MEMORANDUM OF CONVERSATION with L. C. Marshall
on eastbound New York Central Train. June 17, 1924.

C & A 1

In reference to Charters coming to the University of Chicago under cooperative arrangement between the School of Education and the School of Commerce and Administration, Marshall says:

1. C & A has steadily stood for an approach to the problems of labor, and of personnel in relation to labor, from the point of view of the broad and fundamental facts of the subject rather than from technique. As respects bookkeeping, e.g., it refuses to deal with the methods of accounting until the student comes to this as an incident of the total problem of business administration. So in respect to selling, it has refused to deal with retail salesmanship except at the end, and as an incident, of the total problem of merchandizing.

2. It conceives that the training of men to train salesmen as an incident of conducting a mercantile business, if dealt with at all at the University, falls to C & A as the division of the University which deals with commerce. In other words, though there is an element of teacher-training in the task, it is relatively so small a part of it that it does not fall to the School of Education to undertake it. The latter, it judges, is concerned with training teachers for <u>schools</u>, public and private, not for so-called schools in industrial plants. If it is to do this, C & A does not see how it can exclude training foremen in all kinds of shops to train their apprentices.

3. Charters' history leads one to fear that he would approach the matter from the side of technique and without requiring previous study of the fundamental elements of the

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problem, i.e., to begin at once with the technique of selling rather than to treat it as an incident of the larger problem of merchandizing which the pupil must first understand.

4. This danger would be increased by Mr. Judd's apparent sympathy with this view. C & A fear it would have a constant struggle to maintain its point of view and standards.

5. There is a difference of view between the School of Education and C & A respecting the A.M. degree. C & A feels that the ordinary bachelor has had so little of the fundamentals of its subject ~~that~~ in college that he cannot as a rule get an A.M. degree in less than six or eight quarters. The School of Education ~~regards~~ holds that in their field the Ph.B. man has usually had enough of content work in some line, e.g., History or Mathematics, ~~on~~ that he can in about four quarters in Education win an A.M. degree. C & A fears that this standard would be applied to students preparing to teach in industrial plants, despite their lack of fundamental work, i.e., that School of Education would be proposing candidates for A.M. who had had a college course with no content course in industry and with only a little over a year's work in Education and the technique of salesmanship. It is unwilling to cooperate in such a procedure and fears a constant conflict of recommendations.

6. I understood Spencer to say that C & A did not feel that the School of Education should enter the labor field at all - that this belongs to C & A, hence declines to approve Charters coming in C & A only. Marshall thinks I misunderstood Spencer, but I judge shares this opinion which I gained from Spencer, only does not think it is C & A's business to object.

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8. Mr. Judd's personal characteristics are a factor in the situation. He is a director rather than a leader, decides things rather than leads to a decision - not cooperative, Mr. Marshall says. This no doubt Spencer feels and dreads the continued conflict of wills.

The whole conversation gives me a new understanding of the difference in points of view of the two schools, and deepens my doubt of the wisdom of bringing Charters in, either under joint arrangement or in the School of Education only.

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Office of the President

Referred to_____

_____ 1924

Please

1. Dispose of as you think best.
2. Answer and retain in your files.
3. Answer and return with carbon of reply for our files.
4. Return with answer on President's stationery for him to sign.
5. Return
   a) With information called for in writing.
   b) With suggestion of answer in writing.
   c) Comment in writing.
6. Return and arrange for personal interview.
7. Follow through—and report.
8. Initial and return (sent for information only).
9. Accept_____Decline.
10. Send to _____ with covering letter.
11. File under_____
12. Make _____ copies. Send to
13. Remarks.

Copy

C+A 1

University of Chicago

l of Commerce and Administration

June 14, 1924

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(1) That Mr. Charters be jointly appointed by the two Schools concerned, and that the School of Commerce and Administration shall carry on its budget half of his University salary.

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The University of Chicago

The School of Commerce and Administration

June 14, 1924

Mr. Charles H. Judd
Faculty Exchange

My dear Mr. Judd:

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In the first place, I regret very much that I shall not be here to see Mr. Charters when he comes. I had no intimation whatsoever that Mr. Charters was even expected at the University until you so informed me at lunch on Friday. My plans for leaving Sunday night have been made for some time and I hardly feel justified under the circumstances in staying over.

In the second place, I am wondering if it will not be possible to postpone for the time being any action pending further consideration of the matter. I have not had an opportunity, and shall not have an opportunity, of even meeting Mr. Charters before this step is taken. Although I hope that it will be possible for Mr. Douglas to see and talk with Mr. Charters on Monday, nevertheless, it seems to me, that, in the formulation of an important arrangement of this kind, in which the School of Commerce and Administration is asked to join, the Dean of the School of Commerce and Administration should at least have an opportunity of meeting and talking with Mr. Charters before any final action is taken.

Will it not be possible at a time later in the year for us to invitie Mr. Charters here to give a talk before some group at which certain members of my staff and I might have an opportunity of getting acquainted with Mr. Charters? If it were a matter of securing Mr. Charters for the coming year, I could see the justification for hurried action. Since, however, the contemplated arrangement is for a year hence, I can see no reason why I should hastily commit the School of Commerce and Administration to the joint arrangement, particularly when I am in a doubtful state of mind about the whole matter.

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(1) That Mr. Charters be jointly appointed by the two Schools concerned, and that the School of Commerce and Administration shall carry on its budget half of his University salary.

(2) That adjustments in his salary be made in terms of the time he spends in non-University work. Specifically, if he spends half of his time in outside activities, that his salary in the University be reduced by half.

(3) That outside work in which Mr. Charters engages will be of an educational character and not of a merely routine type; and that projects which he undertakes from time to time shall be referred to the Board of Trustees for approval.

(4) That funds which he may raise from time to time for research work in educational matters be turned over to the University and administered through the School of Education.

(5) That funds which he may raise from time to time for research work in business and industrial matters be turned over to the University and administered through the School of Commerce and Administration.

(6) That such work as Mr. Charters may do in the matter of training school superintendents shall be under the jurisdiction and superivision of the School of Education.

(7) That such work as Mr. Charters may do in the development of curricula for secondary schools shall be under the jurisdiction and supervision of the School of Education.

(8) That the work of training teachers for commercial teaching in secondary schools shall be under the jurisdiction of the School of Commerce and Administration, with the understanding that such people will take courses in education recommended by the School of Education.

(9) That in granting masters' degrees to students who are going into commercial teaching, the degree shall be a joint affair, leaving to each school the privilege of designating what shall be the requirements from its point of view for such degree.

(10) That such work as Mr. Charters may do in training graduate students who contemplate personnel work in industry shall be under the jurisdiction of the School of Commerce and Administration, with the understanding, of course, that such personnel workers may take other work in the School of Education which between the two schools may be thought necessary to round out their training.

(11) That such work as Mr. Charters may do in training students for personnel work in college and secondary schools shall be under the joint supervision of the two schools.

(12) That the formation of contacts with businesses and industries in the city of Chicago, and the carrying on of any projects in industry which may be approved by the Board of Trustees shall be under the jurisdiction of the School of Commerce and Administration.

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(13) That, since Mr. Charters work will be largely in connection with business and industry, in Chicago, that he be located in the Commerce Building.

(14) That the arrangement is a temporary one in the sense that either School may at its pleasure withdraw from the arrangement if it feels that all is not going well.

I have an appointment to see President Burton this morning at which time I shall hand him a copy of this letter.

Yours very sincerely,

W. H. Spencer

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Dean

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Important
Immediate
file

C+A1

The University of Chicago

The School of Commerce and Administration

June 5, 1924

Mr. C. H. Judd
Faculty Exchange
University of Chicago

My dear Mr. Judd:

After having thought over your proposal carefully, I have come to the conclusion that the School of Commerce and Administration cannot at the present time see its way clear to join with you in calling Mr. Charters for the year following this.

My reasons for this decisinn, briefly, are these:

1. There exists among the members of the Staff of the School a rather marked feeling of reluctance to enter into the proposed joint arrangement. This feeling of reluctance comes primarily from members of the Staff who are in charge of labor and personnel work. Whether the feeling is justified or not need now be considered, but since it exists I think it would be unfortunate for us to enter into the arrangement.

2. Frankly, I cannot bring myself to the point of agreeing to an arrangement by which the appointee will be earning as much as $10,000 or $12,000 on the outside. This very thing is one of the most delicate problems with which we have had to deal in the past and I should regret exceedingly any official action which would establish a precedent for such extra-University employment.

3. As things now stand I do not see how the School of Commerce and Administration will within the next few years have sufficient funds to care for its more pressing needs and at the same time contribute half the salary of Mr. Charters. And I am convinced in my mind that it is not desirable from the point of view of the School of Commerce and Administration to enter into the arrangement unless it can furnish at least half of the salary in question.

