

H/13

The University of Chicago
The Graduate School of Arts and Literature

OFFICE OF THE DEAN

December 16, 1914.

President Harry Pratt Judson.

My dear Chief:

I am returning the departmental budget material. I shall be glad to be on call to confer with you about the same at your convenience. Nothing that is requested by the different departments seems to me unreasonable in itself, but I am unable to form a judgment about the relative importance of the items, until I am more fully advised about the probable limits of the appropriations for the coming year. On their merits I should be glad to see each one of the requests allowed, although some of them very naturally appear to me more urgent than others.

This gives me an opportunity to say that the appropriations which from my point of view seem more urgent than any others in the graduate school of Arts and Literature are not referred to in the departments represented in this collection; namely desirabilities in the Department of Political Science. In your desire to refrain from undue preference for your own department you have drawn the line on yourself so tightly that in sheer self-defense the other departments feel that they must become petitioners for your own. As was said in substance in one of our conferences with you last year, the members of the social science departments do not feel that it is a matter of altruism on their part, but farsighted departmental self-interest to desire that the Department of Political Science shall

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The University of Chicago
The Graduate School of Arts and Literature

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December 18, 1914

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self-interest to desire that the Department of Political Science shall

The University of Chicago

The Graduate School of Arts and Literature

OFFICE OF THE DEAN

President Harry Pratt Judson - 2.

if possible become relatively as prominent with us as that department was at Columbia during the days of its conspicuous prominence, say fifteen or twenty years ago. We feel that the center of interest is returning so evidently to the political focus that it would strengthen our whole social science group if the field of Political Science, including Political Philosophy, Comparative Constitutional History, and Contemporary Comparative Governments should be brought into the foreground of our whole group program.

When it comes to naming the men who might be available for doing the work desired, if the money were to be had, the problem is of course more difficult than the mere general statement of the desideratum. This is also a matter about which I should be very slow to make definite recommendations. I hope, however, that you will not consider it an impertinence for me to urge this desirability, as I think I am expressing in substance the feeling of all the instructors in the group. In order to stimulate greater interest in each of our departments, we need the sort of graduate students who would be attracted by larger offerings in the Political Science Department.

In this connection I may say something which I refrained from putting in my Dean's Report and substituted, for the matter which gives me more thought than anything else, a merely formal paragraph as a report. This thing, if true, should not be paraded to the public. Namely, I am convinced that for the last ten years or so there has been a distinct tendency among graduate students in Arts and Literature away from zeal

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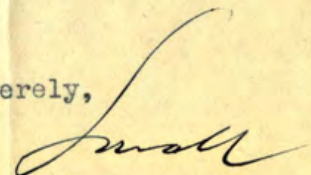
OFFICE OF THE DEAN

President Harry Pratt Judson - 3.

for knowledge itself and toward mere interest in getting a degree. Of course I am at the clearing house of this tendency. Students are coming to me almost daily with the question: Is it going to be necessary for me to get another half minor credit in order to get my degree? I very seldom have interviews with graduate students who ask the question: How can I go more thoroughly and comprehensively into the field of my subject? I do not think that any single factor is chargeable with this situation. Of course I do not think that any single move that we might make could remedy it. I think, however, that a tremendous stimulus might be brought to bear, especially upon our social science students, if one or two rather young and correspondingly enthusiastic men of fine equipment might be enlisted in the Political Science Department. It seems to me that they might galvanize the rest of the group into more stimulating action. I have wondered whether Herman James is not the sort of man that we could use. In certain respects he has had better opportunities for training than any young man I know of. I have had no direct testimony as to the impression he is making at the University of Texas. I wish we could get hold of one or two or three thoroughly stimulating young men in Political Science, and I believe that they could do more than additions at any other point in our faculty at the present to give us all a new lease of life.

I shall be glad to be at your call to talk over any of the items involved.

Sincerely,



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Sincerely,



Chicago, December 19, 1914

Dear Mr. Small:-

I wish to express my appreciation of the comments in your favor of the 16th inst. relating to the Department of Political Science. Your judgment is undoubtedly correct in the matter, as I said the other day in our personal chat. At the same time I appreciate the attitude of yourself and the other members of our group.

You are undoubtedly correct on the attitude of some graduate students towards the degree. I am wondering if our machinery is not too elaborate and specific in its dealing with candidates for the doctorate.

By the way, there is another possibility in the matter of international law. about which I should like to speak with you at your convenience.

Very truly yours,

H.P.J. - L.

Dean A. W. Small,
The University of Chicago.

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Dean A. W. Small,
The University of Chicago.

October 23, 1923.

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Report on the Present Needs
of the

G. Laing

Graduate School of Arts and Literature.

I. Weak Departments:

Even a cursory examination of the Graduate School of Arts and Literature reveals the fact that several departments require immediate reorganization or, at least, comprehensive strengthening if they are to make any contribution to the culture of the country, or even hold their own with the corresponding departments in other Universities.

1. One of the more notable examples of this condition is found in Anthropology. Up to this time, it has been not an independent department but a section of Sociology. The work has been under the direction of Professor Starr, who has now retired. Neither its incorporation with Sociology nor the manner of its presentation by Professor Starr has proved satisfactory. Professor Starr, though an excellent popular lecturer and a man who, partly through his personal idiosyncrasies, had a certain position among the undergraduates, had no place among the anthropologists of the world. He was interested in the curious and bizarre rather than by the scientific aspects of his subject, and so long as he was in charge, there was no possibility of work of a serious and permanent character being done. The subject is one of the utmost importance, not only in itself, but in its contacts with History, Art and Archaeology, Sociology, and with the study of Evolution. It should be made a department, and the one appointment that has been made should be supplemented by another. The latter should be a major appointment, nor can it be expected that a man of the requisite distinction can be obtained at less than \$7,000 a year.

October 23, 1923.

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N. Loring

2. The Department of Psychology, once one of the most active departments in the University, has, through the loss of Mr. Angell and the failure of the University to make a permanent appointment to fill the vacancy, lost prestige. Mr. Judd, who has generously consented to fill the gap, has done everything possible to keep it together. But Mr. Judd is carrying one of the heaviest loads in the University, and I am sure that he will agree with me that a major appointment is absolutely essential in the department. This means the appointment of a full professor at a salary of from \$7,000 to \$8,000. Professor Carr, though a man of sound attainments in his field, is not of the calibre to keep up with undiminished prestige the traditions of the Department. Unless something is done soon, the influence of the University of Chicago on psychological studies will rapidly decline. Nor can the situation be met by filling in from below, especially in a department that was to such a degree a one-man department as Psychology was under Mr. Angell. In general, I believe that the plan of filling vacancies from below is a mistake. The decline in the Johns Hopkins University was, I believe, partly due to this.
3. The Department of the History of Art has been in a state of eclipse for several years. Only this quarter has it begun to function again through the appointment of Assistant-Professor Swift. For many years it was under the direction of Professor Tarbell, a man of rare judgment and scholarly attainments. His field was Ancient Art; the Renaissance, and the Modern Period were in the hands of Mr. Zug and afterwards Mr. Offner. Mr. Tarbell retired several years ago and died a few years later. Mr. Offner was not reappointed and the Department

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practically ceased to exist. It seems to have been squeezed out of the budget. Some courses during the Summer Quarter and a series of lectures organized by Mr. Wilkins were all that was left of a Department that had shown distinct promise. Only the courses given by Mr. Sargent and his colleagues in the School of Education served to show that the University still recognized the subject. The students, who had begun work under Mr. Tarbell, left us for other Universities. In the whole history of the University, I doubt whether there has ever been such a complete collapse of a department. There is, moreover, a unique opportunity for a strong department in the History of Art in this institution. The professional side is well taken care of by the School of Education, and the collections in the Art Institute furnish excellent material for study. I need hardly add that the plan of organization of the Department that has been drawn up is such that there would be no duplication of the work of the Art Institute.

