c. Laboratory practice work

C. Paper work of the Ordnance Department (The outline has the general features indicated in the outline of the Quartermaster Corps work.)

D. Applications to the Supply Services of other bureaus

IV. DETAILED CONSIDERATION OF ARMY PURCHASING

A. The Purchasing Function and Purchasing Policies

- 1. In business
- 2. In government service

B. Purchasing Practices with particular reference to Army Purchasing

- 1. The Formal Contract
 - a. Definition and use
 - b. Its formation and award
 - c. Records
- 2. The Informal Contract (Proposal and Acceptance)
- 3. Open Market Purchases
- 4. Purchasing in the theatre of operations

C. Quartermaster Corps purchasing laboratory set

D. Ordnance Department purchasing laboratory set.

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- a. Outline of the structure involved
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Appendix I

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V. Detailed consideration of Stores and Stowing

A. The Place of Stores in Industry

B. Prerequisites to efficient stores handling

1. Identification

2. Location

C. The functions of the storeskeeper

1. Receipt

2. Storage

3. Issue

4. Accounting

D. Government Practices

1. Supply Services in general

2. The work of the Quartermaster Corps

3. The work of the Ordnance Department

VI. TRANSPORTATION. (For Quartermaster service only. Shipping and receiving as conducted by other branches of the service are treated under paper work, Stores and Stowing.)

A. Introduction

1. The Significance of transportation in military operations

2. Characteristics of efficient transportation

3. Transportation in the present war.

B. Transportation in the United States Army

1. The Corps of Engineers and the Quartermaster Corps

2. Organization of the Quartermaster Corps with reference to transportation

C. Detailed discussion of Railroad Transportation

1. Relations between civil and military authorities

2. Railroad transportation in the service of the Interior

3. Railroad transportation in the theater of operations

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Appendix I

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D. Motor Transport

E. Wagon Transport

F. Pack Transport

G. Miscellaneous

VII. MISCELLANEOUS MILITARY INFORMATION NECESSARY FOR SUPPLY MEN.

A. Military Topography

B. Honors and Courtesies

C. Military Law

D. Military Correspondence and Orders

E. Civilian Employeds

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- D. Motor Transport
- E. Water Transport
- F. Pack Transport
- G. Miscellaneous

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APPENDIX II

SAMPLE OF ONE SECTION (on the Military Organization of the United States) OF THE TEXT NOW PRACTICALLY AVAILABLE FOR ARMY SUPPLY WORK

APPENDIX II

DETAILED SYLLABUS OF CHAPTER I, SECTIONS A AND B

(Note: The completed syllabus will contain 150-175 pp.)

CHAPTER I

SOME PHASES OF THE MILITARY ORGANIZATION OF THE UNITED STATES

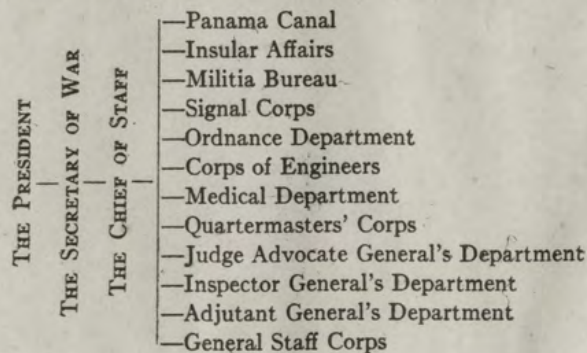
- A. The President and the War Department
- B. Army Organization in Terms of Territory
- C. Army Organization in Terms of Line and Staff

Our study, as a whole, concerns itself with the problems of supplying a modern army, assuming that the manufacture of the supplies has already occurred. The statement of the task indicates the order of treatment of the subject. The procurement of supplies, their physical handling and transfer, their issue, the systems of paper control (forms) used in these operations, are all dictated by army needs and are all accomplished in terms of army organization. The broad understanding of supply services, so essential to efficiency and wisely directed initiative in detailed transactions and operations, can come about only through an appreciation of the organization in which and through which the supply services are worked out. This means that we shall need to study certain phases of the military organization of the United States.

A. The President and the War Department.

1. *The President.*
2. *The Secretary of War and His Department.*

The center of our army organization is of course to be found in Washington. Constitutional provisions, legislative enactments, administrative rulings and precedents furnish the authority and guidance for the actions of the federal officials concerned. With the details of all this we are not concerned. Our purpose will have been accomplished when we secure an elementary understanding of the war powers and duties of the main divisions of the federal government and then, more particularly, a view of the scheme of organization by which the War Department carries out its supervision both of military and supply operations. Below is a skeleton organization chart of the more significant elements of the situation.



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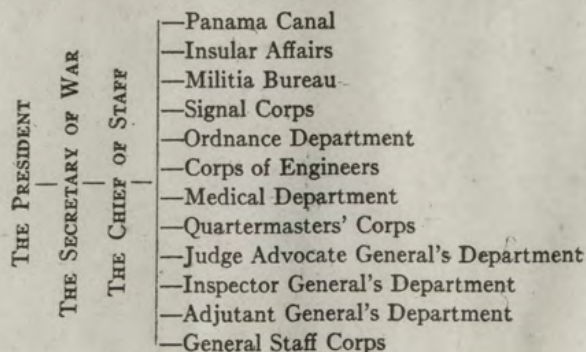
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APPENDIX II 2

READINGS

NOTE.—Unless otherwise stated, the references are to paragraphs.

Constitution of the United States.

Fairlie, J. A.: *The National Administration of the United States of America*; pp. 32-38 deal with the military power of the President; pp. 135-40, with the army organization in the past; pp. 140-48, with the bureau organization of the War Department. It should be noted that this work was published in 1905 and that numerous changes have occurred since that time.

McLaughlin and Hart: *Cyclopedia of American Government*, III, 648, "War Powers of the President." A brief and recent statement of the legal aspects of the case.

Finley and Sanderson: *The American Executive and Executive Methods*, chapter 18. A lengthier exposition of the war powers of the President.

Regulations for the Army of the United States, 1913, corrected to April 15, 1917 (abbreviated *A.R.*); pp. 752-73, General Staff Corps; p. 774, Adjutant General's Department; pp. 878-914, Inspector General's Department; p. 915, Judge Advocate General's Department; pp. 1000-9³/₄, Quartermaster Corps; pp. 1386-87, Medical Corps; pp. 1493-1510, Corps of Engineers; pp. 1511-2³/₄, Ordnance Department; pp. 1556-68, Signal Corps.

Manual for the Quartermaster Corps, United States Army (abbreviated *Q.M.C.M.*), pp. 1-38.

War College Division: *The Organization and Administration of the War Department Adapted to a Change from Peace Conditions to a State of War*, entire.

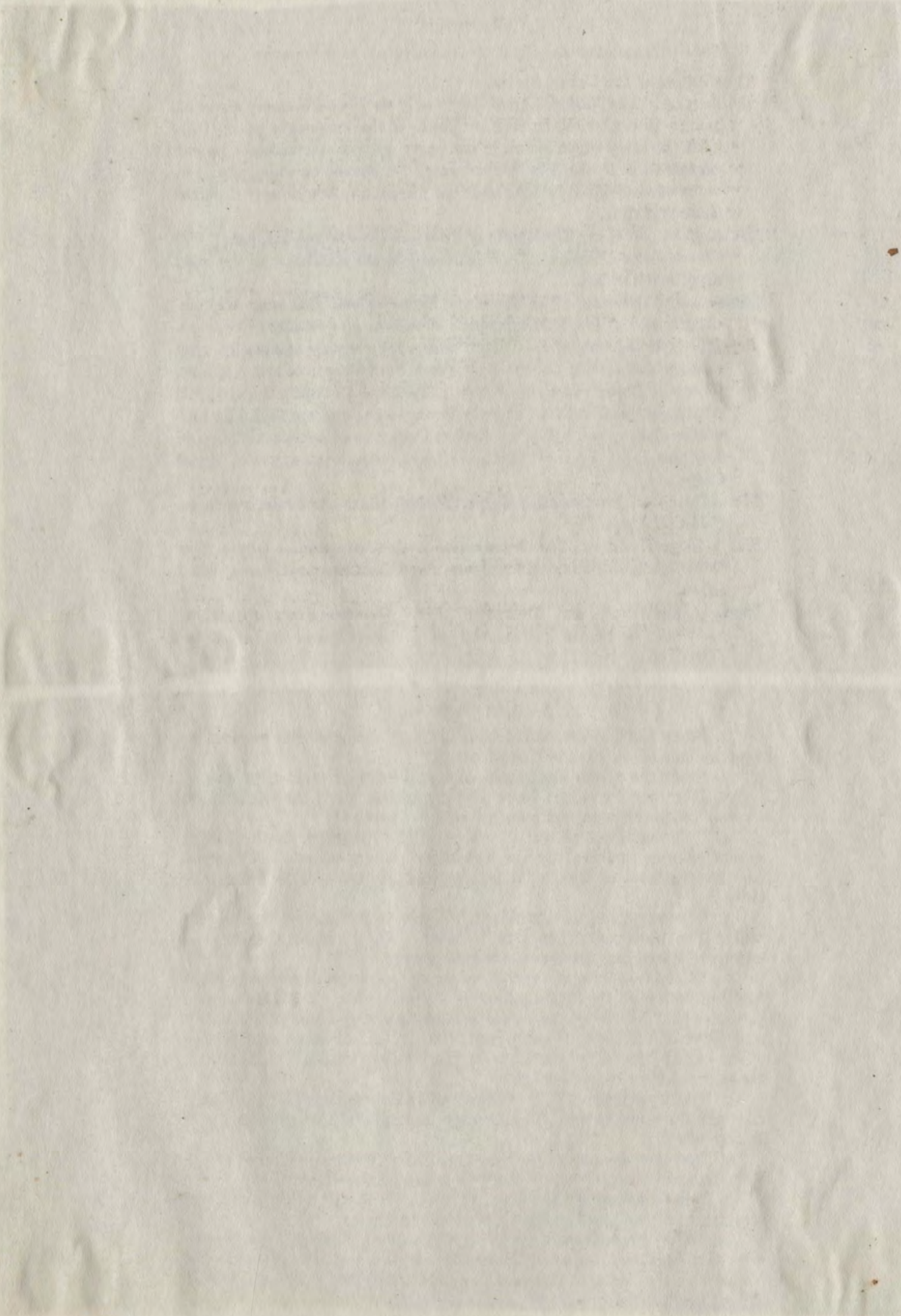
Lawton, McArthur, and Dempsey: *Field Quartermaster's Handbook*, pp. 1-14. A partial restatement of the material in *A.R.* and in *Q.M.C.M.*

QUESTIONS

1. State the powers and duties of the President with respect to war, as laid down by the Constitution.
2. State the power and duties of Congress with respect to war.
3. Does the President have any connection with the declaration of war? with the establishment of terms of peace?
4. "The conduct of war is vested in the President in the fullest extent save as qualified by the legislative powers vested in Congress and by the laws of war." What purpose lies back of these restrictions?
5. "In war time the President is likely to assume all the powers which the emergency requires." Why? Can he do this to the extent of exceeding his constitutional powers?
6. "Congress is given power to make 'rules for the government and regulation of the land and naval forces.' The Constitution also provides that 'the President shall be Commander in Chief of the Army and Navy of the United States and of the militia of the several States when called into actual service of the United States.'" How can these provisions be reconciled?
7. "Acts performed by the President in the exercise of his military command are not reviewable by other branches of the government." Is this wise?
8. Just how does an understanding of the powers and duties of the President aid a supply officer in the performance of his duties?
9. What philosophy lies back of the scheme of having a civilian secretary at the head of the War Department?
10. What procedure is open if the Secretary of War cannot agree with the President on some fundamental issue? Does your answer concerning the facts of the case coincide with your opinion of what should be the case?