For these reasons I do not believe that we can join with you in seeking to secure Mr. Charters as a member of the University. I shall be very glad at such time as may suit your convenience to discuss the three questions which I have raised.

Yours very sincerely,

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Dean

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The University of Chicago

The School of Commerce and Administration

June 5, 1924

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Industrial + Commercial Education

C+A

The University of Chicago

The School of Education

OFFICE OF THE DIRECTOR

JULY
15th
1924

Dr. Ernest D. Burton,
Faculty Exchange.

My dear Dr. Burton:

I had a conference with Mr. Spencer today and have to report the following.

Mr. Spencer began the conference with the statement that there was no use discussing the matter as his mind was made up that he could not consent to cooperating on any basis.

I asked if he could give me reasons in order to supply me the guidance necessary for my further steps. He said that:

(a) he did not like the sort of thing that Mr. Charters is doing, and
(b) internal conditions in C. and A. prevented cooperation.

When I pushed for something more concrete he said he had inherited certain conditions in C. and A. and is not free to disregard these.

I then asked whether he had any alternative program to present, and urged the importance of a positive move in the interests of the University. To this he replied :

(a) that he had no alternative,
(b) that he could think of nothing but the suggestion that we wait until C. and A. could at some future date take positive steps,
(c) that in his judgment C. and A. could raise no objection to an independent launching of the plan by the Department of Education.

I asked him if he would come with me for a conference with you, and he said he would not.

The University of Chicago

The School of Education

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July 15, 1924.

I asked him if he would write to you saying that he raised no objection to independent action on the part of the Department of Education. This he agreed to do.

I reminded him that I had waited several years for C. and A. to get in condition to cooperate in the whole matter of industrial and commercial education and that I regarded the situation as very urgent and as calling for very early action.

He said he regretted that C. and A. could not cooperate and felt that at some time in the future, if the Department of Education began independently, it might be possible for C. and A. to join.

I want to report that when I asked for alternative propositions, as I did repeatedly, I said frankly that I was bent on securing cooperation if such could by any means be obtained. The answer given me each time was that internal conditions in C. and A. made this impossible.

Finally, I enclose a memorandum in which I have attempted to summarize for you the grounds on which it seems to me action is urgently called for, and the method of procedure which in my judgment it would be to the interests of the University to adopt.

Very truly,

Charles H. Judd

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CHJ-GS

Encl.

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President E. D. Burton, Page 11.

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MEMORANDUM TO DR. BURTON ON THE NEEDS FOR A POSITIVE PROGRAM IN INDUSTRIAL AND COMMERCIAL EDUCATION

CHA

The educational situation in American public schools has in recent years taken an acute turn, for the following reasons:

(a) A large increase in attendance has brought into the upper grades of the elementary schools and into the high schools pupils from social groups which never used to get more than a rudimentary education.

(b) The problem of providing a proper education for this new type of pupils seeking more than rudimentary training can not be solved without the most earnest and systematic scientific study of the curriculum and of methods of teaching.

(c) One conspicuous mistake was made in 1916 and the years immediately preceding, when the attempt was made through organization of separate boards of education in Massachusetts and Wisconsin and through the creation of the Federal Board for Vocational Education to split American education into a dual system, giving one class of pupils academic training and the other class trade training in a separate school. The move for a dual school system collapsed with the war, and the country is now literally without a positive program and full of experiments which are confessedly makeshifts.

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(d) In the effort to solve the problem as it now exists, a number of agencies are at work making extensive studies of the curriculum with a view to working it out along entirely new lines. These agencies are:

(1) School systems which are organizing special agencies for the purpose; the most conspicuous case being that of Denver which is spending $25,000 for each of two years.

(2) Committees of the National Education Association and of the Department of Superintendence.

(3) Research committees in mathematics, the classics and English, subsidized by the General Education Board and in Modern Languages and Fine Arts subsidized by the Carnegie Corporation.

(4) A special subcommittee of the Commonwealth Fund subsidized for two years with $20,000 and $30,000.

These various enterprises are in great need of general scientific guidance, and the agencies competent to render this guidance are in Chicago, in the Lincoln School and at the University of Pittsburgh.

Incidentally it may be remarked that the man at work in Lincoln School is H. O. Rugg, who was introduced to the problem and was taught the method of procedure at Chicago.

(d) In the effort to solve the problem as it now exists, a number of agencies are at work making extensive studies of the curriculum with a view to working it out along entirely new lines. These agencies are:

(1) School systems which are organizing special agencies for the purpose; the most conspicuous case being that of Denver which is spending $25,000 for each of two years.

(2) Committees of the National Education Association and of the Department of Superintendence.

(3) Research committees in mathematics, the classics and English, subsidized by the General Education Board and in Modern Languages and Fine Arts subsidized by the Carnegie Corporation.

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Incidentally it may be remarked that the man at work in Lincoln School is H. O. Rugg, who was introduced to the problem and was taught the method of procedure at Chicago.

(e) The problem of giving the new social classes who are coming to school a suitable education is inevitably leading to the recognition of a larger problem, namely, that of modernizing the whole curriculum. New courses will have to be organized in such matters as social studies and even in the conventional subjects. New methods of handling pupils administratively will have to be worked out and new methods of class instruction will have to be devised and tested.

(f) The school problem has relations of a most obvious kind to the general economic and social condition of the country. It is becoming evident that much more training must be given to our people after they leave the schools. The only effective way to organize industry and society in general is to train people while they are working in whatever lines they take up.

(g) The part of the United States which is ready to receive guidance most hospitably and to respond most vigorously to general studies which shall reconstruct the educational program of the country is the Northern Mississippi Valley. The leadership of this section is easily in the hands of our University if we can provide the human brains and energy.

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On the grounds stated, it is proper to urge the University to reinforce the officers of the School of Education who are working constructively and at the top of their energy on this problem.

This can be done by increasing the staff by the addition of instructors and by the importation of the one man who ranks with our men in this general field, that is, Mr. Charters.

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File CtA

CtA

The University of Chicago

Department of Political Economy

May 29, 1924

President Ernest DeWitt Burton
The University of Chicago

My dear Mr. Burton:

Mr. Swift has asked me the meaning of the statement I made in my memorandum of May 17 to you to the effect that "this current year we are passed in this community in the realm of business research". It is appropriate, of course, that I send you the enclosed copy.

Yours very sincerely,

L C Marshall

ICM:EL
Enclosure

The University of Chicago

The School of Commerce and Administration

May 29, 1924

C+A

Mr. Harold H. Swift
Swift and Company
Union Stock Yards
Chicago, Illinois

My dear Mr. Swift:

The answer to your letter of May 28 requires a somewhat extended statement.

The orthodox way of conducting business research is to set up a "bureau", hire clerks, and investigate problems. Northwestern has followed the orthodox way; has been steadily expanding her work in this field; and has been rendering good service. See her list of publications for details.

The way we were developing was to put our funds into the development of men who were turning out special studies. The day might or might not come when a "bureau" would be set up, but meantime funds were not being expended on clerical hire. Specifically, we were:

1. Enlarging the funds used for research assistants. This both gave us "research" and developed men (fifty-three in the last two years) who went to teach in universities and colleges. They would in later years send us men trained to expand our research.

2. Sending members of the staff out into industry on the university pay roll.

3. Giving instructors lighter teaching schedules so they could develop material.

4. Using $5,000.00 a year in a publication fund.

And now for the quotation from my memorandum to President Burton:

1. This current year, Northwestern has expanded her work in this research field and has done so in relation to a forward moving program in business education in general. Even last year, according to all reports I have received, she was spending in dollars and cents an amount in excess of the amount we were spending in research.

2. This current year, by contrast, our University faced in the direction of limiting our business research development. (a) The funds for research assistants in the 1924-25 budget were not expanded as in the past; they were cut $5,000.00. (b) Men are not to go out into industry this summer. (c) Lighter teaching schedules to make possible the development of material have been disapproved. (d) The publication fund has been reduced to $3,500.00.

I have, personally, very little question that our research program is now in second place.

The University of Chicago

The School of Commerce and Administration

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I suppose your inquiry was directed at the foregoing considerations rather than at my ~~any~~ statement that "in the general strategy of the situation" the development of the whole social science field is "our means of salvation in this community". It is self evident that service which can be definitely visualized as being service to this community is of vital significance in our plans. It so happens that "Local Community Research", "Social Service Research" and "Business Research" lend themselves in a peculiar way to this kind of development.

Yours very sincerely,

LCM:EL

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cc Carlson to President Ernest DeWitt Burton

cc Carlson to Dean W. H. Spencer

December 22, 1924

Memorandum to President Burton from W. H. Spencer and L. C. Marshall.