With the recent appointment of Assistant-Professor Swift a beginning toward better things has been made. He is equipped to take care of Architecture and Sculpture, both ancient and modern. He is not, however, a student of Painting and no courses are being given in that branch of art. What the department needs is a man in this field, preferably one who has specialized in Renaissance Painting. Professor Prescott, who is Acting-Chairman of the Department, speaks of the appointment of an Assistant-Professor at the same salary as Mr. Swift (\$3500) as the minimum, with which to carry on. My own opinion is that a major appointment should be made at a salary of \$8,000 a year. It is quite possible that Professor Post of Harvard might be induced to come.

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4. The Department of German.

Professor Cutting has retired, and Professor Wood is approaching the retiring age. The Department is now one of the weakest in the University. While it is true that, as a result of the war, the number of students showed a notable decline, there is no doubt that every year will show an increase in attendance; and quite apart from the number of students, the importance of both the linguistic and the literary sides of the subject is so great that weakness here affects most seriously the work in allied departments, like English and the Romance Languages. German and French, for example, have always been a favorite combination for the doctoral degree. A scholar of distinction should be appointed to fill the vacancy made by Professor Cutting's retirement, preferably one who is interested in the literary side. It would, in my opinion, be advisable to consider the possibility of getting a European scholar, possibly from Austria or Switzerland.

5. The Department of Latin.

Professor Merrill retires at the end of this academic year, and Professor Miller is close to the retiring age. This will leave in the Department only Professor Prescott, Professor Beeson and myself. Moreover, so far as the Department is concerned, I am on half-time. We need two men: one now to fill the vacancy caused by Professor Merrill's retirement and one to take Mr. Miller's place when he retires. For the former a major appointment is necessary and, after careful consideration, we are all agreed that Professor Tenney Frank, now at Johns Hopkins University, should be called. After consultation with the Dean of the Faculties and with President Burton, tentative approaches have been made to Frank on the basis of a salary of

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\$8,000. The correspondence with him has shown quite clearly that he would not come for this salary, and that our only chance of getting him would be to offer him \$7,500. He would be worth this and more to us. He is a prolific writer and his work on "Roman Imperialism" and on the "Economic History of Rome" has given him a reputation among historians, as well as among classical scholars. With him here, we could look forward to a rapid recovery of the prestige which our Department once enjoyed.

6. The Department of General Literature.

This Department is now under the direction of Professor Cross, a most scholarly and efficient officer. He is one of the strong men in the Philological group. My only reason for including it under the class of weak departments is that Mr. Cross, able as he is, cannot carry the work alone. The only other person in the Department is Mr. Howland, who makes no contribution. The Department should be strengthened by the addition of one man now and another in the near future. We can probably get Professor Archer Taylor of Washington University, St. Louis, for the minimum professorial salary. Mr. Taylor is highly recommended by Professors Cross and Manly.

7. The Department of Comparative Religion depends chiefly on the work of one man, Mr. Haydon, whose rank is that of Assistant-Professor. Professor Small, who is the Chairman of the Department, is strongly of the opinion that Mr. Haydon should be promoted and given some assistance.

8. The Department of Household Administration.

This Department is under the direction of Miss Talbot, who is assisted by Miss Breckinridge. It is not successful. Miss Talbot has hardly

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had the training requisite for the direction of the work that should be done, and Miss Breckinridge, while an able woman, is better equipped for Economics or Sociology than for Domestic Science. On the other hand, excellent work in this field is being done at the School of Education under the direction of Miss Blunt. I should recommend that, with Miss Talbot's retirement, the department be reorganized under Miss Blunt. The professional side would still be taken care of by the School of Education. The number of inquiries that come to the Graduate Office about advanced work in the subject show very clearly that there is here a great opportunity for service.

II. Other Departments.

1. The Department of Romance Languages.

- (1) The salary difficulty
- (2) The transfer of Mr. Parmenter to Phonetics exclusively and the necessity of another instructor in Spanish.
- (3) Recommendation of the appointment of Professor C. C. Marden of Princeton University to a professorship in Spanish.

2. Department of Oriental Languages.

3. Department of English.

- (1) Appointment in current literature.

4. The Departments in the Social Science Group:

- (1) History
- (2) Education
- (3) Sociology
- (4) Political Economy
- (5) Political Science

III. Increase in Fellowship Funds.

IV. Publication Funds for research books.

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The University of Chicago
The Graduate School of Arts and Literature

OFFICE OF THE DEAN

October 30, 1923.

Dean J. H. Tufts,
The University of Chicago.

Dear Dean Tufts:

I enclose a summary of the most imperative needs of the Graduate School of Arts and Literature. I have drawn it up only after a most careful examination of the condition of the Departments. I am convinced that it is only by making the new appointments which I have listed and providing the increases I have indicated that the School can hope to make any appreciable contribution to graduate studies in America or even to hold its own with the other Graduate Schools in the country. In the case of some departments the situation is almost inconceivably bad. It is so bad that it is only by making new appointments of strong men--major appointments that would command attention--and by increasing the salaries of many members of the teaching staff who are being tempted away that we can hope to regain our prestige. I hope that this will not sound like an exaggeration. It is not. It is a lamentable fact that some of the departments that ten or fifteen years ago were famous and attracted graduate students from all parts of the continent are now deplorably weak, while some of the others, though still doing efficient work, have recently suffered serious losses in their teaching staff and are threatened with still more. Let me speak of these in detail.

I. The Weak Departments:

1. The Department of Psychology, once one of the most active departments in the University, has, through the loss of Mr. Angell and the failure of the University to make a permanent appointment to fill the vacancy, lost prestige. Mr. Judd, who has generously consented to fill the gap, has done everything possible to keep it together. But Mr. Judd is carrying one of the heaviest loads in the University, and I am

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Dean J. H. Tuttle,
The University of Chicago.

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2. The Department of the History of Art has been in a state of eclipse for several years. Only this quarter has it begun to function again through the appointment of Assistant Professor Swift. For many years it was under the direction of Professor Tarbell, a man of rare judgment and scholarly attainments. His field was Ancient Art; the Renaissance, and the Modern Period were in the hands of Mr. Zug and afterwards Mr. Offner. Mr. Tarbell retired several years ago and died a few years later. Mr. Offner was not reappointed and the Department practically ceased to exist. It seems to have been squeezed out of the budget. Some courses during the Summer Quarter and a series of lectures organized by Mr. Wilkins were all that was left of a Department that had shown distinct promise. Only the courses given by Mr. Sargent and his colleagues in the School of Education served to show that the University still recognized the subject. The students who had begun work under Mr. Tarbell, left us for other Universities. In the whole history of the University, I doubt whether there has ever been such a complete collapse of a department. There is, moreover, a unique opportunity for a strong department in the History of Art in this institution. The professional side is well taken care of by the School of Education, and the collections in the Art Institute furnish excellent material for study. I need hardly add that the plan of organization of the Department that has been drawn up is such that there would be no duplication of the work of the Art Institute.

With the recent appointment of Assistant Professor Swift a beginning toward better things has been made. He is equipped to take care of Architecture and Sculpture, both ancient and modern. He is not, however, a student of Painting and no courses are being given in that branch of Art. What the department needs is a man in this field, preferably one who has specialized in Renaissance Painting. Professor Prescott, who is Acting-Chairman of the Department, speaks of the appointment of an Assistant-Professor at the same salary as Mr. Swift (\$3500) as the minimum, with which to carry on. My own opinion is that a major appointment should be made at a salary of \$8000 a year. It is possible that Professor Post of Harvard might be induced to come.