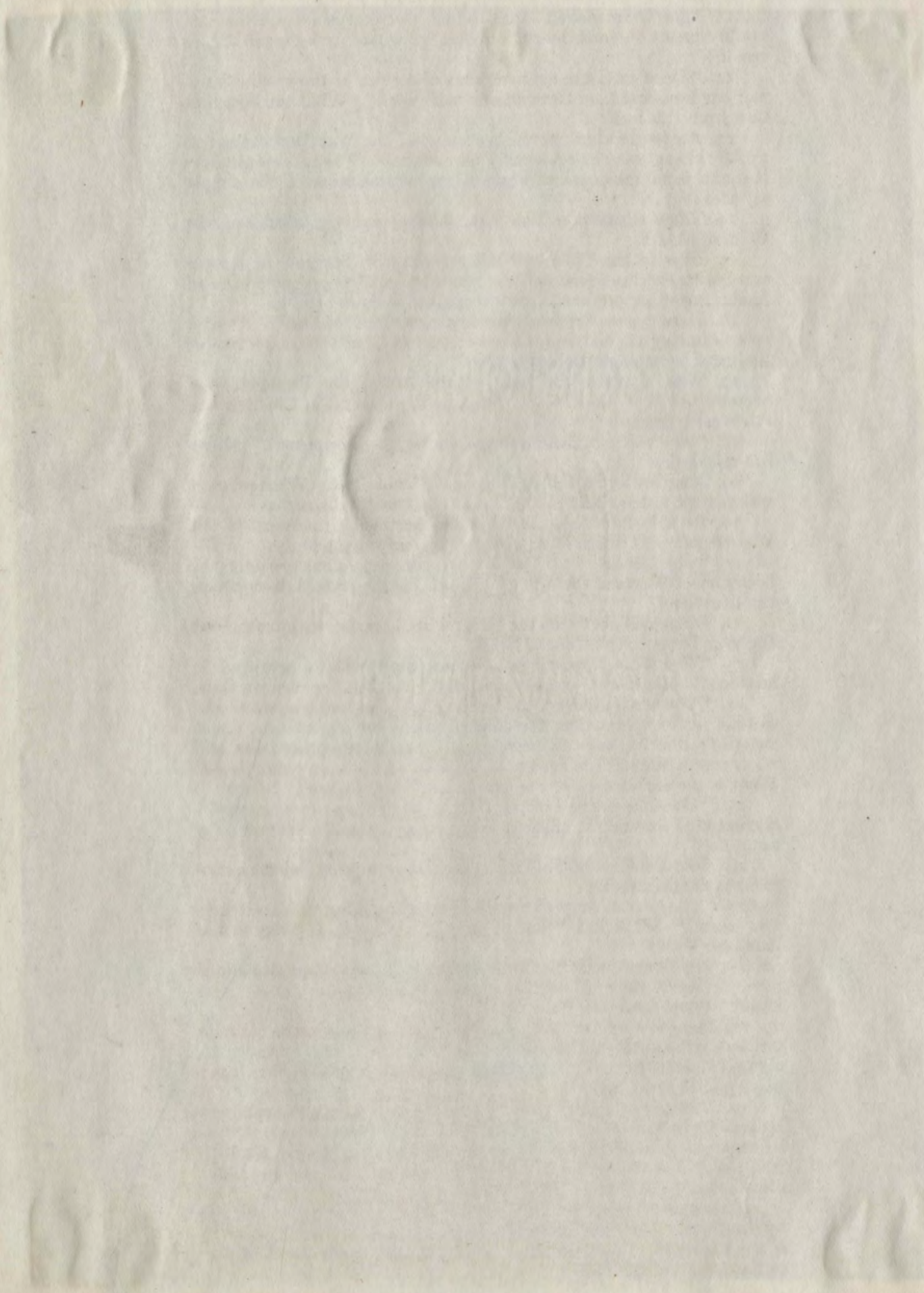
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APPENDIX II



APPENDIX II. 3

11. "Badly managed, the civilian secretaryship scheme can readily result in inefficiency." What safeguards exist against this result?
12. "Since 1789 the average term of service of the secretaries of war has been less than two and one-half years." What consequences flow from this fact?
13. Are we to think of the personnel of the War Department as rapidly changing or as reasonably permanent? What difference does it make from the point of view of the organization of the supply services?
14. What advantages flow from having such an official as the Chief of Staff?
15. How is the Chief of Staff appointed? Suppose he cannot agree with the President and the Secretary of War on some issue of fundamental importance, what procedure is open to him?
16. Does a new President mean a new Chief of Staff? Does a new Secretary of War mean a new Chief of Staff? Irrespective of the facts, what *ought* to be the case?
17. Who is really the head of the Army, the President, the Secretary of War, the Chief of Staff, or the General in Chief (if one exists aside from the President)?
18. "The title of Commanding General has disappeared." What has replaced it?
19. An army in the field will have a Chief of Staff. What relation will he bear to the Chief of Staff who is now under discussion?
20. Be able to enumerate the sub-departments (bureaus) of the War Department which have a bearing on our present study.
21. "The General Staff Corps is the connecting link between the Secretary of War and the Army." Does this adequately characterize the situation?
22. Distinguish between the General Staff serving with troops and the War Department General Staff.
23. "The War Department General Staff will be arranged in sections." Enumerate some appropriate functions for such sections.
24. "The law establishes the General Staff Corps as a separate and distinct staff organization, the chief of which has supervision, under superior authority, over all branches of the military services, line and staff, except such as are exempted therefrom by law or regulations." What is the significance of the expression "line and staff"?
25. "The organization of the General Staff Corps in 1903 marks a great step forward in efficient army organization." Why or why not?
26. Does the General Staff affect legislation or is its influence confined to administration?
27. "The tour of duty of a staff officer of a regiment is limited to four years." What is a "tour of duty"? What is to point to the four-year limit?
28. The Quartermaster's Corps desires to increase its allotment of men. Will the General Staff have any contact with the problems at issue? What are some of the problems at issue?
29. State in terms of the philosophy of the organization (not in terms of details) the position of the General Staff Corps. Is such an organization more or less significant now than it would have been one hundred years ago?
30. "To adjust and perfect the subtle and intricate machinery by which great masses of soldiers are to be fed, clothed, armed, moved, inspired with confidence, *and carried through victorious battle* is, after all, wrapped up in the perfection of staff organization." The popular mind certainly does not think in these terms. Why?
31. Suppose troops are being transported to Europe, convoyed by the Navy. Does the Army or the Navy control the transportation of these troops? Are the soldiers, during transit, under the authority of the Army or the Navy?



APPENDIX II 4

32. Is the Marine Corps under the jurisdiction of the Army or the Navy?
33. What should you guess was the relation of the Chief of Staff to the decision to send troops to France? What was the relation of the General Staff Corps to the assembling and transporting of the troops?
34. Is the personnel of the General Staff Corps identical with, or distinct from, that of such bureaus as the Ordnance Department, the Quartermaster's Corps, etc.?
35. What do you understand to be the main function of the Adjutant General's Department?
36. Clearly the Inspector General's Department deals with inquiry and inspection. How far do its duties extend?
37. Does the Inspector General's representatives have power to order alterations or merely to make recommendations?
38. Do Inspectors General have the authority to inquire into actions of disbursing officers?
39. Were the physicians who examined you at time of enlistment under the direction of the Medical Department or that of the Adjutant General?
40. Regulations are so and so with respect to physical requirements. You have a slight physical defect. Could this be waived by the Judge Advocate General, the Adjutant General, or the Surgeon General?
41. "Medical Department enlisted personnel is classified as follows: (1) that portion attached to combatant organizations; (2) that portion assigned to units of the divisional sanitary train and to administrative offices in the field; (3) that portion assigned to the service of the interior for service in war." State some of the duties falling to members of each division.
42. Farriers are in the Quartermaster's Corps. Do veterinarians belong in the Quartermaster's Corps or in the Medical Corps?
43. The trenches are sometimes almost lined with telephone wires. What branch of service constructs these means of communication. What branch operates them?
44. Occasion arises to look up the service record of Captain John Smith, deceased, of the Ordnance Department. Where can this record be found?
45. Richard Roe receives a commission in the Quartermaster's Corps. What department prepared this commission and sent it out?
46. Who could tell you, as a matter of final authority, whether a given person has a right to wear the uniform of the army?
47. List the main functions of the Quartermaster's Corps.
48. The Quartermaster's Corps is the greatest supply department. What obligations has it in this matter with respect to the Signal Corps?
49. The German organization had a quartermaster as chief of staff for Hindenburg and a quartermaster as minister of war. What is the significance of these facts?
50. Name as many points of contact as you can between the Quartermaster's Corps and the Medical Department.
51. Contrast the duties of the Quartermaster's Corps and the Engineer Corps with respect to the construction of roads, railways, bridges, storehouses, etc.
52. As a division marches, it may extend over twenty-five miles of road. How is communication maintained between the various elements? Precisely what concern has a quartermaster or ordnance man with this question?
53. "The duties of the corps of engineers comprise reconnoitering and surveying for military purposes." Does this mean that all reconnaissances are under the direction of the corps of engineers? What does it mean?
54. Inspections are classified as follows: (1) annual tactical inspections of troops of the mobile army by department and brigade commanders; (2) annual garrison inspections; (3) inspection of the National Guard; (4) special and miscellaneous inspections. Cite at least one duty performed in each case.