A. This memorandum assumes that the University accepts as highly desirable goals:

1. An organization of graduate work in Economics and Business Administration that is definitely committed to emphasis upon research activities and is definitely devoted to developing University leadership in this field, as compared with non-university leadership.

2. An organization of undergraduate work in Economics that fully recognizes the developments now taking place in the American educational system and fully recognizes the importance of superior undergraduate work.

3. An organization of work in business education designed to render unique service in that field, as compared with one designed merely to duplicate the efforts of such other schools of business administration as, from the nature of their location in the educational system, are ill fitted to set standards.

B. In order to move in an effective way toward these goals, certain things are essential

1. These goals must be acceptable to the instructing staffs concerned. They are acceptable.

2. The tasks involved must be seen in terms of the organization that is necessary to accomplish them. Then that organization must be set up. This general statement includes the following details:

(a) The graduate offerings in Economics and the allied business fields should be pointed toward the extension of the boundaries of knowledge. These offerings have been pointed in that direction. See Exhibit A.

(b) Our eyes must be turned in the direction of rounding out the instructing staffs so that we shall gradually become able to cultivate intensively these borderlands:

i. That between Economics and business

ii. That between Economics and Technology

iii. That between Economics and Psychology

iv. That between Economics and the Evolution of Institutional Life.

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ii. That between Economics and Technology

iii. That between Economics and Psychology

iv. That between Economics and the Evolution of Institutional Life.

v. That between Economics and Law

vi. That between Economics and Home Economics

As regards i, the field is already being reasonably well cultivated; as regards ii, we should think in terms of a donor; as regards iii, we should wait and work for a man to emerge and then add him to the staff; as regards iv, it is expedient to add at once such a man as Gay at $10,000 or Gras at $6,500; as regards v, the basis is already laid and further cooperation with the Law School should be worked out; as regards vi, matters are being worked out with Miss Blunt.

(c) We should retain the desirable members of the present staffs, filling a few vacancies in the process. This involves adopting a clear-cut policy of recognition of distinguished services in teaching, research, or administration and therefore involves gradual additions to the instruction budgets in Political Economy and in Commerce and Administration.

(d) We should restore to the Commerce and Administration budget the funds that were stricken out in research assistantships, publication expenses, loan funds, and personnel administration; and the wisdom of developing junior members of the staff by light teaching schedules and by interneships in business should be fully recognized.

(e) We should retain our present organization and our present budget items devoted to developing material for secondary schools. This is the only effective way of fitting in with the changes taking place in our educational system.

(f) The resources and programs of the Department of Political Economy and the School of Commerce and Administration should be reunited. There are various ways by which this may be accomplished. Two extremes will be set forth.

At one extreme is a method which would require new legislation by the Board of Trustees in setting up a School of Economics and Business Administration (or other appropriate title).

i. The School of Economics and Business Administration should be made up of two parts: the Department of Economics and the College of Business Administration.

ii. The Department of Economics should extend its membership to include graduate instructors from the business administration staff, and recommendations for all higher degrees should go from the Department to the Graduate Faculties of

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Arts, Literature and Science. Quite in accord with precedent, some degrees could be in "Economics" and others in "Economics and Business Administration."

iii. The faculty of the College of Business Administration would include, among others, the faculty of the Department of Economics and would take care of undergraduate work in business administration. (The time may come when it will be wise to extend this to cover the A. M. That bridge may be crossed when we reach it.)

Note: As a matter of descriptive fact the resources of the Department will be so absorbed in handling graduate work that men on the Business Administration budget will do much of the undergraduate instruction in Arts, Literature and Science Economics courses. But the standards would be set by the Department.

iv. The director of the School of Economics and Business Administration should have final supervision of programs and budgets and should secure effective correlation of the work. For the present he should also be the Chairman of the Department. Detailed planning and administration should be carried out by a secretary of the department and a dean of the College of Business Administration.

At the other extreme is a method which would require no new legislation by the Board of Trustees but which would accomplish the same results.

i. Existing organizations and names thereof would remain unchanged.

ii, iii, iv. Items ii, iii, and iv above may be repeated under this plan, merely using the organization names now authorized instead of the new ones indicated above. (This assumes that the only Board action necessary in order to establish a Director is to appoint one, on the recommendation of the President.)

v. The graduate faculties of Arts, Literature and Science would be asked to authorize clearing all recommendations for higher degrees through the Department. There is no reason to anticipate any opposition to this.

Under either plan the administrative personnel would run thus (titles not being regarded as significant.)

Director of School and Chairman of Department

--Dean of School

--Assistant Deans

--Meat Packing Institute Head [redacted]

--Secretary of Department

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--Dean of School

--Assistant Dean

--Best Teaching Institute Head (Economics, Accounting, Secretarial, etc.)

--Secretary of Department

C. There must be no question that the foregoing expresses our judgment of the appropriate course of action without reference to our own connection with the organization. In order to clear the ground we hereby tender our resignations, respectively, as Dean of the School of Commerce and Administration and Chairman of the Department of Political Economy.

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Exhibit A.

A reorganization has been drafted of the graduate work so that a greater proportion of our funds and energy may be given to creative work. This has been surveyed by Dean Laing. He thinks the problem has been solved in an effective manner.

1. The old organization in terms of such functional fields as (a) Evolution of Industrial Society, (b) Financial Organization, (c) Social Control, etc,,etc., has been retained.

2. Within each of these functional fields a sharp division has been made between

   (a) the courses open to undergraduates

   (b) the courses open to graduates and to undergraduates with 27 majors and an average of B

3. The courses open to graduates and to high-stand undergraduates have been organized so as to pass quickly to creative work and many of the former factual courses have either been scrapped entirely or moved to Summer Quarter offerings.

4. Steps are being taken to gear this advanced work in with the various research funds available.

How the arrangement of courses works out may be illustrated in the field of Financial Organization

P.E. 230 The Financial Organization of Society (undergraduate)
P.E. 234 Corporation Finance and Investments (undergraduate)
C. & A. 231 The Managers Administration of Finance (undergraduate)
P. E. 330, 331 Introduction to the Graduate Study of Money and Banking. Autumn and Winter Quarters (Graduate)
P. E. 332 Problems in Money and Banking. Spring. (graduate) Prerequisite: 330, 331.
P. E. 430, 431, 432 Research in Money and Banking. Autumn, Winter, Spring. (graduate) Prerequisite: 332.
C. & A. 335 Introduction to the Graduate Study of Business Finance. Winter. (graduate)
C. & A. 336 Problems in Business Finance. Spring. (graduate) Prerequisite: 335.
C' & A. 435, 436, 437 Research in Business Finance. Autumn, Winter, Spring. (graduate) Prerequisite: 336.

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1. The year's experience has shown that the programs and resources of these two divisions are so definitely directed toward common ends that much effort is wasted in the attempt to administer them separately.

2. Such a directorship would be the first step toward knitting the graduate work of the School of Commerce and Administration into the Graduate Faculty of Arts and Literature in a way similar to the plan for the medical work.

3. This first step is taken at this time in order to facilitate the consideration of the budgets and the programs of work of these two divisions for next year.

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MEMORANDUM TO DEAN TUFTS WITH RESPECT TO THE SCHOOL OF COMMERCE AND ADMINISTRATION

I INTRODUCTION

The School of Commerce and Administration was originally organized in 1898. A reorganization occurred in 1901 but the School did not really begin to function with a separate budget, curriculum, and staff until about 1916.

It is an undergraduate-graduate professional school. It assumes the responsibility of giving as adequate training as is practicable in four years for those who cannot attend for a longer period. It, however, places emphasis upon a five-year training period for those who pursue their work here, and upon graduate training for those whose undergraduate work has been taken at other institutions.

II BASIS OF THE CURRICULUM

The School of Commerce and Administration believes that every student preparing for business must first secure either in secondary schools or in the University a general education. Of course, there is no unanimity of opinion as to what are the elements of a general education, but we have, as far as has been possible, attempted to place our students in those courses which in our opinion constitute the basis and background of general education. Of the thirty-six majors required for graduation not more than eighteen majors are of specialized or technical character.

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II Basis of the Curriculum - continued

So far as training for business is concerned the School has committed itself to the task of developing a rounded business curriculum on the basis of dealing with the outstanding functions of business. Development of specialized courses concerned with specific industries or activities is properly enough made subordinate to the major task.

The curriculum for general business education represents an analysis of the functions of the business manager and the fields of study which prepare for these functions. The hypothesis upon which the curriculum is built briefly is this: the business executive administers his affairs under conditions imposed by his environment both physical and social. The student should accordingly have an appreciation of physical environment. This justifies attention to the earth and other natural sciences. He should also have an understanding of social environment, which justifies attention to civics, law, economics, philosophy, psychology, and other branches of social sciences. His knowledge of environment, however, should not be too abstract in character. It should be given practical content and be closely related to his knowledge of internal problems of management. This we strive to accomplish through a range of courses dealing with business administration wherein the student may be acquainted with such matters as the measuring aids of control; the communicating aids of control; organization policies and methods; the

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manager's relation to production, to labor, to finance, to technology, to risk bearing, to transportation, to the market, and to social control.