3. The Department of German. Professor Cutting has retired, and Professor Wood is approaching the retiring age. The Department is now one of the weakest in the University. While it is true that, as a result of the war, the number of students showed a notable decline, there is no doubt that every year will show an increase in attendance; and quite apart from the number of students, the importance of both the linguistic and the literary sides of the subject is so great that weakness here affects most seriously the work in allied departments, like English and the Romance Languages. German and French, for example, have always been a favorite combination for the doctoral degree. A scholar of distinction should be appointed to fill the vacancy made by Professor Cutting's retirement, preferably one who is interested in the literary side.

sure that he will agree with me that a major appointment is absolutely essential in the department. This means the appointment of a full professor at a salary of from \$7000 to \$8000. Professor Carr, though a man of sound attainments in his field, is not of the calibre to keep up with undiminished prestige the traditions of the Department. Unless something is done soon, the influence of the University of Chicago on psychological studies will rapidly decline.

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It would, in my opinion, be advisable to consider the possibility of getting a European scholar, possibly from Austria or Switzerland.

4. The Department of Latin. Professor Merrill retires at the end of this academic year, and Professor Miller is close to the retiring age. This will leave in the Department only Professor Prescott, Professor Beeson and myself. Moreover, so far as the Department is concerned, I am on half-time. We need two men: one now to fill the vacancy caused by Professor Merrill's retirement and one to take Mr. Miller's place when he retires. For the former a major appointment is necessary and, after careful consideration, we are all agreed that Professor Tenney Frank, now at Johns Hopkins University, should be called. After consultation with yourself and with President Burton, tentative approaches have been made to Frank on the basis of a salary of \$6000. The correspondence with him has shown quite clearly that he would not come for this salary, and that our only chance of getting him would be to offer him \$7500. He would be worth this and more to us. He is a prolific writer and his work on "Roman Imperialism" and on the "Economic History of Rome" has given him a reputation among historians as well as among classical scholars. With him here, we could look forward to a rapid recovery of the prestige which the Department once enjoyed. Twenty years ago it was acknowledged to be the strongest in the country. It can make no claims of that kind now.

5. Another notable example of weakness is found in Anthropology. Up to this time, it has been not an independent department but a section of Sociology. The work has been under the direction of Professor Starr, who has now retired. Neither its incorporation with Sociology nor the manner of its presentation by Professor Starr has proved satisfactory. Professor Starr, though an excellent popular lecturer and a man who had a certain position among the undergraduates, had no place among the anthropologists of the world. He was interested in the curious and bizarre rather than in the scientific aspects of his subject, and so long as he was in charge, there was no possibility of work of a serious and permanent character being done. The subject is one of the utmost importance, not only in itself, but in its contacts with History, Art and Archaeology, Sociology, and with the study of Evolution. It should be made a department, and a major department should be made; nor can we expect to get a man of the requisite distinction for less than \$7000 a year.

6. The Department of General Literature. This Department is now under the direction of Professor Cross, a most scholarly and efficient officer. He is one of the strong men in the Philological group. My only reason for including it with the weak departments is that Mr. Cross, able as he is, cannot carry the work along. The only other person in the Department is Mr. Howland, who makes no contribution. The Department should be strengthened by the addition of one man now and another in the near future. We can probably get Professor Archer Taylor of Washington University, St. Louis, for the minimum professorial salary. Mr. Taylor is highly recommended by Professors Cross and Manly.

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6. The Department of General Literature. This Department is now under the direction of Professor Gross, a most scholarly and efficient officer. He is one of the strong men in the Philological group. My only reason for including it with the weak departments is that Mr. Gross, able as he is, cannot carry the work along. The only other person in the Department is Mr. Howland, who makes no contribution. The Department should be strengthened by the addition of one man now and another in the near future. We can probably get Professor Archer Taylor of Washington University, St. Louis, for the minimum professorial salary. Mr. Taylor is highly recommended by Professors Gross and Manly.

The Other Departments:

1. Romance Languages

This is the best of all the language and literature departments. But it is doubtful whether Mr. Nitze will be able to keep his men unless something is done to improve their financial position. They will either scatter to other universities, which are quite well aware of their excellent qualifications, or they will be driven to outside work (I mean such activities as text-book making) to enable them to support their families in something like comfort. I find indeed that one of the greatest dangers to which the efficiency of the Graduate School is exposed is the steadily increasing practice of extra-curriculum work of a remunerative kind. Many of the men are driven to it by the fact that it is impossible for them to live on their salaries. At present our Romance Department is relatively free from this, but it is quite likely that the members of its staff will be compelled to resort to it, unless some relief is found. In some of the other departments the efficiency of the Graduate work has been seriously impaired by it. Men are making elementary test-books when they should be pursuing their special line of research.

I wish to draw your attention particularly to the situation in Spanish. Mr. Parmenter, who has shown a special talent for phonetics, is being transferred to that field exclusively. He is to have a laboratory in Ryerson, and it is likely that the Department will develop something in the teaching of phonetics that is new and of unique effectiveness. His transfer however, necessitates the appointment of an instructor in Spanish to take the classes that he has had up to this time.

There is still another phase of the Spanish question. Mr. Pietsch will soon retire and the Department asks for a major appointment to fill the vacancy. There are good men available. Professor Marden, now at Princeton, who has taught many summers in Chicago, or Professor Buchanan of the University of Toronto might be induced to come. An appointment of this kind would give the Department the leadership in the field.

2. History

This also is a good department but a very serious loss in Modern European History is inevitable this year. It is for this reason that I have suggested a major appointment in that subject.

3. Political Economy

The situation here is especially precarious. The instructional staff is an efficient one but extremely difficult to hold. Within recent years three men have gone: Moulton, Hardy and Lyon. Some of the men here now have received tempting offers of positions either in government bureaus or in industries. The new appointment in Money and Banking is to fill the vacancy caused by Moulton's going to Washington two years ago. Viner has had more than one call. Good men in Political Economy seem to be increasingly hard to get.

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May I remind you also of the fine contribution that this Department, under Mr. Marshall's inspiration, has made to that cooperative study of economic, social, and political conditions in Chicago that is being carried on by all the departments in the Social Science Group. This whole piece of work is, as you yourself know, a most interesting experiment, and in its detailed analysis of the characteristics of the Chicago community, will in all probability prove to be a model for the study of any large metropolitan area.

I hope you will pardon my writing at such length, but the situation seems to me to be critical. We cannot afford to delay remedial measures. The money that I am asking for is not simply for the University of Chicago. It is for Graduate Studies in the whole Middle West, which looks to Chicago for its teachers. Of all the new appointments that I have urged there is not one that would not influence higher education throughout the Mississippi Valley.

Yours very truly,

Gordon J. Lang

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Yours very truly,

Robert L. G. Jones

File MAR 20 1924

Albin W. Small

File

What Should Be the Ideal of Our Own Graduate School of Social Science?

By way of introduction I venture to recite certain things which are supposed to be matter-of-course with all of us. Not far from the year 1800 the idea began to take hold of the minds of European scholars that the only wisdom unto salvation within reach of men is the Book of the Acts of the Human Race. They began to realize that the world is full of scribblings of memoranda for such a book, that materials for the book are heaping up every day, but that the composition of the book itself is at best in the prospectus stage.

Thereupon began contagious interest in making out the record of the acts of the human race. In the first place the nineteenth century animus was in sharp contrast with that of the revival of learning in the fifteenth. The classicists regarded the literatures of Greece and Rome as a deposit of ultimate truth. The content of those literatures was the pearl of great price. To assimilate that content, both ^{as} to form and substance, was the secret of maximum sophistication.

Break with that attitude was not immediate, and it is not yet complete; but in principle, by unconscious implication, and more and more in practice students of social science during the latest century have gradually and partially assumed toward the wisdom of the ancients exactly the attitude which they take toward a book published today, or an act of a parliament of today, or today's promulgation of a theory of relativity. Whether the earlier or the later phenomenon be under observation, twentieth century social science contemplates it not as a finality, but as an exhibition of the eternal human actor in action, ^Ithe implicit objective of twentieth century social science, whether it is dealing immediately with a case of the cave man fashioning a weapon, or a poet laureate trying to articulate for his nation -- the immediate objective is understanding of how either representative of the human race came to act as he did,. The more distant objective is discovery, if possible, of some aspect or factor of either action which is a clue to permanent relations of cause and effect in the human situation. The final objective of all social science

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By way of introduction I venture to raise certain things which are supposed to be matters-of-course with all of us. Not far from the year 1890 the idea began to take hold of the minds of European scholars that the only wisdom was salvation within reach of man is the Book of the Book of the Human Race. They began to realize that the world is full of writings of moments for such a book, that materials for the book are heaping up every day, but that the composition of the book itself is at best in the prospective stage.