55. Do you understand that there are special persons who serve as inspectors or inspectors general or do you understand that, when an inspection is to occur, some available officer is designated to make the inspection?

56. What are the duties of the Ordnance Department? What are the organizations, which the Ordnance Department have developed in order to carry out these duties?

57. What is the relation existing between the Chief of Staff and the Chief of Ordnance?

58. Suppose a university wished to ask the government what information, if any, it ought to furnish the government with respect to the qualities of its Ph.D. men, who are subject to the draft. Tell the university how to make the request.

59. Where are the lines of demarcation between ordnance men of the Ordnance Department and ordnance men of the line?

60. Enumerate the duties of the Judge Advocate general. Are there any points of contact between this Bureau and the Ordnance Department or the Quartermaster's Corps?

61. Name a point at which the Inspector General's Department comes into contact with the Quartermaster's Corps; with the Ordnance Department; with the militia; with the Adjutant General's Department.

62. Modern warfare emphasizes strongly intelligence work. Who is responsible for securing information concerning possible enemies in time of peace?

63. You see in the papers that contracts have been made with such and such a firm to erect buildings at some cantonment. Is it not the duty of the Quartermaster's Corps to erect such buildings?

64. "Quartermaster sergeants will be made to alternate frequently from one division of the office to another, so that when the service of one of the non-commissioned officers is required it will be unnecessary to inquire whether he was formerly engaged in commissary work or in transportation work." Is this scheme practicable? On what principle do you base your answer?

65. "The really efficient quartermaster of the future will be an expert man of business as well as versed in war, a man knowing sources of supply, best and quickest methods, as well as the diversifications of modern business." Is this true? Can one man know all this?

66. Can you detect any general principle which seems to govern supplying the specialized staffs such as the Medical Corps and the Signal Corps? Should any others be included? Does the general principle seem to you sound?

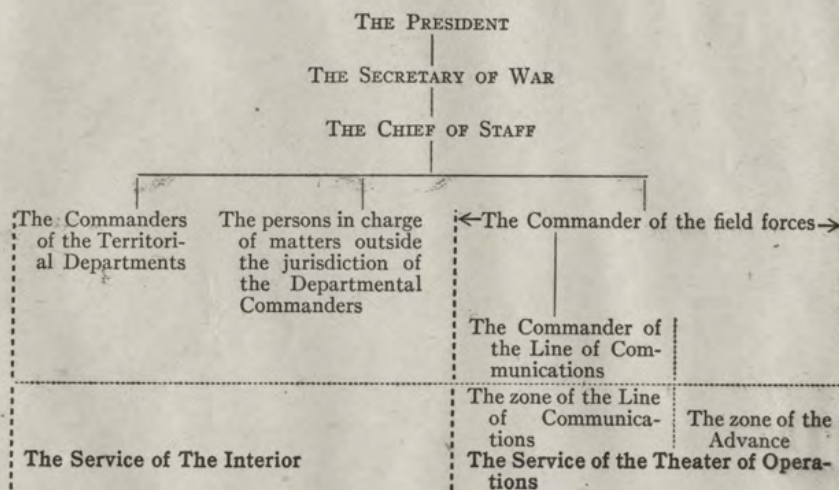
APPENDIX II 6

B. Army Organization in Terms of Territory.

1. *The Service of the Interior.*
2. *The Service of the Theater of Operations.*

Inasmuch as army administration, and particularly supply service administration, is largely organized on a territorial or geographical basis, army organization in terms of territory is our second large topic. Unfortunately, full discussion of this topic involves a fairly detailed knowledge of most of the matters presented in this book. At this stage of our study we shall have to be content with broad outlines and half-truths.

The following diagram shows the main outlines of the territorial organization. The part above the dotted line is in terms of personnel, the part below that line is in terms of geographical area.



1. THE SERVICE OF THE INTERIOR.

- a) *The Functions and Organization of the Territorial Department.*
- b) *Matters Outside the Jurisdiction of the Territorial Department.*

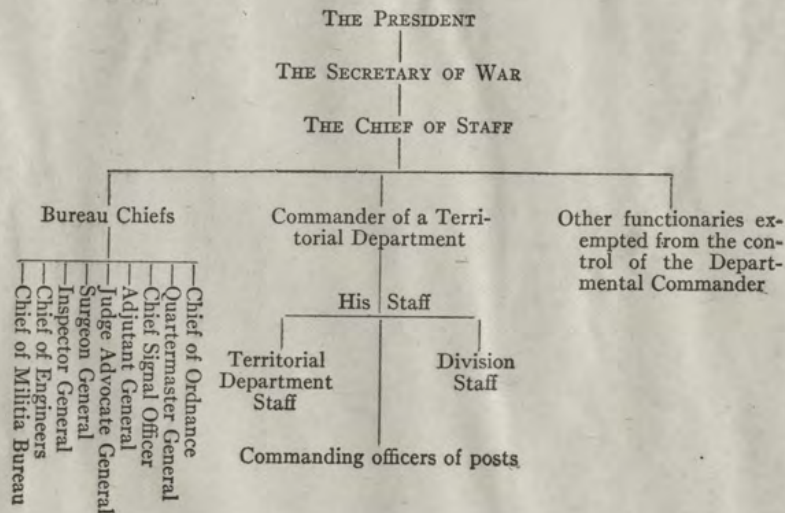
Descriptively speaking, the home or interior region contains a complex of arsenals, depots, camps, forts, hospitals, troops, etc., which must be welded into some form of organization. This organization should be one which conducts efficiently routine administration in time of peace and is yet susceptible of ready enlargement and smooth action in time of war when it becomes necessary for "the service of the interior to supply the commander of the field forces with the means necessary for the accomplishment of his mission."

"The service of the interior functions both in peace and in war," and the responsible heads are "(a) department commanders and (b) bureau chiefs, having for this purpose general depots of supply, general hospitals, arsenals, etc., and (c) in certain instances, commanders of concentration camps and of ports of embarkation." These statements from the Field Service Regulations tell most of the story. It may be put in other terms: the home territory is divided into territorial departments and the Departmental Commander commands all the military forces of the government within the limits of that territorial department, both line and staff, save as exempted by the Secretary of War.

APPENDIX II

At the present time there are nine territorial departments. Three lie outside the territory of the parent country, viz., the Philippine Department, the Hawaiian Department, and the Panama Canal Zone. Six lie in continental United States. The Eastern Department has its headquarters at Governors Island, New York harbor; the North-eastern Department has its headquarters at Boston, Massachusetts; the Central Department has its headquarters at Chicago, Illinois; the Southeastern Department has its headquarters at Charleston, South Carolina; the Southern Department has its headquarters at Fort Sam Houston, Texas; the Western Department has its headquarters at San Francisco, California.

A chart which attempted to show all lines of authority and all interrelationships of the service of the interior would be exceedingly complex. The following chart shows only the simpler facts of the organization.



READINGS

- Field Service Regulations, United States Army, 1914* (abbreviated *F.S.R.*), 236, 247-58. The organization of the service of the interior.
- Rubottom, Capt. Holland: *Questions on Field Service Regulations of the United States Army*, 236, 247-58. A book of questions covering the *F.S.R.* in detail.
- A.R.*, 190-210, on territorial departments and posts; 303-15, on the coast artillery.
- U.S. War Department: *General Orders 51, 1914*, entire. Classification of the territorial departments.
- Q.M.C.M.*, 398. The system of numbering army depots, posts, etc., in the service of the interior.
- U.S. Secretary of War: *Report on the Organization of the Land Forces of the United States*, entire. Critical discussion of the territorial department, published in 1913 and therefore largely superseded.
- U.S. General Staff, War College Division: *Strategic Location of Military Depots, Arsenals and Manufacturing Plants in the United States*, entire. A plan for improving the lay-out of the service of the interior.
- U.S. General Staff, War College Division: *Mobilization of Industries and Utilization of the Commercial and Industrial Resources of the Country for War Purposes in Emergency*, entire. A plan for efficient use of the resources of the service of the interior.
- Goltz, Baron von der: *The Conduct of War*, pp. 88-98. The use of the service of the interior in preparation for fighting.