Perhaps a clearer picture of the curriculum as we conceive of it in the School of Commerce and Administration may be gained in the following outline entitled "The Basic Elements of the Curriculum."

II Basis of the Curriculum - continued

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II Basis of the Curriculum - continued

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

II Basis of the Curriculum - continued

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

III OBJECTIVES OF TRAINING IN THE SCHOOL OF COMMERCE AND ADMINISTRATION

We have, of course, set before us certain very definite objectives in our work in the School of Commerce and Administration.

1. With respect to our undergraduate work we seek to give a series of courses which cover, as far as we have been able to discover, the main fields of general education. On the basis of the general education we build general administrative courses in the different functional fields which were outlined above. As a matter of pointing the student we require him to pursue two or three majors by way of concentration in some one of the functional fields.
2. With respect to graduate work we are also, as far as funds will permit, developing a range of courses of graduate level intended for students both from this and other institutions. Some of these graduate students are preparing for business, some are preparing to teach, and some are pursuing our courses simply as graduate work.
3. With respect to research we feel that research in business is perhaps after all the most important task which we have to perform for the business community. The opportunities for research in business at the present time are practically unlimited. We have not accomplished so much as we might have, and so much as we had hoped to accomplish in business research for many reasons. In the first place, we have perhaps been too busy developing a teaching staff, teaching

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III Objectives of Training in the School of Commerce and Administration - continued

3. Continued

materials, and an adequate curriculum to give the attention which we should give to research work. And in the second place, we have lacked the funds which other schools of business have had to carry on research in business.

IV RELATION TO POLITICAL ECONOMY

It is impossible in the nature of things to separate the School of Commerce and Administration and the Department of Political Economy by any sharp line of demarcation. Fundamentally they are a part and parcel of the same field of knowledge. If there is any differentiating mark between the work of Commerce and the work of Economics it presumably lies in this: the School of Commerce and Administration is interested in business data primarily from the point of view of organization and administration; the Department of Political Economy is primarily interested in business data from the point of view of economic theory. Still, we in the School of Commerce and Administration are anxious that our students shall have an appreciation of economic theory in order that they may the better work out the principles of administration and organization. I think I represent accurately the attitude of the Department of Political Economy

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IV Relation to Political Economy - continued

in saying that they are anxious that their students shall come in contact with our administrative and organization courses to the end that they may the better work out and apply economic theory. There is, therefore, a very close and intimate relation between the work of the School of Commerce and Administration and the Department of Political Economy, and in my opinion this close and intimate relation must continue if each of the departments attains its best results.

V RELATION TO OTHER SOCIAL SCIENCES

Although the bonds between the School of Commerce and Administration and other social sciences are perhaps not so obvious as the bonds between commerce and economics, there is and should be a close and intimate relationship between the School of Commerce and Administration and the other social sciences, such as law, political science, sociology, philosophy, psychology, and education. We should not be able, of course, to afford the kind of instruction and training which we desire to give if it were not possible from time to time to enroll our students in courses in the departments of psychology, philosophy, sociology, political science, law, and education. For instance, we have recently worked out a plan by which our students may at the end of three years complete the requirements for the Bachelor's degree by pursuing the work of the first year of the Law School. Moreover,

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it is entirely possible for a student in the School of Commerce and Administration to do substantially the same thing by pursuing a group of courses in other social science departments.

Not only do we profit from the other social science departments in so far as we are able to register our students in their work, but it seems to me that these other departments likewise profit from the opportunity to register their students in certain of our courses. Certainly many of the social science departments should receive great profit from their students taking in the School of Commerce and Administration such courses, for instance, as our labor courses; or our courses in standards, records, and reports.

VI RELATION TO THE NATURAL SCIENCES

Although training for business has in the past emphasized very greatly the relation of the School of Business to the social sciences, sufficient recognition of its relation to the natural sciences has not, in my opinion, been made. This relation between the work of the School of Commerce and Administration and the Department of Geography at the University of Chicago is pretty clear and pretty well worked out. It is not unusual for our undergraduates to take the equivalent of a minor sequence in the Department of Geography. We require that all of our candidates for the Doctor's degree shall have taken from two to five majors of advanced work in the

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Department of Geography. But this same relation should be worked out between the School of Commerce and the other natural sciences, such as physics, chemistry, geology, and bacteriology.

We have, in the School of Commerce, for a long time felt the inadequacy of our training in this respect and we have not been able, for reasons over which we have no control, sufficiently to emphasize the importance of the technological considerations in modern business. We should, for instance, like very much to have a combined course between the School of Commerce and the School of Engineering, or a combined course between the School of Commerce and the Department of Chemistry, or a combined course between the School of Commerce and the Department of Physics. We have always said that it is impossible for any person training for modern business to secure the well rounded appreciation of the problems of modern business unless he has had an opportunity to secure an appreciation of the technological considerations involved in modern large-scale, machinery-operated business.

It would seem, also, from the point fo view of the natural sciences that they would profit from turning some of their students who are primarily interested in the scientific side of things into some of our managerial courses. I think that it is coming more and more to be recognized that

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The University of Chicago

The School of Commerce and Administration

OFFICE OF THE DEAN

January 7, 1925

Arnett

Dean James H. Tufts
Faculty Exchange

My dear Mr. Tufts:

The Institute of American Meat Packers has decided to conduct an experiment in cooperative buying. This experiment was suggested by a paper by Mr. Dinsmore which was read at the annual convention of the Institute of American Meat Packers. The Institute is desirous of having an investigation along this line conducted by Mr. Dinsmore during the winter quarter. The proposal has met with the approval of Mr. Arnett, under whom Mr. Dinsmore works, and meets with my approval so far as the work of Mr. Dinsmore in the School of Commerce is concerned.

The Institute of American Meat Packers will give to the University $600.00 to be paid to Mr. Dinsmore as an honorarium for his services.

I recommend that this arrangement be approved and that Mr. Dinsmore be assigned to this work.

Yours sincerely,

W H Spencer

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The University of Chicago
CHICAGO, ILLINOIS

Office of the President

Cat. Ec. and Pol. Econ.

January 8, 1925.

Memorandum for Mr. Tufts:

I have recommended to the Board of Trustees to authorize a director of the School of Commerce and Administration and Political Economy. As respects other matters referred to, especially paragraph "b" on page 2, I should be glad to have you give serious consideration, especially as to its bearing on next year's budget.

EDB
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File Cal

Memorandum to President Ernest DeWitt Burton, From L. C. Marshall, May 17, 1924.

Beyond the fact that it presumably subtracts the equivalent of about a million dollars from resources that we hoped might have been turned in our own direction the recent action of the Wieboldt Foundation seems to me not in itself of vital significance. It is of significance mainly because it is indicative of a fairly far reaching policy of an energetic development in the field of the social studies, On the part of our neighbor. This development is quite obviously headed in the direction of:

a. A marked increase of activities on the purely scientific side;

b. A marked increase of activities on the applied side of the work.

As for the School of Philanthropy, so-called, which is to open in the autumn of 1926, we need not be greatly disturbed provided we fortify ourselves on other sides. If we do thus fortify ourselves this new school will practically have to confine its activities to undergraduate and extension work. The effort that it will make to open up graduate work will not be successful if we meet the situation energetically from our point of view.

As I see it the steps involved in meeting this situation energetically are the following:

1. A prompt and energetic development of our graduate and research activities in the entire field of the social sciences. Financially this means at the present time only the raising of the $25,000.00 a year that would be required to match the additional $25,000.00 granted by the Spelman Memorial.

2. As a long run story, however, it does seem to me that it would be desirable to make such development one of the specific projects of the University's campaign for enlarged funds. As I said the other evening the Spelman grant seems to me to be the thin edge of a wedge that could be rather readily driven in its full length. If it is thus driven in we shall have no rival in this community and we need have no effective rival in the country.

   In other words the Spelman grant if utilized effectively handles the situation temporarily. I should advocate tying this up with a permanent solution of the situation and definitely going on record as seeking a large development of research and graduate activities in the entire social science field.

   Scientifically speaking the time is certainly ripe for this movement. As the last century saw the development of the exact sciences, this century is to see the development of the social sciences. The institution that commits itself to an active support of this development will be working with and not against the current.

   Furthermore, in terms of the general strategy of the situation this is our means of salvation in this community. Let it be noted in this connection that this current year we are passed in this community in the realm of business research.