Thereupon began a contact interest in making out the record of the acts of the human race. In the first place the nineteenth century schism was in sharp contrast with that of the revival of learning in the fifteenth. The classicists regarded the literature of Greece and Rome as a deposit of ultimate truth. The content of those literatures was the goal of great price. To assimilate that content, both to form and enlarge was the source of maximum satisfaction. But with that attitude was not immediate, and it is not yet complete, but in principle of unconscious application, and more and more in practice, standards of social science during the latest century have gradually and partially assumed toward the wisdom of the ancients exactly the attitude which they take toward a book published today, or an act of a parliament of today, or today's promulgation of a theory of relativity. Whether the earlier or the later phenomenon be under observation, twentieth century social sciences contemplate it not as a finality, but as an expression of the eternal human actor in action. The legislative objective of twentieth century social sciences, whether it is dealing immediately with a case of the case man, legislating a reason, or a poet laureate trying to articulate for his nation -- the immediate objective is understanding of how either representative of the human race came to act as he did. The more distant objective is discovery, if possible, of some aspect or factor of either action which is due to permanent relations of cause and effect in the human situation. The final objective of all social sciences

is use of all that can be learned about cause and effect in past or present human experience as a range-finder for our projected action from this time forward. That particular figure is of course indefensible, but bad as it is we may use it to suggest the idea which it does not convey.

Now it is notorious that nineteenth century social science scholarship repeated, on a different plane, and with new details, some of the same absurdities in principle which have been carried along in the thinking of the would-be wise ever since men had tried to think. Most conspicuous of these blunders was the aggravated tendency to undertake composition of the book of human experience not by organizing an apparatus of division of labor, but by developing an anarchy of isolated labors, or labors which were alternately isolated and interfering, and only indirectly and jealously reinforcing. The early stages of the new zeal for objective reading of the material for the book of experience, energized old ways of reading, and created new ones. At the same time it stimulated the promoters of each of these procedures to imagine, and often to claim that their peculiar way of reading men's experience was the only way to get at its true inwardness. This crudity presupposed and implied a conception of reality which amounted to this:- the facts of human life are deposited in separate bulks, each enclosed in a hermetically sealed container, and the contents of each container are the exclusive subject matter of an independent science. The situation was a three ring circus of pedantry, humor and tragedy. The clown's part in the performance was the irredentism of each of these sciences of water tight compartments solemnly insisting that their findings in their own preserve of material were the basis for that only scientific explanation of the contents of all the other segregated quantities of reality. When the sociologists came along a generation ago, with their own particular version of this venerable stupidity, the older types of scholars were shocked and scandalized; but they never correctly analyzed the occasion for the shock; and very little evidence is in sight that many of them even now recognize in the sociologists' performance a mere restaging of their own act in a new domino.

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Perhaps the historians of social science methodology a few centuries from now will decide that the most important contribution to interpretation of life between 1800 and 1923 was release of a few minds from the obsession that human experience is composed of stuff stored up in non-communicating compartments, each of which can be entered only by specialists entrusted with its own peculiar key.

All of us are supposed to have found out by this time that human experience, so far as we know, is an interminable pageant, stretching out its incessant procession before the gaze of every body. What each of us finds in the procession depends upon the eyes with which we look. No restriction nor specializing of our inspection, however, can alter the fact that the pageant is the thing. We simply distort and falsify the findings if we try to express them in terms of any thing less than their relations to the whole.

Report of the human pageant then, in all its facts, in all the relations of the facts, in all the implications of the facts for future conduct, and in all the indications of the facts bearing upon means of control of future conduct, is the indicated function of social science.

It should not be necessary to argue that a group like ours is bound to cultivate constant awareness of this vocation, and to make study of the degree in which it is economizing its resources for meeting the obligation the order of the day.

The burden of my song--the refrain that I have been droning with variations for 40 years,--is that social scientists the world over are pitifully falling down on this job. Only here and there one of them has a glimmering of the perspective which exposes the gap between the bigness of the job and the pettiness of the provision which we have made for getting results on the job.

But I am not interested here and now in the sins of the world. I am thinking about our own local share in them.

Perhaps the historians of social science methodology a few centuries from now will decide that the most important contribution to interpretation of life between 1800 and 1925 was release of a few minds from the oppression that human experience is composed of stuff stored up in non-communicating compartments, each of which can be entered only by specialists entrusted with its own peculiar key. All of us are supposed to have found out by this time that human experience,

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But I am not interested here and now in the state of the world. I am thinking about our own local share in them.

The plain blunt truth is that our group of departments is up against the question whether it will show itself capable of seizing the most promising opportunity that any bunch of men ever had to advance into a new era of realizing what a graduate school of social science ought to be; or whether we shall acknowledge that we have shot our ^{to} bolt, and condemn ourselves and our successors to the futility of those exercises of mental gymnastics which are our present substitute for the larger part of our research function.

Still more explicitly, the comparisons which I shall make are not between our own social science group and another or others that might be named. I am comparing ourselves as we are with ourselves as I believe we have more promising potencies of being than any similar group in the United States. So far as I have been able to learn, the crudities which I shall point out in our own case are still more in evidence in every other social science group in the country. Expressed positively, I believe our traditions, our attitudes, our aptitudes and our physical equipment amount, ^{to} on the whole, more promising preparedness for the next indicated development in social science research than the equipment of any other graduate school on this continent. If that development cannot take place with us, hope for its occurrence must attach itself to some group in which the visible prospects are distinctly less favorable. We are, however, in a state of suspended animation, so far as differentiation of species is concerned. I am speaking for promotion of the arrested process especially because I believe the conditions are more encouraging with us than anywhere else in America, and possibly in the world, for continuance of the process.

What I shall say further is (1) not an argument making for the conclusion-- therefore destruction of the distinctness of our departments and fusion of them all into an undifferentiated mass. In my opinion nothing -- not even continuance of our present degree of departmental aloofness -- could do more to defeat the very purpose I am trying to represent, than destruction of our departmental autonomy. Each of our departments represents a point of view and a body of interests which

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Each of our departments represents a point of view and a body of interests which

carry values, for full interpretation of life, that need distinctive emphasis. It would be a reversion towards amateurism, not progress toward science, if we were to blunt the edges of the distinctions between our different specializations. In so far as our attitude toward the present crisis pivots upon suspicions of one another's wishes in this connection, I hope that my own share in the discussion will be allowed the benefit of this unequivocal profession of faith. Full departmental autonomy, but intensive departmental cooperation are the foundation courses of the ideal I am trying to suggest. No mere tinkering on our constitution, which would simply alter our structural relations by an exercise of administrative authority, would accomplish much, if anything, in the direction I have in view. The necessary change must come from inside of us, and it must express itself in a program that reflects our own state of mind. What I am driving at is that we are scientifically lost souls until we experience conversion and with one accord begin to do works meet for repentance. I mean not only that this is our proper classification as scientific specimens, but that contentment with this rating would doom us to remain in it as a permanent state. Unless we can show the people with money that we have the will and the competence to be and to do something of a higher order, only dribblets of unsophisticated money will respond to our appeals.