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APPENDIX II 8

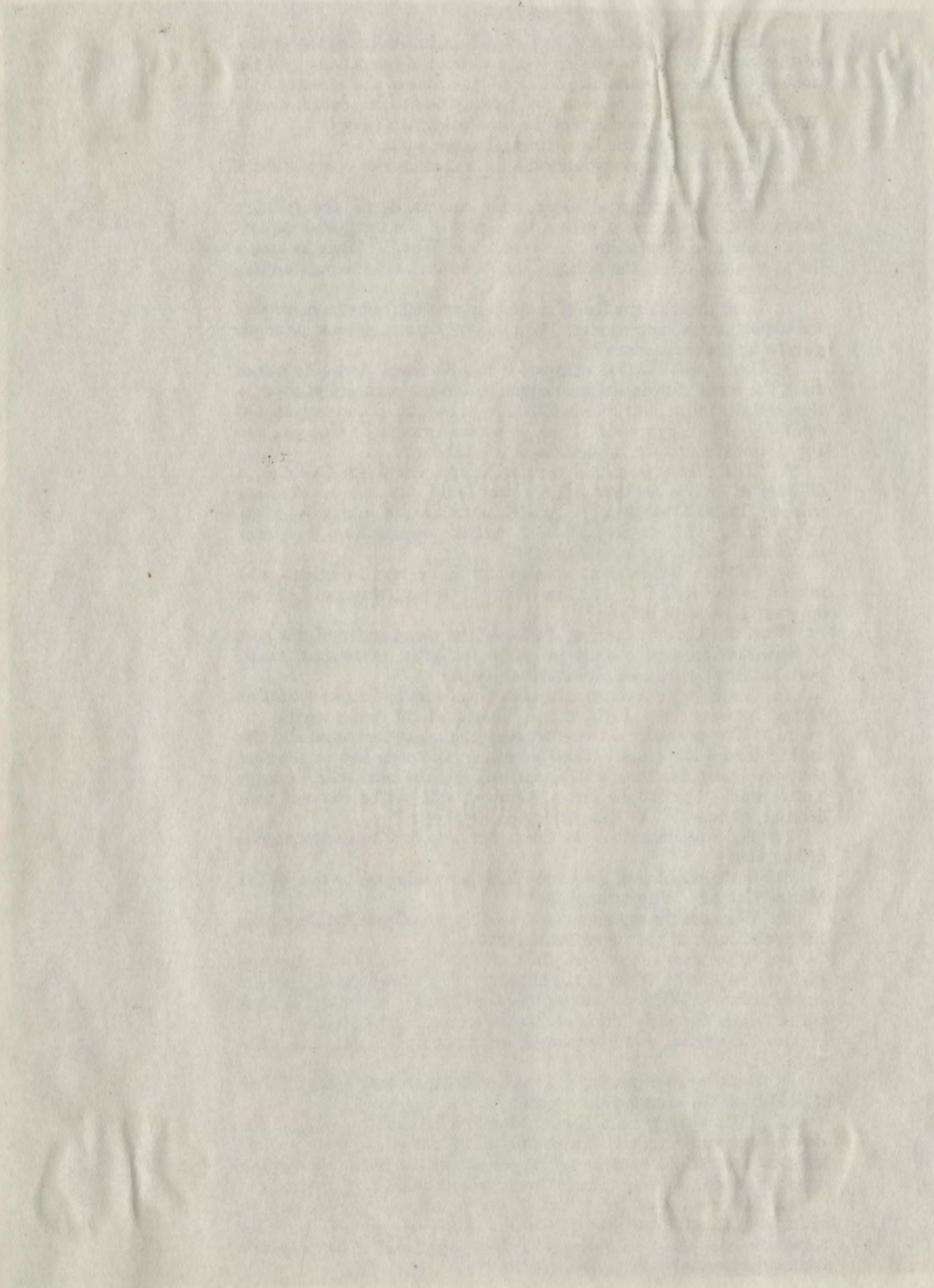
QUESTIONS

1. Explain what is meant, and what is included, in (a) the service of the interior; (b) the service of the theater of operations; (c) the zone of the line of communications; (d) the zone of the advance.
2. What are the reasons for having territorial departments?
- What are some of the defects of the present organization?
3. Who appoints the departmental commander?
4. What is the appropriate rank for a commander of a territorial department?
5. "The departmental commander commands all the military forces of the government within the limits of the territorial department, save as exempted by the Secretary of War." Make as long a list as you can of (1) the outstanding inclusions, (2) the outstanding exclusions.
6. Look through the list of matters exempted from the control of the departmental commander. Can you detect any general principle governing the exemptions?
7. Could mobilization camps for the National Army be taken from the territorial department organization for purposes of instruction and discipline, but retained in that organization for purposes of supply? If not, why not? If so, on what authority? Can you cite any reasons why such action should be taken?
8. "The theory is that a territorial department shall contain a division of troops so that officers may have practice in handling troops. Instead, our army posts are the result of historical accident and political pull, so that efficient military organization has been sacrificed." How far is this true?
9. Will the department commander have any functions with respect to the R.O.T.C. at a university? If not, why not? If so, on what general principles?
10. Distinguish between a mobilization camp and a concentration camp; between posts, forts, camps, bivouacs, and cantonments.
11. "The general relations between the coast fortresses and the mobile troops are close. Their essential difference lies in the fact that the Coast Artillery is local and will remain local both in peace and in war. The mobile forces, however, will not be confined to a definite territory." Is this difference significant?
12. What relation does the Coast Artillery bear to the territorial department?
13. Is the position of the Coast Artillery analogous to that of the Marine Corps? Why or why not?
14. What are the arguments for removing the Coast Artillery from the jurisdiction of the department commander?
15. With what officer does the command of troops at a concentration camp lie? What is the situation with respect to the port of embarkation? What considerations would make for removing these matters from the jurisdiction of the department commander?
16. An arsenal is in a territorial department, but not of it. Explain.
17. Does the commander of a territorial department have a Chief of Staff? If so, what are his duties?
18. A.R., 197, gives a list of functionaries on the staff of the department commander. These people, in the main, seem to owe allegiance to various bureaus which are not in the jurisdiction of the department commander. Is the statement in A.R., 197, correct?
19. Make a list of the duties of the department commander in aiding in getting troops into the theater of operations. When do his responsibilities end? As they leave his jurisdiction what supplies should they have? Why this amount?

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APPENDIX II 9

20. "The location of our arsenals, military depots, and munition-manufacturing plants leaves much to be desired." Precisely what?

21. If troops are to be sent abroad, will the concentration camp be placed in the port of embarkation? Why or why not? Will there be a supply depot at a concentration camp?

22. The Central Department has, of course, a departmental quartermaster, and a quartermaster depot is located at Chicago. Is the commander of the depot under the authority of the departmental quartermaster? of the department commander? of the Quartermaster General? of the Chief of Staff at Washington?

23. What need of an understanding of the organization of the territorial department has an ordnance sergeant or a quartermaster sergeant connected with stores work?

24. "If one knows the territorial department, he knows the service of the interior." Why or why not?

25. A group of bureau chiefs appears in the organization of the service of the interior. What are their functions in time of peace? in time of war?

26. "The organization of the staff of the territorial command should be based on a recognition of the separateness of the territorial and tactical functions of the commander. As a territorial commander he is concerned with posts, reservations, administrations, and supply. As a tactical commander he is concerned with the constituent brigades and special units of his command. One function is territorial and fixed, the other is mobile and goes with the troops." Is this organization actually found?

27. Make a map of the Central Department, showing at least one example of each of the establishments found there. Distinguish between those under the control of the department commander and those which are independent of him.

2. THE SERVICE OF THE THEATER OF OPERATIONS

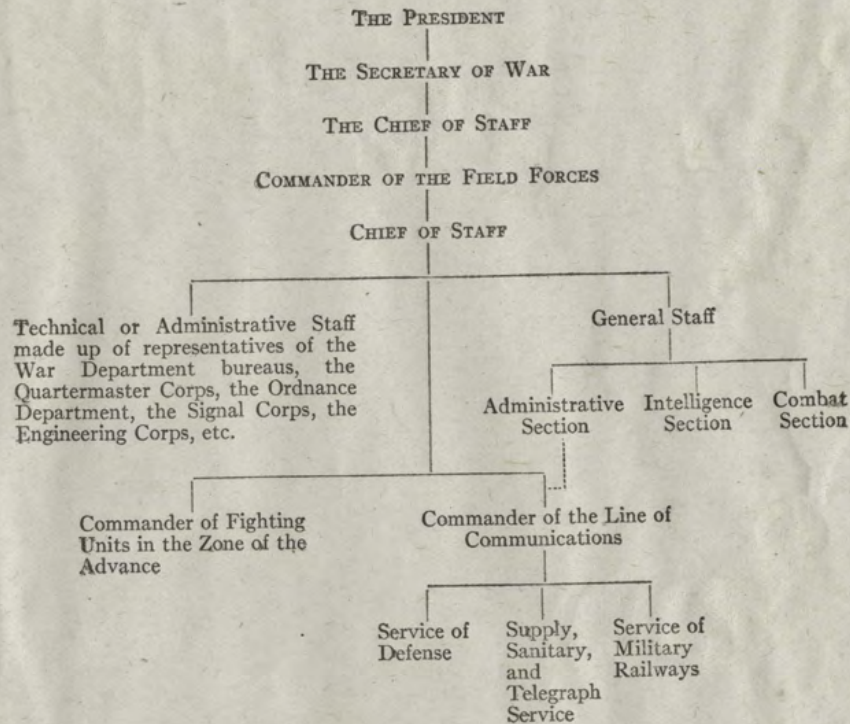
a) *The Functions and Organization of the Zone of the Line of Communications.*

b) *The Functions and Organization of the Zone of the Advance.*

One purpose dominates the theater of operations: that of destroying the enemy. The organization is drawn in terms of that purpose. Supreme authority rests with the commander of the field forces. He is provided with advisers concerning military operations and with advisers and administrators in charge of the various staff services. His mind is left relatively free to grapple with the great questions of strategy.

The heavy burden of actual conflict rests upon the troops in the zone of the advance. "The mission of the tactical units and administrative groups assigned to the line of communications is to relieve the combatant field force as far as possible from every consideration except that of defeating the enemy." In other words, as its name signifies, the function of the zone of the line of communications is that of serving as the connecting link or transmission system for troops, supplies, etc., between the service of the interior and the region of actual fighting.

A simplified representation of the organization laid down to accomplish the tasks falling to the theater of operations is shown below.



READINGS

- F.S.R.*, 237-44, 259-63, 357-85. Organization of the service of the theater of operations.
- Rubottom: *Questions on F.S.R.*, 237-44, 259-63, 357-85.
- The World's Work*, XXXIII, pp. 602-22. Diagrams and photographs of certain aspects of the theater of operations.
- Smith, Lieut. J. S.: *Trench Warfare*, entire. A presentation of the fighting conditions in the zone of the advance under modern conditions.
- O'Ryan and Anderson: *The Modern Army in Action*, pp. 126-29. The relation of the line of communications to the army.
- Goltz: *The Conduct of War*, pp. 77-88. A discussion of the base.
- Sharpe, Brig.-Gen., H. G.: *The Provisioning of the Modern Army in the Field*, p. 20. A brief statement concerning bases.