3. As I see it this moment should be taken for putting the School of Social Servic Administration very definitely on its feet so that by 1926 there can be no question concerning the place to go for adequate training. Financially this presumably means the following:

a. Securing an annual pledge for this work of $20,000 a year for a period of ten or fifteen years from the citizens of this community.

b. Permitting the School to use in its budget the tuition fees of its students.

c. Securing from foundations such as The Commonwealth Fund, The Spelman Memorial, The Wieboldt Foundation, and others, funds that would enable the School to spend $7,500.00 a year for ten years in the developing of materials of instruction; $8,000.00 a year for five years to set up a publication fund for such materials; $4,000.00 a year for a scientific journal; $5,000.00 a year for each of two or three or four special projects (appropriate work in the field of public health nursing is an illustration) in which the School could be making effective demonstrations.

The foregoing discussion of methods of putting the School firmly upon its feet has been phrased in terms of annual sums for a period of years. Quite obviously permanent endowment is even more to be desired. The matter can, however, be handled without an absolute necessity of permanent endowment at this time.

4. Steps should be taken to train this community to look to the University as the great center of information on all matters of community welfare. Here also the thin edge of the wedge is already in. The committee on studies and surveys (made up of the Community Trust, the Chicago Council of Social Agencies, the University of Chicago, Northwestern University, The Jewish Research Bureau, and others to be added soon) have asked the University to serve as the depository of studies made in this community. That responsibility has been accepted and the School of Social Service Administration has been designated the temporary depository.

If now we would immediately put in charge of that work the type of person who could always be of assistance when agencies in the community were seeking information it would be a simple matter to build up in the next two years a feeling on the part of the community that we are distinctly the center of all such operations. Aside from the salary of this person (who could also have duties in the School of Social Service Administration) the only other expenses involved would be the telephone, some filing cases, and enough stenographic service to answer letters.

Obviously this is a matter not of grand strategy but of tactics. Equally obviously the tactics would be of little effect except in terms of the items of major strategy discussed earlier in this memorandum.

Geo. Mecham

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The University of Chicago

Department of Political Economy

January 6, 1925

Memorandum to Mr. Burton from L. C. Marshall

Mr. Dickerson points out that he can only express his personal opinion - but that personal opinion is clear to the effect that no "enabling legislation" is necessary in order to clear the way for you to ask the Board to approve an appointment of a Director of the work in Political Economy and Commerce and Administration.

He suggests the wisdom of fortifying the request for this appointment by a list of reasons why a thing somewhat out of the usual routine is recommended. These reasons occur to me:

1. The year's experience has shown that the programs and resources of these two divisions are so definitely directed toward common ends that much effort is wasted in the attempt to administer them separately.

2. Such a directorship would be the first step toward knitting the graduate work of the School of Commerce and Administration into the Graduate Faculty of Arts and Literature in a way similar to the plan for the medical work.

3. This first step is taken at this time in order to facilitate the consideration of the budgets and the programs of work of these two divisions for next year.

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LCM:OU

May 11, 1926

C & A 2

ECONOMICS AND BUSINESS AT THE
UNIVERSITY OF CHICAGO

This is a list of the appropriate "next steps" in realizing the unique opportunity of the University of Chicago in economics and business--in appropriate relationship to the development of the social sciences in general.

A. With respect to organization, we should

1. Carry through the reorganization of the presentation of economics--undergraduate and graduate--which is already under way.

2. Place the business work on a three year basis (junior, senior, first year graduate) as outlined in an earlier memorandum.

3. Combine economics and business effectively in the way outlined in an earlier memorandum. The School of Economics should contain the School of Business and the Department of Economics (the names used are not necessarily significant). The Director should coordinate the work of the two divisions, serving as the channel of communication with the general administration and being ultimately responsible for programs and budgets.

4. Provide a secretary of the Department of Economics.

B. With respect to finances, we should

1. Assume as a prerequisite for further development the maintenance of the present budgets plus the increasing sums needed to retain the effective members of the staffs and to replace the ineffective members.

2. Complete our arrangements with the American Institute of Meat Packing, as outlined in an earlier memorandum; using our experience to put ourselves in position to render similar service to other great industries, and being ever alert to develop new types of contacts with business.

3. Request from a foundation or attempt to secure in some other way $100,000 a year for five years in order to get creative work started; develop a staff by sending persons into business, or abroad, or to other universities; make the university the great channel for pouring the best European thought into this work; develop effective personnel work; maintain an agency for the promotion of scientific discussion in the field; and es-

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tablish our plan of research in industry; all this may come to the end that responsible and wealthy business organizations may come to feel that the University's guidance in the economic field is sufficiently effective to justify their continuously increasing support and cooperation in all lines.

4. Quietly arrange to raise a capital sum to carry on the work at the end of the five year period, and to make such considerable expansion as the five year period of preparation may justify.

5. Recognize that as time goes on new opportunities will arise--with funds to provide for their realization--and that this group can so challenge the best thought of the community as to secure capital sums for the cultivation of its "borderlands" with the other sciences--thus pushing forward the larger program of both the physical and the social sciences. There is no occasion for thinking in terms of small sums.

C. As far as my personal connection with the matter is concerned, I am interested in

1. Being certain that the administration regards this as clearly one of its major enterprises,--one not to be postponed or neglected because of the urgency of some other program.

2. Being certain the administration is clear that I should attempt the creative task lying in this field: so clear that it will give the reasonably free hand (for example, an unassigned experimental or development fund) necessary for a fair chance of success.

3. Securing a clear understanding of administrative responsibility--one conveying all the authority necessary to accomplish the results indicated in A-3.

4. Securing such considerable freedom with respect to teaching schedule, etc., as would enable one to do the research and writing that the Director of such a school must do to maintain the leadership of his University in this field.

5. Having specific steps indicated for placing my salary (as a professor and not as an administrator) at the level the administration has set as its goal; and having a recognition of the fact that this economics-business development, if successful, will necessitate regarding this level as a minimum for competemt and expert members of this staff.

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2. Being certain the administration is clear that I should attempt the creative task lying in this field: so clear that it will give the reasonably free hand (for example, an unassigned experimental or development fund) necessary for a fair chance of success.

3. Securing a clear understanding of administrative responsibility--one conveying all the authority necessary to accomplish the results indicated in A-3.

4. Securing such considerable freedom with respect to teaching schedule, etc., as would enable one to do the research and writing that the Director of such a school must do to maintain the leadership of his University in this field.

5. Having specific steps indicated for placing my salary (as a professor and not as an administrator) at the level the administration has set as its goal; and having a recognition of the fact that this economics-business development, if successful, will necessitate regarding this level as a minimum for competent and expert members of this staff.

May 11, 1926

ECONOMICS AND BUSINESS AT THE
UNIVERSITY OF CHICAGO

This is a list of the appropriate "next steps" in realizing the unique opportunity of the University of Chicago in economics and business--in appropriate relationship to the development of the social sciences in general.

A. With respect to organization, we should

1. Carry through the reorganization of the presentation of economics--undergraduate and graduate--which is already under way.

2. Place the business work on a three year basis (junior, senior, first year graduate) as outlined in an earlier memorandum.

3. Combine economics and business effectively in the way outlined in an earlier memorandum. The School of Economics should contain the School of Business and the Department of Economics (the names used are not necessarily significant). The Director should coordinate the work of the two divisions, serving as the channel of communication with the general administration and being ultimately responsible for programs and budgets.

4. Provide a secretary of the Department of Economics.

B. With respect to finances, we should

1. Assume as a prerequisite for further development the maintenance of the present budgets plus the increasing sums needed to retain the effective members of the staffs and to replace the ineffective members.

2. Complete our arrangements with the American Institute of Meat Packing, as outlined in an earlier memorandum; using our experience to put ourselves in position to render similar service to other great industries, and being ever alert to develop new types of contacts with business.

3. Request from a foundation or attempt to secure in some other way $100,000 a year for five years in order to get creative work started; develop a staff by sending persons into business, or abroad, or to other universities; make the university the great channel for pouring the best European thought into this work; develop effective personnel work; maintain an agency for the promotion of scientific discussion in the field; and es-

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tablish our plan of research in industry; all this may come to the end that responsible and wealthy business organizations may come to feel that the University's guidance in the economic field is sufficiently effective to justify their continuously increasing support and cooperation in all lines.

4. Quietly arrange to raise a capital sum to carry on the work at the end of the five year period, and to make such considerable expansion as the five year period of preparation may justify.

5. Recognize that as time goes on new opportunities will arise--with funds to provide for their realization--and that this group can so challenge the best thought of the community as to secure capital sums for the cultivation of its "borderlands" with the other sciences--thus pushing forward the larger program of both the physical and the social sciences. There is no occasion for thinking in terms of small sums.