(2) My argument is not making for the suppression of individuality in the group, and the changing of everybody into a cog in a mechanical process of mass production. If the picture that I have in mind were realized, in the long run, there would develop in our group a larger proportion of outstanding individualities than our present type of procedure is likely to produce. If any man dug into a real problem of his own, not immediately tributary to the collective enterprises decided upon by the group, he would have more liberty, more encouragement, more support than he has now. But research plans adopted by the group would offer inducements for selection of problems by individuals which would so reinforce and be reinforced by the work of the whole, that isolated, detached unsupported studies would be relatively less inviting than they are now.

early values, for full interpretation of life, that need distinctive emphasis. It would be a reversion towards skepticism, not progress toward science. If we were to blunt the edges of the distinction between our different specializations in so far as our attitude toward the present crisis pivots upon questions of one another's values in this connection, I hope that my own share in the discussion will be affected the benefit of this unorthodox profession of faith. Will the experimental autonomy, but intensive departmental cooperation are the foundation courses of the ideal I am trying to suggest. No more tinkering of our constitution which would simply alter our structural relations by an exercise of administrative activity, would accomplish much, if anything, in the direction I have in view. The necessary change must come from inside of us, and it must express itself in a program that reflects our own state of mind. What I am driving at is that we are essentially lost souls until we experience conversion and with our sword begin to do works meet for repentance. I mean not only that this is our proper classification as totalitarian specimens, but that contentment with this rating would doom us to remain in it as a permanent state. Unless we can show the people with money that we have the will and the competence to be and to do something of a higher order, only tribute of unexplicated money will respond to our appeals. (2) My argument is not asking for the suppression of individuality in the group, and the changing of everybody into a cog in a mechanical process of mass production. If the picture that I have in mind were realized in the long run, there would develop in our group a larger proportion of outstanding individuals than our present type of procedure is likely to produce. Many men dug into a real problem of his own, not immediately tributary to the collective enterprise decided upon by the group, he would have more liberty, more encouragement, more support than he has now. But research plans adopted by the group would offer inducements for selection of problems by individuals which would be reinforced and be reinforced by the work of the whole, that isolated, detached unsupported studies would be relatively less inviting than they are now.

(3) My argument does not lead up to the conclusion that our group should resolve itself into workers on some single type of problem that I have in mind. I shall use for illustration presently, a problem which I should not choose if I had the choice, a problem on which I cannot see that I could throw any light, a problem in which I have only the interest of any other man on the street with his eyes open, a problem on which several members of our group have done much more than I have or than I should be likely to if I should enlist on it. For that very reason it suits my purpose for illustration. I am not pushing a scheme to inveigle others into serving as catspaw for my particular kind of chestnuts. I am arguing for a policy of organizing and ⁿconcentrating our different research techniques so that they will make an impression beyond the confines of our separate departmental constituencies.

(4) My argument is not headed toward the conclusion that we should mass the reserve research abilities of the group upon a single problem of any sort. While any human situation which might be named has aspects that correspond with interests in each of our departments, some of those aspects might be so far from the centre of significance in a given instance that it would be sheer pedantry for such departments to insist on pressing those aspects into prominence. Illustrations in abundance will suggest themselves. For instance, nothing that might be done by way of reorganizing railroad administration in this country would be indifferent to the sociologists. Yet at the present stage of dealing with these problems the strictly sociological aspects are practically negligible. Everything now hinges on the essentially opportunistic questions of policy:- What program will stop the strike of capital against railroad ^{invest} ~~punishment~~, insure the needed rehabilitation and development of the physical plant, restore the balance between transportation facilities and the work to be done, insure that managers of railroads shall be agents of the public, not exploiters of the public, and guard against paralyzing differences between operators and employees? While such problems as these are to the fore, up to the last aspect named, not merely the

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sociologists must take a back seat, but all the rest of our group except those of the economists who are equipped to specialize on that type of question. Meanwhile the rest of us should put our work where our several techniques would find more appropriate employment. Each of us might in turn be negligible in one piece of investigation but the proper leader in the next. On the other hand, my imagination has failed to conjure up a conceivable research problem in human relations which could be worked out to the limit if it did not have to run the gauntlet of the criticism of each of our departments as to plan and procedure, and probably as to many details in development of both.

With these disavowals as my evidences of good moral character, ~~a-barrage~~, I return to my main contention, viz:- Our group is not carrying out a program which is consistent with our professed conception of human relations in general, and particularly with our professed conception of the functions of sciences of those relations. While I have been repeating these common places, you have been saying to yourselves, --"The nerve of the man to waste our time with such bromides!"

Very well! I will now develop the plot by saying something less bromidic, viz:- Either we don't believe these commonplaces at all or we're a bunch of boobs or hypocrites. If we do not believe them, there is nothing bromidic about insisting on them till they are either refuted or adopted. If we do believe them, what is our alibi under the boob or hypocrite indictment?

I am taking the full liberty of seniority to call a spade a spade. I write my little monograph on some phase of human relations. (And I deliberately put my illustration in the first person, because, as I confessed in a group meeting of this sort two or three years ago, I charge others in the group with nothing that I have not been guilty of myself.) If anybody dares to tell me that monograph does not give an objective account of reality, if anyone tells me it is out of perspective, it is not drawn to scale, it is only my personal or specialists' version of an excerpt out of reality, it is not even that more adequate approximation to reality which would be possible if it were the kind of composite picture which collaboration

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Very well! I will now develop the plot by saying something less prosaic, viz: Either we don't believe these commonplaces at all or we're a bunch of double or hypocrites. If we do not believe them, there is nothing prosaic about insisting on them till they are either refuted or adopted. If we do believe them, what is our alibi under the hood or hypocrite indictment?

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of all the techniques that might be applied would produce; I affect indignation. I retort that the criticism is a Philistine^s attack on my profession. I hotly deny that I have been partial in my treatment. I insist that I have been careful to give my best consideration to every point of view that can affect the result. I do not allow myself to admit that what I have actually done is as though Mr. Chamberlin had worked out his theory of the processes of the earth's stratification with the intention of getting all possible help from astronomy, but had actually used only such astronomical facts as he could see with his own bi-focals or could measure with his own mathematics. The man doesn't live who can write an account of any considerable range of human relations which specialists in other types of human relations cannot run a coach and four through in matters of details and proportions and relations with interlocking circumstances. Yet we persist in pretending the contrary and teaching men so. If we were held to strict accountability for what we are responsible for knowing after the methodological developments of the past century, our whole social science group program would be indictable on the charge of teaching our students to investigate, and of ourselves investigating, not reality as it is but unreality as it would be if it were constructed on the air tight compartment model.

You think it will be easy to convict me of exaggeration. I call your attention again to the precise terms of my supposition:- If we were held to strict accountability for what we are responsible for knowing after the methodological developments of the past century. With that as my reservation I defy all comers to disprove that my statement is sober, literal truth. Our insight into reality as compared with that of a century ago puts upon a graduate school of social science an obligation to develop a procedure not perhaps in logical formulation, but in effect as far in advance of our present practice as that practice is in advance of scholasticism.

I will put the case in more specific form. It is possible for a man to take his Doctor's degree in any one of our five departments without enough understanding of the technique of any other department in the group to inform him when and where

of all the techniques that might be applied would produce I think induction.
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I will put the case in more specific form. It is possible for a man to take
his doctor's degree in any one of our five departments without enough understanding
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his competence as a specialist ends and where flounderings as an amateur begin. To the extent that our students allow themselves to be misled by this possibility we are guilty of putting out[^] stamp of approval upon men who are intellectual abortions from the standpoint of modern standards of methodology. To express it in a comparative way:- We assume that our Doctor's degree in either of the departments of our group represents ability to conduct independent research into human relations on the level of the most sophisticated social science methods that have been developed. In actual fact, our training at present compares unfavorably with that now given for the practice of medicine at Johns Hopkins and Harvard and in our[^] own undeveloped Medical School. Even before these young medics are advanced to the interne's grade, they have been taught the rudiments of the half-dozen different cardinal divisions of diagnosis. They know they would be quacks if they allowed themselves to proceed with a complicated case on the basis of their own findings in one of these departments of diagnosis alone. They know they would be trusting merely to general practitioners' guess work if they did not get the patient into a hospital where observation by all the major types of diagnosis would be in cooperation. Under our present procedure it is only the exceptional student who gets an equally effective consciousness that in the incomparably more complex matter of social diagnosis, a parallel cooperation of research techniques is necessary. Not only that, but we have as yet in our social science graduate school nothing comparable with internes' opportunities to supplement the lower degree grades of training by actual experience in observing concentration of the actual techniques of diagnosis upon real cases.