APPENDIX II 11

Questions

1. State the functions of the War Department with respect to the commander of the field forces.
2. What good purpose is served, if any, by dividing the theater of operations into the zone of the line of communications and the zone of the advance?
3. Where is the headquarters of the commander of the field forces usually located? that of the commander of the line of communications?
4. Define the limits of the zone of the advance.
5. "One should not confuse administrative units with tactical units." What is the distinction between them?
6. The operations of an army may be likened to those of an "assembling" industry. The right thing must be done at the right place at the right time. In such an industry the problem of "control" is a very serious one. Of what "control structures" does the commander of the field forces make use?
7. What is meant by the base? Is it a line, a spot, a province, or a country?
8. What are the outstanding purposes of the base? What essential features will a good base possess?
9. What is an advance base? a double base? Is the base of operations the same thing as the base of supply?
10. Make a list of the significant physical things which are to be found at a base.
11. State the advantages and disadvantages flowing from having allied armies operating from divergent bases.
12. "A base must have well-knit interdependence, both in terms of physical communication and in terms of organization." What does this mean? Why is it true?
13. "The base is under the jurisdiction of the commander of the line of communications." Why or why not?
14. State in general terms the functions of the commander of the line of communications.
15. Make a list of the significant physical things which are to be found in the zone of the line of communications.
16. Define the limits of the zone of the line of communications.
17. What is the base section of the line of communications? the advance section? the intermediate section? Could a given line of communications have one base section and several advance sections? Is the advance section of the line of communications the same thing as the zone of the advance?
18. Does the commander of the line of communications actually have troops under him? If so, for what purpose? If not, why not?
19. "Troops for the protection of field army troops are preferably furnished from troops assigned to the line of communications." Explain. Show the military wisdom of such a policy.
20. "It is the function of the divisions in advance to extend back, during an advance, and make connections with the line of communications. It is not the function of the line of communications to extend its lines." Why or why not?
21. "In principle, the administrative services of a division must have the same degree of mobility as the division itself." Why or why not? What bearing has the statement upon the functions of the line of communications?
22. "A depot of supply." Where may such a thing be found?

22. *A.R.*, 1508, says: "An officer of the corps of engineers is detailed as director of railways on the staff of the commander of the line of communications. Under the direction of that commander he is charged with the construction, maintenance, and operation of railways under military control in the theater of operations, directs and co-ordinates the work of the military and civil staffs, takes charge of such railways and their appurtenances in the theater of operations, including both existing lines and extensions, as may be required in military operations, and is responsible for the proper working of railways."

A.R., 1000, says: "The *Q.M.C.* is charged with the duty of providing means of transportation of every character which may be needed in the movement of troop and material of war." Can you harmonize the two statements?

23. "The staff functions of the headquarters of units larger than a brigade may be separated into two groups: (1) the general staff group, (2) the technical and administrative group." What are the functions of each group? Comment on the purposes and accomplishments of this scheme of organization.

24. It is said that the assistants of the chief of staff of a field army have charge of three general divisions of the work: (a) the combat section; (b) the administrative section; (c) the intelligence section. Explain the functions of each.

25. An army is operating in the field. Who is responsible for securing information concerning the enemy's strength, dispositions, and movements? Does the intelligence section of the General Staff actually go out and collect information?

26. Differentiate between a field army and field army troops. What is the composition of field army troops? What is meant by a brigade of field army troops?

27. "The technical and administrative staff officers with a field army perform the duties appropriate to their office under the instructions of their commander. During the period of grand tactical operations with commanders larger than a division, and when a line of communication is in operation, their functions are advisory. Upon completion of the grand tactical operations and upon the discontinuance of an organized line of communications, or if no line of communications has been organized, these staff officers assume a more immediate control of their respective staff personnel, depots, hospitals, etc." Explain the meaning of each statement. Show the "why" of each statement.

28. You are a quartermaster sergeant working in a depot in the service of the interior. What concern have you with an understanding of the service of the theater of operations?

Higher Education

The University of Chicago

The School of Commerce and Administration

March 6, 1922

President Harry Pratt Judson
The University of Chicago
Chicago, Illinois

My dear President Judson:

I return the minutes of the University Senate.

The invitation section proposition is the matter which I have talked over with you and looks in the direction of getting these youngsters started in investigating special topics. The remarks of the Senate as quoted in the minutes have done nothing but set up men of straw and then dissect these dummies. Since however no action was taken by the Senate this particular matter need not be discussed further.

As regards the "practitioner's" degree, the Faculty of the School of Commerce and Administration recommended that the School recommend directly to the Trustees for the "A. M. in Business Administration". It took this action under the following circumstances:

- a. The Committee of the Association of American Universities has recommended such action.
- b. The Committee of the School of Commerce and Administration surveyed the situation, having on its membership Deans Small and Salisbury, and these gentlemen agreed that the change was a desirable one.
- c. You may remember that the matter was discussed by the Graduate Faculties in connection with the publication of the Rules and Regulations of the Graduate Faculties and, without formal vote being taken, it was clearly the sentiment of that meeting that we would do well to make the Master's degree in Commerce and Administration comparable ~~with~~ the one in Social Service Administration.
- d. The action proposed in Commerce and Administration is precisely the action which the Board of Trustees took when setting up the Graduate School of Social Service Administration.

All the foregoing amounts to nothing in particular except that the question arises whether anything is really gained by

THE UNIVERSITY OF CHICAGO

SCHOOL OF COMMERCIAL AND ADMINISTRATION

June 8, 1932

President Harry Pratt Judson
The University of Chicago
Chicago, Illinois

My dear President Judson:

I refer to the letter of the University dated

The University's position regarding the matter which I
have referred to in my letter of the 12th of May is
clearly stated in the letter of the 12th of May. The
University's position is that it is not possible to
have a separate department of the University which
shall be devoted to the study of the history of the
United States. The University's position is that it is
not possible to have a separate department of the
University which shall be devoted to the study of the
history of the United States.

As regards the "University of Chicago" which the
School of Commerce and Administration has recommended
to the University for the study of the history of the
United States, it is not possible to have a separate
department of the University which shall be devoted
to the study of the history of the United States.

The University of Chicago is not a separate
department of the University.

The University of Chicago is not a separate
department of the University. It is a part of the
University of Chicago, and it is not possible to
have a separate department of the University which
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shall be devoted to the study of the history of the
United States.

referring this matter back to the standing committee on Masters Degrees of the Graduate Schools. It has been passed upon by the deans concerned and passed upon in principle by the graduate faculty.

Yours very sincerely,

LC Marshall

LCM:M

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Masters Degrees of the Graduate Schools. It has been
passed upon by the deans concerned and passed upon in
principle by the Graduate Faculty.

Yours very sincerely,

L. Marshall

LCM:M

The University of Chicago
The School of Commerce and Administration

January 3, 1923

President Harry Pratt Judson
The University of Chicago

My dear Mr. Judson:

It is entirely true that a salary scale has not yet been set up for the School of Commerce and Administration as Mr. Plimpton points out.

I am not sure that it is expedient to do so. The situation in the field of business teaching is so confused that it may well be that we should accumulate more experience, and at the same time let matters settle down a bit before fixing a salary scale.

It seems to me reasonably clear that if we set a salary scale at this time, it will need to be set in terms of the following facts:-

1. In its higher reaches it will need to be at least on the level of the Law School scale if we are to compare favorably with the scales in effect at Columbia and Harvard. As you know the Columbia people offered Spencer \$10,00 a year; the Harvard people are loud in the assertion that they expect their staff to make \$10,000 a year in salary and \$5,000 a year in ^{outward} practice. Other institutions are not as ambitious as these two illustrations, but it is in general true that the salaries in the business work have been put on the level of the Law School salaries in the higher reaches of salary.

2. On the other hand, there are kinds of work in the School of business of today which do not require such ample salaries. This seems to me to indicate that the salary scale adopted might wisely be different from the usual scale and have very considerable overlappings. A scale with such overlappings seems to me very much wiser at the present time than the orthodox academic scale.

It is, of course, easier to make general statement than to give a specific illustration. If I were pressed for a specific illustration, I should submit the following:-

- (1) Assistantships \$300 to \$2000
- (2) Instructorships \$1800 to \$4000
- (3) Assistant Professorships \$3000 to \$4500 (possibly \$5000)
- (4) Associate Professorships \$4000 to \$6500
- (5) Professorships \$5500 to the top limit of other professional scales in the University

Yours very sincerely,

LCM:IL
CC- N. C. Plimpton

LC Marshall

1932:12

scattered in the following:

- (1) Professional \$2000 to the full time of special Professional
- (2) Associate Professional \$1000 to \$2000
- (3) Assistant Professional \$2000 to \$4000 (Maximum \$2000)
- (4) Intermediate \$1000 to \$2000
- (5) Assistant \$200 to \$1000

Further, I would suggest the following:-

in specific illustration. If I have been for a specific time-
in it, of course, would be more than any other time to have.

After all the present time when the clerical workers are
working. I would suggest that the clerical workers should be
be given the same pay as the clerical workers who have been
be given the same pay as the clerical workers who have been
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1932:12

THE SCHOOL OF COMMERCE AND ADMINISTRATION

THE UNIVERSITY OF CHICAGO

January 8, 1923.

My dear Mr. Marshall:-

Thank you for your note of the
3rd instant. I quite agree with you that
it is not the time to standardize a scale
for salaries in the School of Commerce
and Administration.

Very truly yours, . .

Mr. L. C. Marshall,
School of Commerce and Administration.

HPJ:CB

3rd instant. I quite agree with you that

Very truly yours,

Chapman

The University of Chicago
The School of Commerce and Administration

OFFICE OF THE DEAN

April 12, 1923

President Ernest D. Burton
Faculty Exchange

My dear Mr. Burton:

You will, I think, be interested in two arrangements which we have been able to make in the field of our graduate work.

1. The Institute of Economics is placing at our disposal the sum of \$1000.00 to be used in two \$500.00 stipends for two of our promising graduate students who will conduct, here in Chicago, research on topics in which the Institute is interested.
2. The so-called Residential Foundation established in Washington by Mr. Brookings expects to provide residence facilities in Washington for some thirty students. We shall need to arrange stipends of \$500.00 out of our own funds for such students as go from our midst. The thing that flatters us is that they are giving the University of Chicago the first choice of places in this arrangement.

Yours very sincerely,

L P Marshall

LCM:EL

April 19, 1923.

My dear Mr. Marshall:-

You are right in thinking that I am interested in your letter of April 12th, and congratulate you on it.

May I be curious enough to ask whether the \$1000 from the Institute of Economics comes to the University?

And may I ask what suggestion you have as to the source from which we can provide the \$1500 stipend?

Very truly yours,

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

EDB:CB

April 19, 1933.

My dear Mr. Marshall:-

You are right in thinking that

I am interested in your letter of April 12th.

and congratulate you on it.

May I be serious enough to ask

whether the \$1000 from the Institute of

Economics comes to the University?

And may I ask what suggestion

you have as to the source from which we

can provide the \$1500 stipend?

Very truly yours,

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

RDB:CB

Mr. Tufts.

This seems to me quite
within the limits of wise
Experimentation. Do you
see any objection to it?

EDB

Mr. Swift.

That seems to me quite
entirely correct & was
after consideration. Do you
see any objection to it?