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C+A1

The School of Commerce and Administration

In surveying the situation of this school the following historical statement will be helpful. In 1912 experimentation was started looking toward a unique contribution in this field by organizing a coherent, organic system of training. While carefully watching the secondary situation, the actual course building began with the freshman year and has now reached the stage where the school gives thoroughly competent instruction for the PhB and A. M. It does as well as other institutions for the Ph. D., but that is not saying a great deal.

Not infrequently it is true that the time of real crises is when things seem to be going well. That is the case with the School. The next five years are very critical. In a nutshell, the issue is: Shall the School have a commanding position or shall it be one of eight or ten "respectable" schools?

The characteristic or unique features of the School of Commerce and Administration in its work up to this time

(a) An organic, functional curriculum which is meeting fairly general approval. It is the only business curriculum on this basis. Its materials should be made available for others as promptly as possible.

(b) Emphasis upon correlation with earlier education. It stands alone in having arranged a curriculum based on work which may begin as early as the seventh grade. We are in a position to influence secondary education quite profoundly and that work should be emphasized still more.

(c) Emphasis upon Experimentation with the basic problems of American collegiate education. This includes such matters as standards of work, individual attention, student co-operation, provision for capable students, etc.

(d) Emphasis upon the essential unity of the curriculum. This is point (a) from another angle. The school stands alone in this matter.

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The net outcome has been this: The school has no superior (has it a rival?) as an undergraduate school of business and but one rival (in some respects a superior) in the graduate field. The critical issues before the school in the next five years are these

(a) Can it maintain such leadship as it has gained? This has particular reference to (a) to (d) above. It should be able to do this rather readily. The following points are involved

i. The development of the "Materials for the Study of Business"

ii. The development of secondary school material

iii. The development of a tutorial - study - club - co-operation with students

iv. The development of a strong faculty

(b) Can it become recognized as the training ground for instructors in business education? It can, provided

i. A strong faculty is developed, with good teaching material.

ii. The summer quarter program is worked out in a constructive way (at small increased cost)

iii. Increasing funds are made available for fellowships and assistantships.

Iv. The practical work sketched in (C) below is arranged for.

(c) Can it establish those contacts with the business community which have been postponed until certain other foundations have been laid? On this point we probably rank as low as ninth or tenth. Obvious issues are these

i. The continuation and expansion of present summer arrangements for members of the teaching staff

ii. The opening of evening work. Presumably this should be done only as a last resort in case other avenues are closed.

iii. The expansion of research activities. It must be remembered

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iv. Related to iii above, the development of co-operative research such as has been done by the Carnegie Institute of Technology or by the Wharton School in the field of personnel (The staffs of these places seem on the edge of breaking up)

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

	1924-25	1925-26	1926-27	1927-28	1928-29
Administration	1,000	2,000	2,000	2,000	2,000
Instruction	5,000	10,000	15,000	20,000	25,000
Summer Plans	1,500	2,000	2,500	3,000	3,500
Asst and Fellows	5,000	5,000	7,500	7,500	10,000
Secondary School Materials	4,000	3,000	2,000	1,000	
Research and Co-operative Research	60,000	80,000	100,000	100,000	115,000
Total	76,500	102,000	129,000	133,500	155,500

What are the sources of these increased funds

From Foundations	25,000	25,000	25,000	25,000	25,000
From Co-operators in Research	30,000	50,000	80,000	80,000	100,000
?	21,500	27,000	24,000	27,500	30,500

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Asst and Fellows	5,000	5,000	7,800	7,800	10,000
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The University of Chicago
CHICAGO, ILLINOIS

Office of the President

Budget

The Hollywood,
Southern Pines, N. C.,
February 9, 1924.

Dr. James H. Tufts,
Vice President,
The University of Chicago,
Chicago, Illinois.

My dear Mr. Tufts:

In response to a request from Mr. Swift, I telegraphed him February 7th suggesting a provisional division of needs of the University between "Immediate" and "Deferred."

I am enclosing herewith carbon of a letter which I have just written him in explanation and amplification of the telegram. I assume that you will share my feeling that the total figures are so very large that the items that make up the total must be subjected to a very rigorous criticism. Whatever amount we eventually ask for we must be prepared to defend to the last thousand.

It is evident that the statement I have sent in deals much less adequately with Endowment than with Buildings and Equipment. This was partly because I had at hand no adequate detailed data on Endowment, and partly because in any case Endowment, by its very nature, requires more study than I could make on short notice.

While I dislike to load you with any heavier burdens, I feel we must prepare an inclusive and detailed statement for our askings under the head of Endowment. I wonder if you cannot delegate to Mr. Butler the preparation of such a statement on the basis of the reports which the Deans prepared for the meeting at the Quadrangle Club and from which you deduced your statement on the page beginning "Re-arranged in the order of urgency.."

You will notice that my statement at the top of Sheet 5 scales up your $8,600,000 as shown on the first page of Schedule 2 to $9,000,000, and scales down McLean's figures for Endowment of Medicine to $8,000,000. I arrived at this latter figure by throwing out his Hospital for Clinical Psychiatry and taking his

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You will notice that my statement at the top of Sheet 3 places up your $8,000,000 as shown on the first page of Schedule 3 to $6,000,000, and scales down Malcom's figures for Endowment of Medicine to $5,000,000. I arrived at this latter figure by throwing out the Dental for Clinical Pathology and taking the

low figures for the other items.

If you could send me such an itemized list of askings for Endowment and any comments that occur to you, I shall be glad to be working on it from this end. You will notice from my letter to Mr. Swift that while I hold myself ready to return to Chicago at any time, I am rather expecting to be here until the eighteenth.

Very sincerely yours,

Ernest D. Burton

EDB:MGH.

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HPJ:MJH

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Listing the Medical School as Item 13 and placing Items 14, 15, and 16 where they stand does not mean that these items would necessarily follow all of Items 1 to 12. This is a matter that would require consideration from several points of view.

The item of $240,000 for Theology was arrived at by subtracting $500,000, the amount now available plus the interest which will soon accumulate, from $740,000 which Mr. Tufts set down for this building. The other items for Equipment and Maintenance were simply inserted on the usual rule of 10% for Equipment and 50% for Maintenance. I should earnestly hope that when Mr. Goodspeed has finished his negotiations with Mr. Hodgdon these figures can be very much reduced.

Sheet 4 itemizes the amount set down for "Deferred Buildings." In most cases the items themselves and the amount set down rest upon a less substantial basis of knowledge than is the case with respect to Sheet 3. Most of these things we know we shall need. There are perhaps represented needs that will be provided for in other ways, and yet as a total it is, I think, a not excessife forecast of the desirable developments of the next ten or fifteen years.

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If we may assume that our study would not materially change the totals, we are confronted by the question whether $32,100,000 is too large a sum to be announced as our immediate goal. If it is, it can only be reduced by transferring some items from the "Immediate" to the "Deferred" list, or by scaling down items in the "Immediate" list. I doubt if much can be done in the latter way in respect to Buildings, at least.

I judge therefore that we must presently decide whether on one side our urgent needs are really such that we must adopt a figure of about $32,000,000 or whether on the other side the announcement of such a figure would be self defeating and result in our failing to get as much as we might get if we were more modest in our askings.

It is of course possible to avoid any public announcement of our goal, but even so we must ourselves decide for what items in the total list we are going to solicit funds, and about what order of preference, and we must definitely exclude from the "Immediate" list any which however desirable must in our judgment wait until we have secured the more necessary things. Even if a division is not made public we face the necessity of making it ourselves.

The state which this matter has reached makes me feel rather guilty in being so far away from my office. Mrs. Burton and I are both greatly benefitted by our stay here and there is no important reason why we should not return to Chicago at any time. I have an engagement in New York on the 22nd, and feeling that on the whole it would be better for me to remain here some ten days longer, I have made reservations to leave here the 18th and am planning

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At the last meeting of the Board, it was suggested that we should have dinner at the University and inspection of the buildings afterward on the 19th. If I am not going to return until the 24th, I should be glad if this appointment could be transferred to the 26th or some other date after the 24th. Perhaps you will care to bring this up at the meeting of the Board on the 14th.

Very cordially yours,

Ernest D. Burton

Mr. Harold H. Swift
Union Stock Yards,
Chicago, Ill.

cc - Mr. Tufts.
P.S. By an odd coincidence, if the $9,000,000 for Endowment of other subjects than Medicine and Theology were divided equally between Immediate and Deferred, $4,500,000 being assigned to each instead of $5,000,000 to Immediate and $4,000,000 to Deferred, the total Immediate and the total Deferred would be exactly the same - $31,600,000.