It is no part of my present purpose to propose a detailed plan to take the place of our present abortive procedures. No plan will work until it represents a consensus that it is worth while as an experiment. To arrive at respectably approximate analogy in thoroughness with the physical sciences we must acquire the experimental spirit to a degree now very weakly in evidence. I venture only two or three leading specifications.

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First of all, I would call for prayerful reconsideration of the fundamental principle that a graduate school is primarily not for spreading information, but for teaching methods. We waste a ruinous proportion of our time feeding graduate students with "spoon-vittles". We deal out predigested food of information which they might better go without till they have grown the guts to find out the facts for themselves. It should be a crime against academic law and order to tell a graduate student anything he is capable of discovering. It should be another crime to leave a graduate student under the illusion of innocence if he didn't get busy and find out the next thing he needs to know. If we observed this principle for all it is worth, we should begin by imitating Oxford and Cambridge in one thing. ^{at} But as their methods are, in some respects, from the American point of view, they are wiser than we are in one particular. They do not wet nurse students into absorbing ^{pop} from class room bottles when they might better forage for their own subsistence. We should hold students responsible for getting out of their own reading much that we now try to stamp down into their brains by class room drill. Then we should turn our class room work more generally into practice of the methods of discovery which our several divisions of labor must employ, i.e. into the equivalent of laboratory or interne's work.

Second. As a group we should reach agreements about the common background of reading which every candidate for our higher degrees will be expected and required to cover. I will not embarrass my main argument by proposing titles which in my judgment should be included in this scheme. I merely urge the consideration that intelligent specialization in either of our departments today presupposes not merely a certain cultural foundation such as the college presumably furnishes, but a certain fund of common professional knowledge comparable perhaps with pre-medical physics, chemistry and biology. It is a part of the impending duty of ^{of} men engaged in training others for research in social science to establish a tentative consensus as to the range of this necessary common knowledge, and to give it the place which it has not yet received in our scheme of preparation.

First of all, I would call for general reconsideration of the fundamental

principles that a graduate school is primarily not for spreading information, but for teaching methods. We waste a serious proportion of our time feeding graduate students with "spoon-feeding". We deal out pre-digested food of information which they might better do without till they have grown the guts to find out the facts for themselves. It

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yet received in our scheme of preparation.

At the age of twenty-five, at the end of a theological school course, the suspicion began to dawn on me that the sum total of what was called my education up to that time was a variously distorted conception of the actual world. No one born after the classical training, falsely so called, released its strangle hold upon American colleges will ever understand what a puckered world it was that the old curriculum put in the place of the boundless reality. With no introduction to general history, except the worse than no introduction at all in the casual out-of-focus references when the paramount issue was supposed to be the syntax of Greek and Latin authors, I devoted a part of three years to the study of Church History and the history of doctrine. The pedagogy did not tend to arouse suspicion that anything else in particular had been going on in the world, from the year one of our era to date, except ecclesiastical politics and theological speculation. By the grace of God, not through any intentional or conscious help of my instructors, I found myself late in the course wondering whether the churches actually had existed in a vacuum; whether the Constantines and Heinrich-the-Fourths and Louis-the-Ninths and Charles-the-Fifths and Henry-the-Eighths really had any other meaning than as punctuation marks for the pages of Church History. It was still later when I began to be infected by the notion that perhaps all the time there may have been people engaged in economic, political, intellectual and artistic pursuits quite as real to themselves and quite as intimately connected with the fortunes of mankind as the occupations of the clergy. We flatter ourselves that the dullest student could not get a college and divinity degree today with as little agitation of the surface of his stupidity as was actual in my own case. I hope this is true. But I know it is true that for thirty years men have taken Doctor's degrees in each of our departments, some of whom had no more adequate conception of the ranges of specialization involved in adequate investigation of the human process than I had forty-five years ago of what a decently educated man should know about the history of the human race. Without going far back towards ancient history, ^{cc.} utterances might be quoted from reference^s by members of our group to work in other sections of the group which were as rank as it would be

At the age of twenty-five, at the end of a theological school course, the mission began to dawn on me that the sum total of what was called my education up to that time was a verily distorted conception of the actual world. No one says after the classical training falsely so called, released its struggle hold upon American colleges will ever understand what a purged world it was that the old curriculum put in the place of the boundless reality. With no instruction to general history, except the worse than no introduction at all in the usual out-of-focus references when the paramount issue was supposed to be the syntax of Greek and Latin authors, I devoted a part of three years to the study of Church History and the history of doctrine. The pedagogy did not tend to arouse suspicion that anything else in particular had been going on in the world, from the year one of our era to date, except ecclesiastical politics and theological speculation. By the grace of God, not through any intentional or conscious help of my instructors, I found myself late in the course wondering whether the churches actually had existed in a vacuum; whether the Constantines and Helmsleys-the-Fourths and Louis-the-Ninths and Charles-the-Fifths and Henry-the-Eighths really had any other meaning than as punctuation marks for the pages of Church History. It was still later when I began to be infected by the notion that perhaps all the time there may have been people engaged in economic, political, intellectual and artistic pursuits quite as real to themselves and quite as intimately connected with the fortunes of mankind as the occupations of the clergy. No flatter ourselves that the dullest student could not get a college and divinity degree today with as little agitation of the surface of his stupidity as was actual in my own case. I hope this is true. But I know it is true that for thirty years men have taken Doctor's degrees in each of our departments, some of whom had no more adequate conception of the ranges of specialization involved in adequate investigation of the human process than I had forty-five years ago of what a decently educated man should know about the history of the human race. Without going far back towards ancient history, utterances might be quoted from reference by members of our group to work in other sections of the group which were as rank as it would be

for professors of anatomy in a Medical School to belittle courses in bacteriology. Thank God the intellectual stream does sometimes rise higher than its source. ¹

Third. As a group we should resolutely face the fact that our various techniques will vindicate themselves as means of interpreting human affairs in the degree in which we test them out by applying them to common problems. It is one of the quaint superstitions still adhering to our modern variety of scholarship that we are doing the real thing when we find or invent a problem which we proceed to treat as a dog does his bone -- snarl off all would-be gnawers at the same bone, and gnaw away in our solitary state till nothing remains except a monograph which celebrates our experiences with the bone. Heaven forbid that I should seem to speak disrespectfully of the monograph method in any of the sciences, physical or human. No one more highly appreciates the contributions to knowledge which it has made, or cherishes higher expectations of what it will do in the future. There is no end in sight for the need of detached monographs. I have no ^{girl} device to limit the supply. On the other hand, other things being equal, the monograph which is incidental to a large scheme of cooperative investigation should have all the merits of the detached monograph with much additional value from its contacts with related studies.

Fourth. Our group should give effectiveness to the principle which each of us assents to in the abstract, viz. that the ultimate validation of all scholarship is its contribution to knowledge of present values and to intelligent direction of conduct. The human race has to learn how to live, and scholarship is parasitical, unless in motive and effect it is in the service of this need. Necessary dead work in all science must apply study to things which have little visible relation to present uses; but it is misappropriation of public funds and prostitution of personal powers to pose as a scholar unless one hopes and believes that one's work will at last contribute to knowledge of how to live. Truth for truth's sake is as ghastly a lie as eating for eating's sake. Our colleague Breasted isn't studying mummies because his

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interest ends with mummies. His last thought is of live folks, and he hopes to find in the remains of live folks of three thousand years ago something that will help live folks to be wiser to themselves in all future time. We should quit anesthetizing our sense of duty to our own time and the future by arbitrarily dignifying studies remote from present applications. There is not a process of acquiring knowledge within the range of any of our techniques which might not be taught better purely as technique, if it were applied to problems that are live issues in contemporary life, and these are the problems on which all social science should converge.