Yours
/

The University of Chicago
The School of Commerce and Administration

March 27, 1923

C + A

President Ernest D. Burton
University of Chicago.

My dear Mr. Burton:

I propose a change in the administrative organization of the School of Commerce and Administration. I am drawing next year's budget, however, on the old basis, since the administrative change which I propose does not involve any addition to funds but merely a rearrangement of them. In other words, I am presenting this proposal in such a way as to free it from budgetary proposals so that there may be no delay in considering the budget.

I have certain goals in mind in making this proposal. I seek:

1. A better handling of our contacts with undergraduate students; better both in the sense of more time being given to them and in the sense of more expert treatment.
2. Tying up administration with the development of men for our own work and for the work of other schools. Five to ten years from now there will be a considerable demand for administrative officers in such schools. Here is a field in which we may serve our own men; here is a good opportunity to spread our ideas and ideals.
3. Bringing a considerable group of the Commerce and Administration Faculties into contact with administrative work for the sake of the effect this will have on the general morale of the organization.

The methods by which we can reach these goals are as follows:

1. Let us continue to handle the graduate students of the school on the old basis. Graduate students need, primarily, advice concerning the curriculum; and they need it relatively seldom. You will find that my new budget proposal provides for an assistant dean at a stipend of \$300.00 to take care of this situation.
2. Let us arrange that the assistant deans put in charge of undergraduate students shall receive no extra stipend for their administrative work, but shall be allowed to count that administrative work as one of their two classes. This will make it possible for these assistant deans to give more time and care to individual students and it will, in connection with other features of the plan, induce these deans to engage in real study of educational problems and to plan real administrative developments. I need hardly point out that the tendency of the present system is not markedly in those directions.
3. Let us assign, every year, two or three younger members of the staff as auditors to watch the procedure and to study the practical working out of our ideals. They would have desks by the side of the assistant deans and would watch the conduct of administration. They would receive no pay. It would be a part of their educational training.

The University of Chicago
The School of Commerce and Administration

March 27, 1933

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University of Chicago.

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3. Let us elect, every year, two or three younger members of the staff as advisors to watch the procedure and to study the practical working out of our ideals. They would have seats by the side of the assistant dean and would watch the conduct of administration. They would receive no pay. It would be a part of their educational training.

The University of Chicago
The School of Commerce and Administration

President Ernest D. Burton

2

4. Let us arrange relatively short periods of service for assistant deans, running in general about three years. We can recruit them constantly from the younger members of the staff who have been listening to the process of administration.

Note:- If such a plan were worked out we should have at the beginning of next year five members of the faculty who have come in considerable contact with administrative work and we could arrange it so that every year would see at least two or three other members of the staff getting these contacts.

Perhaps you will wish to talk the plan over. I thought it best to submit it to you in writing in order that you might have a chance to consider it. It is desired to put the system into effect for the academic year 1923-24, but if it is approved for that year, I shall probably arrange for some of the younger members of the staff to watch the processes of administration this current spring quarter.

I anticipate two possible objections. It might be asked, What would this lead to in the rest of the university? Of course, I am proposing it only for one branch of the university as a piece of experimentation. I cannot see that this means any presumption either for or against such a system being tried elsewhere.

It may be asked if this does not set a dangerous precedent in the School of Commerce and Administration, in allowing administrative work to count as the equivalent of half teaching time. To that I should make two answers: The first, that we are interested in developing men as a piece of service to education.

The second, that the present system of administration has pretty clearly been "a dangerous precedent" for a good many years. I am pretty well convinced that it should be abandoned for one which looks upon dealing with the student as an essential part of someone's task and not as an addendum tacked on to his main work for which he receives an extra stipend.

Yours very sincerely,

L. B. Marshall

LCM:EL

President Ernest D. Burton

2

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Note: - If such a plan were worked out we should have at the beginning of next year five members of the faculty who have some administrative contact with administrative work and we could arrange it so that every year would see at least two or three other members of the staff getting these contacts.

Perhaps you will wish to talk the plan over. I thought it best to submit it to you in writing in order that you might have a chance to consider it. It is desired to put the system into effect for the academic year 1933-34, but it is approved for that year. I shall probably arrange for some of the younger members of the staff to watch the processes of administration this current spring quarter.

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Yours very sincerely,

L. M. Burton

LOM:EL

The University of Chicago
The School of Commerce and Administration

OFFICE OF THE DEAN

February 1, 1924

Dean James H. Tufts
The University of Chicago

My dear Mr. Tufts:

I should like, if possible, to make some arrangement by which I can be relieved from teaching one of the courses for which I am announced for the spring quarter.

In assuming the Deanship of the School of Commerce and Administration I have no desire to depart radically from the course which has been mapped out by Dean Marshall. I do feel, however, that there are a great many problems peculiar to the administration of the school which demand rather thorough-going studies within the near future. Accordingly I should like, during the spring quarter, to be relieved of one of my majors so that I can devote more time in planning for the work of next year.

The course for which I am announced for the spring quarter can be adequately taken care of without extra expenditure.

Yours very sincerely,

W. H. Spencer

WHS:EL

The University of Chicago

The School of Commerce and Administration

February 1, 1934

OFFICE OF THE DEAN

Dean James H. Telfer
The University of Chicago

My dear Mr. Telfer:

I should like, if possible, to make some arrangement by which I can be relieved from teaching one of the courses for which I am announced for the spring quarter.

In assuming the presidency of the School of Commerce and Administration I have no desire to depart radically from the course which has been worked out by Dean Marshall. I do feel, however, that there are a great many problems peculiar to the administration of the school which demand rather thorough studies within the next winter. Accordingly I should like, during the spring quarter, to be relieved of one of my majors so that I can devote more time in planning for the work of next year.

The course for which I am announced for the spring quarter can be adequately taken care of without extra expenditure.

Yours very sincerely,

W. A. Spang

WHS:HL

C+H

C+H

Memorandum to President Ernest DeWitt Burton

From W. H. Spencer

May 27, 1924

Subject: The Scope of Personnel Administration in Industry as conceived in the School of Commerce and Administration

The outstanding problem of personnel administration as we have conceived it in the School of Commerce and Administration is that of getting men to work together effectively in industry.

In so far as we attempt to train men for personnel work in industry we have more or less naturally approached the problem from the point of view of the business administrator. But in so doing I do not believe that we neglect two other points of view of great importance; (a) the point of view of the worker himself, and (b) the point of view of the community. Indeed, a more accurate way of saying the same thing is that we desire that every student, who is preparing for personnel work in industry, shall have a thorough appreciation of all three points of view. We are firmly convinced that any personnel work in industry, or any training for personnel work, which ignores the point of view of the worker and the point of view of the community is doomed to failure.

With these general statements in mind permit me to sketch the kind of training which we regard as necessary in the preparation of men for personnel work in industry.

I Work Required of all Students Preparing for Business

A. General Education

We believe that all students preparing for business ought to have a general education as an essential part of their training. As you know, of course, there is no unanimity of opinion with respect to general education. But through our system of supervising the selection of some fifteen to eighteen majors outside the curriculum of the School

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of Commerce and Administration we feel that we are giving our students a reasonably comprehensive, general education.

B. General Business Education

We believe that every student preparing for business should have an appreciation of the outstanding problems of policy, control and administration in the main fields of business activities. An appreciation of what we seek in this connection can perhaps best be secured from a view of the following outline of the basic elements of the business curriculum as we in the School of Commerce and Administration have conceived them.

	(Of Problems of Adjustment to Physical Environment
	(a) The Earth Sciences
	(b) The Manager's Relationship to These
	(Of Problems of Technology
	(a) Physics and Other Sciences as Appropriate
	(b) The Manager's Administration of Production
Control	(Of Problems of Finance
1. Communicating Aids of	(a) The Financial Organization of Society
Control, for example	(b) The Manager's Administration of Finance
a) English	(Of Problems connected with the Market
b) Foreign Language	(a) Market Functions and Market Structure
c) Shorthand and Type-	(b) The Manager's Administration of Marketing
writing (for Secre-	(Including Purchasing and Traffic)
tarial Students)	(Of Problems of Risk and Risk-Bearing
2. Measuring Aids of	(a) The Risk Aspects of Modern Industrial Society
Control, for example-----	(b) The Manager's Administration of Risk-
a) Mathematics	(Bearing
b) Statistics and	(Of Problems of Personnel
Accounting	(a) The Position of the Worker in Modern
3. Standards and Practices	(Industrial Society
of Control	(b) The Manager's Administration of Personnel
a) Psychology	(Of Problems of Adjustment to Social Environment
b) Organization Policies	(a) Historical Background
and Methods	(b) Socio-Economic Institutional Life
	(c) Business Law and Government

C. A More Detailed Statement of the Contents of Work in Labor Required of All Students

1. The position of the worker in modern society.
 - a. Human nature and industry.
 - i Some important aspects of human behavior.
 - ii Theories of human nature as tools for understanding industrial relationships.
 - b. The development of industrial society and the rise of labor classes.
 - c. The worker in relation to the market.

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b) The Manager's Administration of Risk-	(	
Bearing	(	
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a) The Position of the Worker in Modern	(	
Industrial Society	(	
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 - ii. Theories of human nature as tools for understanding industrial relations.
 - b. The development of industrial society and the rise of labor classes.
 - c. The worker in relation to the market.

- i Bargaining factors.
- ii Wage theories.
- iii Standards of living.
- iv Distribution of wealth and income.
- v Hours of labor.

d. Security and Risks.

- i Accidents.
- ii Occupational diseases and sickness.
- iii Old age.
- iv Unemployment.

e. Worker's approach to his problems.

- i Trade Unions.
- ii Organization of trade union.
- iii Union policies and methods.

f. The employer's approach.

- i Employer's associations.
- ii Method of wage payments and scientific management.
- iii Profit sharing and profit gaining.

g. The community's approach.

- i Community control.
- ii Protective Legislation.
- iii The Courts and organized labor.
- iv Methods of securing industrial peace.

2. A survey of the problems of personnel administration.

a. Personnel department.

- i Its organization.
- ii Its place in a business.
- iii Its functions and activities.

b. Methods of wage payments in relation to output and general social conditions.

- i Bargaining factors.
- ii Wage theories.
- iii Standards of living.
- iv Distribution of wealth and income.
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- b. Methods of wage payments in relation to output and general social conditions.

c. Means of eliminating and shifting risks of industry.