EDB:MGH

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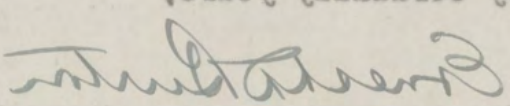

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HDB:MGH

COPY

The Hollywood
Southern Pines, N.C.
February 9, 1924

My dear Mr. Swift:

Pursuant to my telegram of February 7th, I enclose herewith certain schedules which will amplify and explain what lies behind my telegram.

Sheet I is simply the substance of my telegram in tabular form.

Sheet 2 is a restatement of Sheet 1 modified in three respects. First, it groups Equipment and Maintenance of Buildings with the cost of Buildings. Second, it includes under "Immediate" the group of Medical Buildings marked Aa, which in Sheet 1 is marked under "Deferred". Third, it reduces the item for Maintenance of the first group of buildings by $300,000, on the theory that Women's Halls ought to bear the cost of their own maintenance.

The result of these changes is to raise the total for "Immediate" Needs from $30,000,000 of the telegram to $32,100,000.

Sheet 3 furnishes an itemized statement showing how the $17,600,000 of Sheet 2 is arrived at. I have endeavored to place the twelve Non-Medical Buildings somewhat in the order of their relative urgency. I recognize, however, that we shall have to take the money for these buildings in the order in which we can get it.

I have included the Central Unit of the New College Buildings in this list for reasons which appeal to me very strongly. I have indeed been rather reluctant to put it at the end of the list. By the Central Unit, I mean a building on the South Side of the Midway which should eventually be used in common by all the students of all the Colleges which, I hope, will be built east and west of it, and which in the meantime would serve as the rallying point and unifying center for all Undergraduate life. I would have in it an Undergraduate Library where students would secure and use the books assigned for study in their courses; classrooms, at least for the Social Sciences and Modern Languages, thus making it unnecessary to provide undergraduate classrooms in the buildings east and west of Harper; offices of the undergraduate deans - the staff that Mr. Wilkins is building up; rooms for all organizations composed of undergraduate men and women, such as The Maroon, Undergraduate Council, Honor Commission, Dramatic Club and so forth; unassigned committee rooms which could be used by organizations requiring no permanent quarters but

COPY

The Hollywood
Southern Pines, N.C.
February 9, 1924

My dear Mr. Swift:

Pursuant to my telegram of February 7th, I enclose herewith certain schedules which will amplify and explain what lies behind my telegram.

Sheet I is simply the substance of my telegram in tabular form.

Sheet 2 is a restatement of Sheet 1 modified in three respects. First, it groups Equipment and Maintenance of Buildings with the cost of Buildings. Second, it includes under "Immediate" the group of Medical Buildings marked As, which in Sheet 1 is marked under "Deferred". Third, it reduces the item for Maintenance of the first group of buildings by $300,000, on the theory that Women's Halls ought to bear the cost of their own maintenance.

The result of these changes is to raise the total for "Immediate" Needs from $30,000,000 of the telegram to $32,100,000.

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needing a place for occasional meetings; space not labeled for the meeting of men and women, but actually available for this purpose; if possible, a theatre or assembly room for gatherings of undergraduates.

The building should be so constructed that additional classrooms could be added if and when it became desirable to have all undergraduate classes held here and also laboratories if and when it became evident that the laboratories on the main quadrangle should be restricted to graduate students.

In my judgment such a building is an indispensable means of bringing about that unity of undergraduate life as distinguished from the life of the graduates which is desirable and which is entirely consistent with that measure of undergraduate participation in the life of the whole University which is itself also highly desirable. I hope very strongly therefore that this item can be retained in the preferential list, and as I have said, I would almost wish to see it higher up in the list.

I have set down $600,000 for Women's Halls in the thought that at the earliest possible time we must relieve the situation which now exists through the shortage of proper place of residence for women, but I should really like to see this money expended in building or at least beginning one of the Colleges for women on the south side of the Midway, and adjoining the block on which Item 12, the Central Unit, will some day be built.

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NEEDS OF THE UNIVERSITY

1. Immediate

A. Buildings.		
Exclusive of Medicine	$7,500,000	
Medicine	2,500,000	
B. Endowment		
Maintenance of above buildings	4,500,000	
Istruction and Research exclusive of Medicine & Theology	5,000,000	
Medicine	4,000,000	
Theology	500,000	
C. Equipment	1,000,000	
D. Special Funds	5,000,000	
		$30,000,000

2. Deferred

A. Buildings	18,000,000	
B. Endowment		
Maintenance of above buildings	4,000,000	
Instruction and Research exclusive of Medicine & Theology	4,000,000	
Medicine and Related Subjects	4,000,000	
Theology	200,000	
C. Equipment	1,800,000	
D. Special Funds	1,500,000	
		$33,500,000
		$63,500,000

Feb 9, 1924

NEEDS OF THE UNIVERSITY

1. Immediate

A. Buildings.

Exclusive of Medicine	$7,500,000
Medicine	2,500,000

B. Endowment

Maintenance of above buildings	4,500,000
Instruction and Research exclusive of Medicine & Theology	3,000,000
Medicine	4,000,000
Theology	500,000

C. Equipment 1,000,000

D. Special Funds 6,000,000

$30,000,000

2. Deferred

A. Buildings 13,000,000

B. Endowment

Maintenance of above building s	4,000,000
Instruction and Research exclusive of Medicine & Theology	4,000,000
Medicine and Related Subjects	4,000,000
Theology	200,000

C. Equipment 1,500,000

D. Special Funds 1,500,000

$33,500,000

$63,500,000

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NEEDS OF THE UNIVERSITY
(slightly revised statement)

1. IMMEDIATE-

A. Buildings, including Equipment and Maintenance			
Exclusive of Medicine-	Buildings	$7,500,000	
	Equipment	750,000	
	Maintenance	2,450,000	$
			$10,700,000
Medicine-	Buildings	2,500,000	
	Equipment	250,000	
	Maintenance	1,750,000	
			4,500,000
Total A			$15,200,000
Aa. Urgent, not Immediate			
Medicine-	Buildings	1,500,000	
	Equipment	150,000	
	Maintenance	750,000	
Total Aa			$ 2,400,000
Total Aa and A.			$17,600,000
B. Endowment of Instruction and Research-			
Exclusive of Medicine and Theology-		5,000,000	
Medicine-		4,000,000	
Theology-		500,000	
Total B			$ 9,500,000
C. Special Funds			$ 5,000,000
Total A, Aa, B and C			$32,100,000

2. DEFERRED-

A. Buildings, including Equipment and Maintenance			
Exclusive of Medicine-	Buildings	$14,500,000	
	Equipment	1,450,000	
	Maintenance	2,250,000	
			$18,200,000
Medicine-	Buildings	2,000,000	
	Equipment	200,000	
	Maintenance	1,000,000	
			$ 3,200,000
Total A			$21,400,000
B. Endowment of Instruction and Research			
Exclusive of Medicine and Theology-		4,000,000	
Medicine-		4,000,000	
Theology-		200,000	
Total B			$ 8,200,000
C. Special Funds			$ 1,500,000
Total A, B and C			$31,100,000
TOTAL of Immediate and Deferred			$63,200,000

NEEDS OF THE UNIVERSITY
(slightly revised statement)

1. IMMEDIATE-

A. Buildings, including Equipment and Maintenance

Exclusive of Medicine-	Buildings	$7,500,000
	Equipment	750,000
	Maintenance	2,450,000
		$10,700,000
Medicine-	Buildings	2,500,000
	Equipment	250,000
	Maintenance	1,750,000
		4,500,000
Total A		$15,200,000

A2. Urgent, not Immediate

Medicine-	Buildings	1,500,000
	Equipment	150,000
	Maintenance	750,000
Total A2		$ 2,400,000
Total A2 and A.		$17,600,000

B. Endowment of Instruction and Research-

Exclusive of Medicine and Theology-		5,000,000
Medicine-		4,000,000
Theology-		500,000
Total B		$ 9,500,000

C. Special Funds

	$ 5,000,000
Total A, A2 and C	$32,100,000

2. DEFERRED-

A. Buildings, including Equipment and Maintenance

Exclusive of Medicine-	Buildings	$14,500,000
	Equipment	1,450,000
	Maintenance	2,250,000
		$18,200,000
Medicine-	Buildings	2,000,000
	Equipment	200,000
	Maintenance	1,000,000
		$ 3,200,000
Total A		$21,400,000

B. Endowment of Instruction and Research

Exclusive of Medicine and Theology-		4,000,000
Medicine-		4,000,000
Theology-		200,000
Total B		$ 8,200,000