Suppose, for example, ⁷⁰ -- and this is the illustration I referred to as having for me only the interest of the average citizen -- suppose a group should force ^m itself from members of our departments to study for five years or ten the race situation in American life, the facts of non-assimilation of the various groups of foreign born citizens together with the Negroes, the facts about the different sorts of demand for and against an open door policy towards immigration, the implications of the facts for a national program that will do most to enable the people who ought to occupy our territory to be of the most worth to one another in the future. Politicians, with the ruthlessness of politicians, are foreordaining our future on the basis of miscellaneous selfish opportunism about the present. Why should academic men not do their best to study these problems objectively? Why should we not in that way both directly serve the public, and at the same time give our students the best sort of experience with the techniques which we want them to acquire? I do not mean to argue that we could drop our work on fundamentals, and change our procedure in toto into a rule of thumb tackling of concrete cases. On the contrary I mean more systematic and intensive treatment than ever of the methodology of our specialties, but application of the methodology both by students and by professors to concrete current problems rather than to abstracted, more or less unreal problems. Each of our departments might do a more real thing in its own specialty if it were in constant cooperation with the other departments in ocular demonstration of the working relations of each social science specialty to the common purpose of all.

interest with mankind. His last thought is of live folks, and he hopes to find in the remains of live folks of three thousand years ago something that will help live folks to be wiser to themselves in all future time. We should quit specializing our sense of duty to our own time and the future by rigidly dividing studies remote from present applications. There is not a process of acquiring knowledge within the range of any of our techniques which might not be taught better purely as technique, if it were applied to problems that are live issues in contemporary life, and these are the problems on which all social sciences should converge.

Suppose, for example, -- and this is the illustration I referred to as having for me only the interest of the average citizen -- suppose a group should form itself from members of our departments to study for five years or ten the race situation in American life, the facts of non-assimilation of the various groups of foreign born citizens together with the Negroes, the facts about the different sorts of hatred for and against an open door policy towards immigration, the implications of the facts for a national program that will do most to enable the people who ought to occupy our territory to be of the most worth to one another in the future. Politicians with the ruthlessness of politicians, are forwarding our future on the basis of selfishly selfish opportunism about the present. Why should academic men not do their best to study these problems objectively? Why should we not in that way both directly serve the public, and at the same time give our students the best sort of experience with the techniques which we want them to acquire? I do not mean to argue that we could drop our work on fundamentals, and change our procedure in toto into a tale of thumb fumbling of concrete cases. On the contrary I mean more systematic and intensive treatment than ever of the methodology of our specialties, but application of the methodology both by students and by professors to concrete current problems rather than to abstracted, more or less universal problems. Each of our departments might do a more real thing in its own specialty if it were in constant cooperation with the other departments in a similar demonstration of the working relations of each social science specialty to the common purpose of all.

Another illustration may serve incidentally as a reminder of a monstrosity in our group situation which is quite independent of the merits or demerits of my main argument. Even if it were decided that my case has no standing in ^{art} ~~cover~~, the particular proposition which I now throw in for good measure has been getting cumulative demonstration in our group habits all through these past thirty years. As a group we have never shown evidence of more than rudimentary appreciation of scholarly values, even in our own common field.

The latest incident in point is Professor Dodd's address at the Trustees' dinner last Autumn. No one who heard it could have failed to realize that it was something distinguished. It was mentioned with praise at casual meetings of faculty members for several days. It has been printed in the University Record. In all probability it has shared the fate of innumerable predecessors -- lucky to receive the complements due to a peculiarly timely after dinner speech, but not lucky enough to engage the critical attention of its author's colleagues. We have no organized brick-layers' union rules limiting the number of our sort of brick we may lay in a day, but we have a perfectly able bodied and automatically working tacit consensus that after we have discharged our pre- and in- and post-class-room duties, and have spent our self-assigned allotment of time on our own hand-picked subject of study, it is beastly bad form for us to show any serious interest in the work of anybody else. How many times during these thirty years have books and monographs been produced in our group which were events in the world of social science, if we had the wit to know it! They were proper signals for group assembly to congratulate the author, to get a fair view of the place of his products in the scheme of knowledge, to extract exquisite enjoyment from them as achievements of artistry, then in the more scientific attitude to consider their bearing upon all our cognate interests, to discuss questions brought to the fore by this latest contribution ^{to} of science, to register dissent or incredulity about the finality of anything in the work that seemed dubious, but above all to vitalize everybody's sense of scholarly values and to spur our ambition to count in the common work. Our group history on the contrary

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perhaps illustration may serve incidentally as a reminder of a possibility in our group situation which is quite independent of the merits or demerits of my main argument. Even if it were decided that my case has no standing in court, the practical proposition which I now throw in for good measure has been getting cumulative demonstration in our group habits all through these past thirty years. As a group we have never shown evidence of more than rudimentary appreciation of scholarly values, even in our own common field.

The latest incident in a kind of witness stand's address at the Trustees' dinner last autumn. No one who heard it could have failed to realize that it was something distinguished. It was mentioned with pride at several meetings of faculty members for several days. It has been printed in the University Record. In all probability it has shared the fate of innumerable predecessors — lucky to receive the compliments due to a peculiarly timely after dinner speech, but not lucky enough to engage the critical attention of its author's colleagues. So I have no organized black-jackets' union rules limiting the number of our sort of brick we may lay in a day, but we have a perfectly able bodied and automatically working task force which after we have discharged our pre- and in- and post-class-room duties, and have spent our self-assigned allotment of time on our own hand-picked subject of study, it is possibly bad form for us to show any serious interest in the work of anybody else. How many times during these thirty years have books and monographs been produced in our group which were events in the world of social science, if we had the wit to know it! They were proper signals for group assembly to congratulate the author, to get a fair view of the place of his products in the scheme of knowledge, to extract exclusive enjoyment from them as achievements of artistry, then in the more scientific attitude to consider their bearing upon all our cognate interests, to discuss questions brought to the fore by this latest contribution of science, to register dissent or incredulity about the finality of anything in the work that seemed dubious, but above all to vicariously everybody's sense of scholarly values and to put our ambition to count in the common work. Our group history on the contrary

has been a desert of disregard of these opportunities. Work after work of various ~~has appeared that an average monograph~~ ^{one or two members} degrees of significance has been published, and scarcely a sign of our group apiece has granted them so much as the grace of a hasty reading. I will state no inference, but I will ask a question. What do these facts show about the length and the breadth and the depth and the height of our scholarly sympathies?

But Professor Dodd's masterly analysis of present tendencies in our nation gives me another illustration for my main argument. Suppose a sub-group out of our whole group had agreed to combine researches for five years or ten years, ~~or x~~ years upon the problem of present tendencies in the United States. Suppose Professor Dodd had been chosen as leader in the study. Suppose the paper referred to had been his summing up of a stage in the work of that group. Suppose it had been submitted first to the special group, then to our whole group for consideration. What would happen? Why, in the first place, all along the line there would be much more significant evidences of respect for the work which it represented than the compliments to which I have referred. Then would begin the process illustrating the principle that in science many heads are better than one, no matter how eminent the one. The group would proceed after the manner of the Seer of Patmos following his eulogy of the Church of Ephesus, "Nevertheless I have somewhat against thee." From perhaps as many different angles as the group number ^s persons, lines of investigation might be suggested which might in as many ways modify the conclusions in more or less important details, or even call for a recasting of the whole report. For example, if I have ^a part in the proceedings, I should certainly begin by expressing my admiration for the craftsmanship that the monograph displayed, and my envy of the comprehensiveness of vision and the understanding of the involved factors which the treatment indicated. Nevertheless I should file a demurrer at a point which I discussed with Professor McLaughlin two or three years ago without a case of conversion on either side. I should allege that Professor Dodd throughout his argument uses the word "democracy" and its variants as though it were a term of precision, whereas in American history it has always been