- i Workmen's compensation.
- ii Group insurance.
- iii Old age pensions.
- iv Stabilization of employment.

d. Joint relations with employees.

- i Shop committees and works councils.
- ii Dealings with unions and industrial council.
- iii Consideration of typical labor policies.

e. Selection, training, transfer and promotion, of employees.

- i General consideration of types of ways of doing these things.
- ii General consideration of paper work involved in doing these things.

II Work Typically Advised for Students Who Desire to Specialize in Labor Administration

- a. Trade unions and trade unionism.
- b. Collective bargaining and industrial arbitration.
- c. The state in relation to labor.
- d. Population problems.
- e. Standard of living.
- f. Immigration.
- g. Special studies in motivation and incentives.
- h. The education and training of the worker. (This course is a study of the various kinds of ability needed in modern industry and a consideration of the training agencies set up (1) outside the industrial establishment, and (2) inside the establishment. The purpose of the course is to acquaint the future business manager with the problems and with certain lines of solution, rather than to give definite training in trade teaching).

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c. Means of eliminating and shifting risks of industry.

The University of Chicago
The School of Commerce and Administration

OFFICE OF THE DEAN

May 10, 1924
Full
April 25, 1924

President Ernest DeWitt Burton
The University of Chicago

My dear Mr. Burton:

I wish to put before you in writing the matter which I called to your attention yesterday in conference.

Mr. Douglas desires to reconsider his resignation from the School of Commerce and Administration provided an arrangement can be made by which he will be on leave one half of a quarter a year without pay, which, of course, will always be in the summer quarter, so that he and Mrs. Douglas can spend more of their time with Mrs. Douglas' mother in New York.

With your consent I have informed Mr. Douglas that such an arrangement can be made and that he will be reappointed provided he can secure his release from Amherst College.

Of course, until he does secure his release from Amherst I shall not make any recommendation for his reappointment.

Yours very sincerely,

WHS:EL

W. H. Spencer

The University of Chicago

The School of Commerce and Administration

April 25, 1934

OFFICE OF THE DEAN

President Ernest Bennett
The University of Chicago

My dear Mr. Bennett:

I wish to get before you in writing the matter which I called to your attention yesterday in conference.

Mr. Douglas desires to reconsider his resignation from the School of Commerce and Administration. Provided an arrangement can be made by which he will be on leave one half of a quarter a year without pay, which, of course, will always be in the summer quarter, so that he and Mrs. Douglas can spend more of their time with their children, and live in New York.

With your consent I have informed Mr. Douglas that such an arrangement can be made and that he will be reappointed provided he can secure his release from Amherst College.

Of course, with his release his resignation from Amherst I shall not make any recommendation for his reappointment.

Yours very sincerely,

WEL:EL

C-41

The University of Chicago
The School of Commerce and Administration

April 8, 1924

President Ernest D. Burton
University of Chicago
Chicago, Illinois

My dear President Burton:

Thank you for your kind words on the occasion of my resignation from the University of Chicago. I prize them very highly as I prize my entire four years here. I have never become as attached to any institution as I have to the University of Chicago and it is a great wrench to think of leaving.

Faithfully yours,

Paul H. Douglas

PHD:VML

The University of Chicago
The School of Commerce and Administration

May 9, 1924

*June 13th
meeting*
C+a.1

President E. D. Burton
Faculty Exchange

My dear President Burton:

In accordance with your suggest to Mr. Spencer I am taking this occasion of withdrawing my resignation from the University of Chicago. I have become convinced that my greatest usefulness and happiness lie here, and I hope that I may be able to continue here in the future.

As Mr. Spencer has told you, however, it seems to be only honorable to spend next year at Amherst on a leave of absence as they have suggested.

I hope that it may be possible for this leave of absence to be granted and that thereafter it will be possible for me to teach during ^{part of} the summer ^{and during the} autumn and winter quarters and take the spring quarter off.

Faithfully yours,

Paul H. Douglas

PHD-W

The University of Chicago
The School of Commerce and Administration

May 9, 1934

President E. D. Burton
Faculty Exchange

My dear President Burton:

In accordance with your suggestion to Mr. Spencer I am
taking this occasion of withdrawing my resignation from the
University of Chicago. I have become convinced that my
greatest usefulness and happiness lie here, and I hope that
I may be able to continue here in the future.

As Mr. Spencer has told you, however, it seems to be
only desirable to spend next year at Harvard as a leave of
absence as they have suggested.

I hope that it may be possible for this leave of absence
to be granted and that thereafter it will be possible for me
to teach during the summer, autumn and winter quarters and
take the spring quarter off.

Sincerely yours,

Paul H. Douglas

END-V

C-41

The University of Chicago

The School of Commerce and Administration

OFFICE OF THE DEAN

April 9, 1924

Copy to H.H.S.

President Ernest DeWitt Burton
The University of Chicago

My dear Mr. Burton:

The recent grant from the Laura Spelman Rockefeller Memorial Fund was as I understand it granted to us largely because of the fact that we had a producing machine here at the University. They did not, of course, ask Mr. Marshall in terms of dollars and cents how much the University would set aside for carrying forward the program. However, in one instance at least Mr. Ruml asked Mr. Marshall whether or not the cost of a certain piece of work might not more properly be charged against the budget of the School of Commerce and Administration than against the funds of the Spelman Memorial. This rather clearly indicates that they expected that the University would carry forward in some manner the work which had already been projected by the School of Commerce.

This last year we did to a certain extent use the grants from the Spelman fund to reduce our budget. We did it in the case of Mr. Keister who for the past year has been doing half-time teaching, while his work has been carried on by assistants at a much lower rate of pay. How far we shall be able to do the same thing this next year will depend entirely on whether Mr. Marshall can find in our own staff men who are fitted and willing to do work in his program.

Yours very sincerely,

WHS:EL

W. N. Spencer

The University of Chicago

The School of Commerce and Administration

April 3, 1934

OFFICE OF THE DEAN

Copy to H.H.S.

President Ernest Bennett Burton
The University of Chicago

My dear Mr. Burton:

The recent grant from the Spelman Memorial
Memorial Fund was as I understood it intended to be
largely because of the fact that we had a producing
machine here at the University. They did not, of
course, ask Mr. Marshall in terms of dollars and
cents how much the University would not add for
carrying forward the program. However, in one
instance at least Mr. Marshall asked Mr. Marshall whether
or not the cost of a certain piece of work might not
more properly be charged against the budget of the
School of Commerce and Administration than against
the funds of the Spelman Memorial. This rather
cleverly indicated that they expected that the
University would carry forward in some manner the
work which had already been projected by the School
of Commerce.

This last year we did to a certain extent use the
grants from the Spelman fund to reduce our budget.
We did it in the case of Mr. Marshall who for the
last year has been doing part-time teaching, while
his work has been carried on by assistants at a
much lower rate of pay. Now far we shall be able to
do the same thing this next year will depend entirely
on whether Mr. Marshall can find in our own staff one
who are fitted and willing to do work in his program.

Yours very sincerely,

W.H.S.

The University of Chicago
The School of Commerce and Administration

December 18, 1923

Dean James Hayden Tufts
The University of Chicago

My dear Mr. Tufts:

The negotiations between Messrs. Marshall and McKinsey of the School of Commerce, and Mr. Moulton of the Institute of Economics, about joint fellowships took place for the most part in conferences at the Quadrangle Club. The understanding seems to have been that certain men would be appointed to investigate problems which would be of mutual interest to the University and to the Institute of Economics, and problems which would be approved by both. The agreement, furthermore, seems to have been that each would bear a half of the stipend of each man. As you already know, however, Mr. Marshall certified Mr. Montgomery for \$1500.00 and Mr. Mitchell for \$1300.00, notwithstanding the fact that the Institute provided only \$500.00 for each of them. But I do not believe that there was any understanding that the University might not give to these research assistants more than \$500.00 if it desired to do so.

But as I see it, the matter of compensation is not the important issue. The real question is as to whether Mr. Mitchell, concerning whose work Mr. Moulton has expressed some dissatisfaction, is carrying on his research within the spirit of the joint agreement. About this I had a conference with Mr. McKinsey, the results of which I shall briefly summarize.

It seems that the Institute desired an investigation of forward planning or budgetary control in the mail order business. It was arranged that Mr. Mitchell conduct this investigation in Montgomery, Ward and Company, under the guidance of Mr. McKinsey, who is an authority in this field. Mr. McKinsey, in assigning the work to Mr. Mitchell, directed that Mr. Mitchell first make a thorough study of the whole organization of Montgomery, Ward and Company as an introduction to the study of budgetary control. Mr. McKinsey felt, and still feels, that an investigation of the financial control of a business could not be made satisfactorily except in terms of a thorough investigation of the organization of the business.

In his supervision of the work of Mr. Mitchell, Mr. McKinsey instructed him to prepare a bi-weekly report of progress, one copy of which was turned in to Mr. McKinsey, and the other sent to the Institute. A member of Mr. Moulton's staff at the suggestion of Mr. Moulton wrote Mr. McKinsey that the Institute of Economics was interested solely in the matter of budgetary control and not in the organization of Montgomery, Ward and Company. Mr. McKinsey replied that he had mapped out the investigation on this basis for two reasons. In the first place, because in his opinion the preliminary study was an indispensable antecedent to the study of budgetary control; and in the second place, because both he (Mr. McKinsey) and Mr. Mitchell were interested in the results of the investigation of the organization of the business. I think, on the basis of this reply Mr. Moulton came to the conclusion that Mr. McKinsey was requiring a major part of the time of Mr. Mitchell for his own investigations, or investigations on behalf of the School of Commerce and Administration. Mr. McKinsey tells me, however, that if he had had no interest whatsoever in the organization of Montgomery,

The University of Chicago

The School of Commerce and Administration

December 18, 1923

Dear James Hayden Telfer
The University of Chicago

My dear Mr. Telfer:

The negotiations between Messrs. Marshall and McKinsey of the School of Commerce, and Mr. Hamilton of the Institute of Economics, about joint fellowships took place for the most part in conferences at the Chamberlain Club. The understanding seems to have been that certain men would be appointed to investigate problems which would be of mutual interest to the University and to the Institute of Economics, and problems which would be approved by both. The agreement, furthermore, seems to have been that each would bear a half of the attend of each man. As you already know, however, Mr. Marshall carried Mr. Montgomery for \$1500.00 and Mr. Mitchell for \$1500.00, notwithstanding the fact that the Institute provided only \$500.00 for each of them. But I do not believe that there was any understanding that the University might not give to these research assistants more than \$500.00 if it desired to do so.