C. Special Funds

	$ 1,500,000
Total A, B and C	$31,100,000

TOTAL of Immediate and Deferred $63,200,000

NEEDS OF THE UNIVERSITY

1. IMMEDIATE-

A. BUILDINGS, including Equipment and Maintenance.

Non-Medical	Buildings	Equipment	Maintenance	Totals
1. Modern Languages	600,000	60,000	300,000	960,000
2. Administration	800,000	80,000	400,000	1,280,000
3. Botany Green Houses	35,000	3,500	17,500	56,000
4. Power House	2,000,000	200,000	-- ---	2,200,000
5. Theology	240,000	24,000	120,000	384,000
6. Women's Halls	600,000	60,000	--- ---	660,000
7. Education College	620,000	62,000	310,000	992,000
8. Chemistry	480,000	48,000	240,000	768,000
9. Social Science	600,000	60,000	300,000	960,000
10. Education, Gym. and Refect.	275,000	27,500	137,500	440,000
11. Education High School	450,000	45,000	225,000	720,000
12. Central Unit, New College Buildings	800,000	80,000	400,000	1,280,000
Total, Non-Medical	$7,500,000	$ 750,000	$ 2,450,000	$10,700,000
13. Medical School	2,500,000	250,000	1,750,000	4,500,000
Total A.	$10,000,000	$1,000,000	$ 4,200,000	$15,200,000
Aa. Urgent				
14. Pathology or Botany	400,000	40,000	200,000	640,000
15. Physiology, etc.	700,000	70,000	350,000	1,120,000
16. Obstetrics	400,000	40,000	200,000	640,000
Total Aa.	1,500,000	150,000	750,000	2,400,000
Total A and Aa.	$11,500,000	$1,150,000	$ 4,950,000	$17,600,000

NEEDS OF THE UNIVERSITY

I. IMMEDIATE-

A. BUILDINGS, Including Equipment and Maintenance.

Non-Medical	Building	Equipment	Maintenance	Totals
1. Modern Languages	600,000	60,000	300,000	960,000
2. Administration	800,000	80,000	400,000	1,280,000
3. Botany Green Houses	36,000	3,600	17,500	56,000
4. Power House	2,000,000	200,000	--- --	2,200,000
5. Theology	240,000	24,000	120,000	384,000
6. Women's Halls	600,000	60,000	--- ---	660,000
7. Education College	620,000	62,000	310,000	992,000
8. Chemistry	480,000	48,000	240,000	768,000
9. Social Science	600,000	60,000	300,000	960,000
10. Education, Gym. and Hotels.	275,000	27,500	137,500	440,000
11. Education High School	450,000	45,000	225,000	720,000
12. Central Unit, New College Buildings	800,000	80,000	400,000	1,280,000
Total, Non-Medical	$7,500,000	$ 750,000	$ 2,450,000	$10,700,000
13. Medical School	2,500,000	250,000	1,750,000	4,500,000
Total A.	$10,000,000	$1,000,000	$ 4,200,000	$15,200,000
Aa. Urgent				
14. Pathology or Botany	400,000	40,000	200,000	640,000
15. Physiology, etc.	700,000	70,000	350,000	1,120,000
16. Obstetrics	400,000	40,000	200,000	640,000
Total Aa.	1,500,000	150,000	750,000	2,400,000
Total A and Aa.	$11,500,000	$1,150,000	$ 4,950,000	$17,600,000

2. DEFERRED-

A. BUILDINGS, including Equipment and Maintenance-

	Non-Medical	Buildings	Equipment	Maintenance	Totals
1.	General Service Building	300,000	30,000	150,000	480,000
2.	Mathematics and Astronomy	560,000	56,000	280,000	896,000
3.	University College	2,000,000	200,000	- --- ---	2,200,000
4.	Oriental Institute	500,000	50,000	250,000	800,000
5.	Colleges South of Midway (five only)	4,000,000	400,000	- --- ---	4,400,000
6.	Social Service Administration	280,000	28,000	140,000	448,000
7.	Philosophy	600,000	60,000	300,000	960,000
8.	Foreign Students	50,000	5,000	25,000	80,000
9.	Art	560,000	56,000	280,000	896,000
10.	Graduate Club	150,000	15,000	75,000	240,000
11.	Science Library	300,000	30,000	150,000	480,000
12.	Colleges South of Midway (other five)	4,000,000	400,000	- --- ---	4,400,000
13.	Replace Haskell	600,000	60,000	300,000	960,000
14.	New Law School - to release Law for Library purposes	600,000	60,000	300,000	960,000
	Total- Non-Medical	$14,500,000	$1,450,000	$2,250,000	$18,200,000
	Medical				
15.	School for Nurses	500,000	50,000	250,000	800,000
16.	Contagious Diseases	500,000	50,000	250,000	800,000
17.	Children's Hospital	1,000,000	100,000	500,000	1,600,000
	Total - Medical	$ 2,000,000	$ 200,000	$ 1,000,000	$ 3,200,000
	TOTAL - 2-A.	$16,500,000	$1,650,000	$ 3,250,000	$21,400,000

2. DEFERRED-

A. BUILDINGS, Including Equipment and Maintenance-

Non-Medical	Buildings	Equipment	Maintenance	Totals
1. General Service Building	300,000	30,000	150,000	480,000
2. Mathematics and Astronomy	560,000	56,000	280,000	896,000
3. University College	2,000,000	200,000	--- --- -	2,200,000
4. Oriental Institute	500,000	50,000	250,000	800,000
5. Colleges South of Midway (five only)	4,000,000	400,000	--- --- -	4,400,000
6. Social Service Administration	280,000	28,000	140,000	448,000
7. Philosophy	600,000	60,000	300,000	960,000
8. Foreign Students	50,000	5,000	25,000	80,000
9. Art	560,000	56,000	280,000	896,000
10. Graduate Club	150,000	15,000	75,000	240,000
11. Science Library	300,000	30,000	150,000	480,000
12. Colleges South of Midway (other five)	4,000,000	400,000	--- --- -	4,400,000
13. Replace Walkell	600,000	60,000	300,000	960,000
14. New Law School - to release Law for Library purposes-	600,000	60,000	300,000	960,000
Total - Non-Medical	$16,500,000	$1,650,000	$2,250,000	$18,200,000
Medical				
15. School for Nurses	500,000	50,000	250,000	800,000
16. Contagious Diseases	500,000	50,000	250,000	800,000
17. Children's Hospital	1,000,000	100,000	500,000	1,600,000
Total - Medical	$ 2,000,000	$ 200,000	$ 1,000,000	$ 3,200,000
TOTAL - 2-A.	$18,500,000	$1,850,000	$ 3,250,000	$21,400,000

NEEDS OF THE UNIVERSITY

B. ENDOWMENT for Instruction and Research-

The estimates prepared by the Deans, plus certain additions suggested by other officers, call for a total endowment approximately as follows:

Other than Medicine and Theology	$9,000,000
Medicine	8,000,000
Theology	700,000
Total-	$17,700,000

How much of this total should be ranked in importance with the Buildings listed under 1-A., how much should go with 1-Aa., and how much with 2-A. is a question that cannot be answered without much detailed study.

If we adopt the division in the telegram and on Sheet 1, and with the buildings listed under 1-A and Aa associate $9,500,000 for endowment, then the first half, so to speak, of our task includes-

Buildings, Equipment and Maintenance	$17,600,000
Endowment	9,500,000
Special Funds	5,000,000
Total	$32,100,000

NEEDS OF THE UNIVERSITY

B. ENDOWMENT for Instruction and Research-

The estimates prepared by the Deans, plus certain additions suggested by other officers, call for a total endowment approximately as follows:

Other than Medicine and Theology	$9,000,000
Medicine	8,000,000
Theology	700,000
Total-	$17,700,000

How much of this total should be ranked in importance with the Buildings listed under I-A., how much should go with I-Aa., and how much with 2-A. is a question that cannot be answered without much detailed study.

If we adopt the division in the telegram and on Sheet I, and with the buildings listed under I-A and Aa associate $9,500,000 for endowment, then the first half, so to speak, of our task includes-

Buildings, Equipment and Maintenance	$17,600,000
Endowment	9,500,000
Special Funds	5,000,000
Total	$32,100,000

NEEDS OF THE UNIVERSITY

C. SPECIAL FUNDS -

Immediate

Oriental Institute	$ 250,000
Wieboldt Foundation	250,000
Technology	3,000,000
Home for Convalescent Children	1,000,000
Unassigned	500,000
Total - Immediate	$ 5,000,000

Deferred

School of Politics	1,000,000
Unassigned	500,000
Total - Deferred	$ 1,500,000

Feb 9. 1924

NEEDS OF THE UNIVERSITY

6. SPECIAL FUNDS -

Immediate

Oriental Institute	$ 250,000
Wiebolt Foundation	250,000
Technology	3,000,000
Home for Convalescent Children	1,000,000
Unassigned	500,000
Total - Immediate	$ 5,000,000

Deferred

School of Politics	1,000,000
Unassigned	500,000
Total - Deferred	$ 1,500,000

Rep. port