But as I see it, the matter of compensation is not the important issue. The real question is as to whether Mr. Mitchell, concerning whose work Mr. Hamilton has expressed some dissatisfaction, is carrying on his research within the spirit of the joint agreement. About this I had a conference with Mr. McKinsey, the results of which I shall briefly summarize.

It seems that the Institute desired an investigation of foreign planning or industry control in the rail order business. It was arranged that Mr. Mitchell conduct this investigation in Hungary, Ward and Company, under the guidance of Mr. McKinsey, who is an authority in this field. Mr. McKinsey, in assigning the work to Mr. Mitchell, stated that Mr. Mitchell first made a thorough study of the whole organization of Hungary, and then made an investigation of the study of industry control. Mr. McKinsey felt, and still feels, that an investigation of the financial control of a business could not be made satisfactorily except in terms of a thorough investigation of the organization of the business.

In his explanation of the work of Mr. Mitchell, Mr. McKinsey mentioned him to prepare a bi-weekly report of progress, one copy of which was turned in to Mr. McKinsey, and the other sent to the Institute. A number of Mr. Hamilton's staff at the suggestion of Mr. Hamilton wrote Mr. McKinsey that the Institute of Economics was interested solely in the matter of industry control and not in the organization of Hungary, Ward and Company. Mr. McKinsey replied that he had written out the investigation on this basis for two reasons. In the first place, because in his opinion the preliminary study was an indispensable antecedent to the study of industry control; and in the second place, because both he (Mr. McKinsey) and Mr. Mitchell were interested in the results of the investigation of the organization of the business. I think, on the basis of this reply, Mr. Hamilton came to the conclusion that Mr. McKinsey was receiving a larger part of the benefit of the Mitchell for his own investigation, or investigation on behalf of the School of Commerce and Administration. Mr. McKinsey tells me, however, that if he had had no interest whatsoever in the organization of Hungary,

The University of Chicago
The School of Commerce and Administration

Dean James Hayden Tufts

2

Ward and Company and had been charged solely with the investigation of the problem of budgetary control he would nevertheless have directed the investigation to be carried on in the manner in which it has been and is being now conducted.

I trust that you will pardon this long recital of facts but I think it necessary in order to draw your attention to what seems to me the real trouble, and that is that the whole controversy is the result of an attempt to carry on jointly a piece of rather delicate research work, particularly where the parties interested in the joint undertaking are widely separated and cannot easily and quickly adjust their differences.

As I see it from our angle I think that Mr. McKinsey is right, but I quite agree with you that from the point of view of the Institute, and particularly from the point of view of Mr. Moulton, that we ought to do whatever we reasonably can to conciliate ^{her} in this matter.

I am returning to you the correspondence which you handed me on the morning of the 14th.

Yours very sincerely,

WHS:EL
Enclosures

W.H. Spencer
Assistant Dean

The University of Chicago

The School of Commerce and Administration

2

Dear James Hayden Tufts

Kind and Company and had been charged solely with the investigation of the
problem of budgetary control but would nevertheless have directed the investi-
gation to be carried on in the manner in which it has been and is being now
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I trust that you will pardon this long recital of facts but I think it neces-
sary in order to draw your attention to what seems to me the real trouble,
and that is that the whole controversy is the result of an attempt to carry
on jointly a piece of rather delicate research work, particularly where the
parties interested in the joint undertaking are widely separated and cannot
easily and quickly adjust their differences.

As I see it from our angle I think that Mr. Henderson is right, but I write
agree with you that from the point of view of the Institute, and particularly
from the point of view of Mr. Houston, that we ought to do whatever we reason-
ably can to consolidate in this matter.

I am returning to you the correspondence which you handed me on the morning of
the 14th.

Yours very sincerely,

Assistant Dean

W. H. H.
Enclosures

The University of Chicago

Office of the Counsel and Business Manager

ROOM 1838, 230 S. CLARK ST.
TELEPHONE DEARBORN 9312

June Nineteenth
1 9 2 4

CHA

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

My dear Doctor Burton:

Mr. Judd has sent Doctor Charters to see me with reference to the plan of interesting State Street merchants in the training work of retail store employees. He has indicated to me that his coming to Chicago, so far as he is concerned, is conditioned upon a fairly definite assurance that this work can be started here. To demonstrate this fact Mr. Charters has conferred with Mr. D. F. Kelley, General Manager of the Fair, and generally regarded as the spokesman for the State Street merchants.

Mr. Kelley is willing to explore the matter and to suggest the names of persons to participate in a conference to that end.

Mr. Charters believes the approach should be made by the University as such through us rather than upon the bases of a plan which, if successfully launched, will result in Doctor Charters's being invited to come to the University to do this work.

He therefore especially recommends if you approve that the President of the University invite Mr. Kelley to meet with him some time during next week, preferably Wednesday or Thursday, at which time Mr. Charters would come on again from Pittsburgh to explain the details of the plan. This conference would probably take from one to two hours in addition to the luncheon or dinner period if it were combined with a meal. Mr. Charters suggested that he thought Mr. Kelley would respond happily to the suggestion, that it occur either at the Union League Club or at the University. If Saturday afternoon or Sunday, June 28 or 29 would serve the purpose better he is prepared to come then. If any date next week is not desirable he can come any Saturday or Sunday of any week thereafter.

June Nineteenth
1 2 3 4

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

My dear Doctor Burton:

Mr. Ludd has sent Doctor Charters to see me with reference to the plan of interesting State Street merchants in the training work of retail store employees. He has indicated to me that his coming to Chicago, so far as he is concerned, is conditioned upon a fairly definite assurance that this work can be started here. To demonstrate this fact Mr. Charters has conferred with Mr. D. R. Kelley, General Manager of the Fair, and generally regarded as the spokesman for the State Street merchants.

Mr. Kelley is willing to explore the matter and to suggest the names of persons to participate in a conference to that end.

Mr. Charters believes the approach should be made by the University as such through us rather than upon the basis of a plan which, if successfully launched, will result in Doctor Charters being invited to come to the University to do this work.

He therefore especially recommends if you approve that the President of the University invite Mr. Kelley to meet with him some time during next week, preferably Wednesday or Thursday, at which time Mr. Charters would come on again from Pittsburgh to explain the details of the plan. This conference would probably take from one to two hours in addition to the luncheon or dinner period if it were combined with a meal. Mr. Charters suggested that he thought Mr. Kelley would respond happily to the suggestion that he occur either at the Union League Club or at the University. If Saturday afternoon or Sunday, June 28 or 29 would serve the purpose better he is prepared to come then. If any date next week is not desirable he can come any Saturday or Sunday of any week thereafter.

President Burton -2-

Mr. Charters would be pleased, if you approve, to meet with you prior to this suggested conference with Mr. Kelley in order to prepare a report.

The conference with Mr. Kelley would develop his interest in the plan and would suggest the outline for the proposed second conference, at which time the other members of the State Street merchants group would be present and at which time the plan could be formally underwritten and confirmed.

Mr. Charters has talked with Mr. Swift and tells me that Mr. Swift appears to be interested in having this effort made. I have conferred with Mr. Judd, who sees no objection to this program as outlined. Mr. Charters tells me that he was not able to talk to Dean Spencer, who has been out of town.

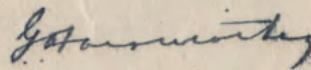
If you approve, the several steps which seem to be desirable may be restated as follows:

(1) An invitation to Mr. D. F. Kelley to confer with you respecting the proposed plan and a fixing of an appointment;

(2) Arranging with Mr. Charters, who wishes at least forty-eight hours notice respecting his coming on to attend this meeting with Mr. Kelley and you.

(3) In any event Mr. Charters asks that he be informed if possible on Monday what arrangements have been made.

Yours very truly,



G. O. Fairweather

GOF:HH

Mr. Charter would be pleased if you approve, to meet with you prior to this suggested conference with Mr. Kelley in order to prepare a report.

The conference with Mr. Kelley would develop his interest in the plan and would suggest the outline for the proposed second conference, at which time the other members of the State Street merchants group would be present and at which time the plan could be formally undertaken and confirmed.

Mr. Charter has talked with Mr. Swift and tells me that Mr. Swift appears to be interested in having this effort made. I have conferred with Mr. Ladd, who seems no objection to this suggestion as outlined. Mr. Charter tells me that he was not able to talk to Dean Spencer, who has been out of town.

If you approve the several steps which seem to be desirable may be restated as follows:

- (1) An invitation to Mr. D. W. Kelley to confer with you respecting the proposed plan and a fixing of an appointment;
- (2) Arranging with Mr. Charter, who wishes at least forty-eight hours notice respecting his coming on to attend this meeting with Mr. Kelley and you.
- (3) In any event Mr. Charter asks that he be informed if possible on Monday what arrangements have been made.

Yours very truly,

E. O. Fairweather

GOV:EM

The University of Chicago

The School of Education

OFFICE OF THE DIRECTOR

JUNE
19th
1924

C&A

President E. D. Burton,
Faculty Exchange.

My dear President Burton:

May I make the following report of the conference which Mr. Charters had with various people?

He saw Mr. Swift, as you know, and I think the outcome of that conference was, on the whole, satisfactory. He saw Mr. Fairweather and Mr. Fairweather is, I think, going to report to you certain lines of action which seem to him to be feasible and desirable. Mr. Charters took advantage of his acquaintance with Mr. Kelly, and on the suggestion of Mr. Fairweather he had a talk with Mr. Kelly, which seems on the whole to have been promising. Mr. Filbey and I went over matters in a good deal of detail with him. Mr. Douglas of C. & A. had a conference with him and will, I suppose, report to Mr. Spencer. I have written to Mr. Spencer saying that I think most of the matters to which he refers in his long letter can be adjusted according to his own liking; that I think the main point with regard to administration is that the administration of funds must be left to Charters, under the proper approvals, of course, of the University. This will obviate, I think, the discussion of whether the funds are to be administered by C. & A. or some one else.

I think Charters would consider the position favorably provided the outlook for affiliation with the State Street merchants is good, and from all that I can gather, that seems to be on the whole a very promising outlook. On this matter, as I said above, Mr. Fairweather is going to have a conference with you.

Very sincerely yours,

Charles H. Judd
CHARLES H. JUDD

CHJ-GS