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But Professor Dodd's masterly analysis of present tendencies in our nation gives us another illustration for my main argument. Suppose a sub-group out of our whole group had agreed to compile two volumes for five years or ten years, but years upon the problem of present tendencies in the United States. Suppose Professor Dodd had been chosen as leader in the study. Suppose the paper referred to had been his starting up of a stage in the work of that group. Suppose it had been admitted first to the special group, then to our whole group for consideration. What would have happened, in the first place, all along the line there would be much more significant evidence of respect for the work which it represented than the compliments to which I have referred. Then would begin the process illustrating the principle that in science many heads are better than one, no matter how eminent the one. The group would proceed after the manner of the Ser of Patmos following his eulogy of the Church of Ephesus, "Nevertheless I have somewhat against thee." From perhaps as many different angles as the group number persons, lines of investigation might be suggested which might in as many ways modify the conclusions in more or less important details, or even call for a re-evaluation of the whole report. For example, if I have a part in the proceedings, I should certainly begin by expressing my admiration for the craftsmanship that the monograph displayed, and my envy of the comprehensiveness of vision and the understanding of the involved factors which the treatment indicated. Nevertheless I should like a demurrer at a point which I discussed with Professor Schuchman two or three years ago without a case of conversation on either side. I should allege that Professor Dodd throughout his argument used the word "desperately" and its variants as though it were a term of precision, whereas in American history it has always been

ambiguous. What part of its content is strictly political, what part is strictly economic, what part is in the broader sense moral, and what are the relations between these components, is a much bigger question than Americans, or even the philosophers among Americans, have succeeded in answering to their own satisfaction, not to mention the satisfaction of the rest of the world. Professor Dodd either means by democracy something that includes Washington and Hamilton along with Jefferson and Jackson; in which case it is so inclusive that it ^{now}comotes nothing specific: or he means by democracy something that would exclude one or the other of those pairs, in which case there will be protest from both poles of our national life against making something as narrow as the democracy so delimited a measure of Americanism.

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the democracy as delimited a measure of Americanism.

Whatever the algebraic sum of our affinities for the many on the one hand or the select on the other, most Americans of the academic ^{life} ~~life~~ would agree that there was ^{some of the} ~~enough~~ stuff of good citizenship in Washington and Hamilton on the one hand and Jefferson and Jackson on the other. We are consequently hypnotizing ourselves with a word if we set up as our criterion of what should or should not be in our society a term which labels a concept that carries an undetermined content somewhere between the extremes of including and excluding their ^{se} ~~opposites~~. Quite likely other members of the group would think they detected equally ^{or} ~~a~~ more vulnerable point^s in Professor Dodd's armor.

As another illustration I might suppose that for a term of years some of us from our different departments had been making a joint study of the material which Professor Turner of Harvard has been working. Suppose tentative conclusions had reached the stage represented by his talk here about a year ago to the effect that sectionalism is as rampant as ever in the United States today. I have believed in the value of his method since he first gave me his premonitions of it at Johns Hopkins in 88-89. Not denying nor in any sense desiring to diminish the importance of his technique for social science in general, his work seems to me to furnish another capital instance of the need of the super-seminar method:- It is in its turn a case under the principle that it is a superstition to attribute finality to any human contrivance for acquiring knowledge of life in the large. The coach and four which I would undertake to drive through Professor Turner's conclusions would not raise any more dust than necessary to obscure the value of his studies nor the apparent validity of his findings up to a certain point. It would penetrate his hedges at the point where he begins to interpret his data. Indeed the sociologists and psychologists would want to be assured that Professor Turner had not in a measure pre-interpreted the data he assembles by the form in which he states his problem. When he asks this question in terms of

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As another illustration I might suppose that for a year or two some of us from our different departments had been making a joint study of the material which Professor Turner of Harvard has been working. Suppose tentative conclusions had reached the stage represented by his talk here about a year ago to the effect that sociolism is as rampant as ever in the United States today. I have believed in the value of his method since he first gave me his presentation of it at Johns Hopkins in 1929. Not denying nor in any sense desiring to diminish the importance of his technique for social science in general, his work seems to me to furnish another capital instance of the need of the super-scientific method. It is in the last sense under the principle that it is a supposition to attribute finally to any human contrivance for acquiring knowledge of life in the future. The coach and four which would undertake to drive through Professor Turner's conclusions would not raise any more than necessary to obscure the value of his studies nor the apparent validity of his findings up to a certain point. It would generate his doubts at the point where he begins to interpret his data. Indeed the sociologists and psychologists would want to be assured that Professor Turner had not in a measure pre-arranged the data he assembled by the time in which he stated his problem. Then he asks this question in terms of

"sectionalism" he uses a category which is primarily geographical. The facts which he organizes are formations and behaviors of groups. The assumption that group facts are chiefly of geographical origin may have the effect of begging the question. It may amount to a repetition of Buckle's mistake. When Maine and Kansas were the only prohibition states, geographical location had as little to do with the group peculiarity as the Darwinian hypothesis. So far as geography alone was concerned, it might as well have been Connecticut and Missouri. Prohibition was not a geographical phenomenon. It was a state of mind. What Professor Turner calls "sectionalism" is factionalism. It is radically a matter of interests, not of latitude and longitude. Parlor Bolshevism is one and the same indoor amusements whether in Petrograd or Chicago. The converse of the situation involved is presented by isolated academic specialization. It is one and the same thing, whether it is in the Harvard or the Chicago faculty. It is a mental attitude and condition, which has here and there a local habitation and place, but essentially it is psychical, not spatial. Group study, as contrasted with departmental study or individual study, would go far toward getting all the factors concerned in human relations into their actual place and proportions in the pageant and into scientific reproductions of the pageant.

For a century the social sciences, so-called, have been passing through growing pains in advancing from child-hood into adolescence. Possibly we are entitled to assume that the social sciences have now entered the years of discretion. So far as it is possible to appraise their accomplishments up to date, the most worthy of them appears to be development by each of a technique for further investigating those aspects of reality which peculiarly stimulate its interests. Thus far in the great bulk of instances the actual application of these techniques has been analogous with pedagogical dissection of the cadaver. One need not claim the gift of prophecy to sanction the belief that

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the fulness of time is at hand for development of research schools in social science in which the decisive work will be analogous with diagnosis and physical culture and surgery and therapy of the living body. It ought not to overtax our imaginations to picture the leading graduate schools of the near future carrying on operations which will appear to the naked eye somewhat after this form. The centre of the group life will be a forum, in appearance like the amphitheatre of a surgical clinic, or like a court room. The central space for operators or for members of the bar will accommodate the faculty group. The surrounding space will be occupied by those graduate students who are advanced enough to be admitted to the sessions. Here, not less frequently than one evening a week the group as a whole will meet for the severest tests that can be applied to the work of the members. Preliminary reports, both of individual studies and of parts of cooperative investigations, will be submitted, and all the critical apparatus at the command of all the departments will be unlimbered and trained upon the exhibits. The program will not consist of mere dilettantish comment or passing of compliments. It will be more like the struggle of opposing lawyers before the supreme court. It will be subjection of partial attempts to interpret portions of human reality to the most trying ordeal that our composite scientific standards can invent. It will lead to supplementary investigations, to reconstructions, resubmissions, and the results finally given to the public will have qualities of maturity, of catholicity, of reliability in advance of any thing that the social sciences have ever produced. Incidentally the students will learn more by watching *and occasionally taking part in it* this procedure than they ever acquire from our present ways of teaching. Here would be methodology alive, methodology impersonated, methodology not in formula but in action, methodology not as it magnifies itself in the programs of our detached procedures, but methodology as it has to accommodate itself to the *&* precedence and predominance of other methodologies, as determined not

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by the predilections of their practitioners but by the exigencies of the life process.

Some University, sometime, somewhere, will realize this vision of a super-graduate school, with all that should surround and complete it. The contrast between that creation and our present type of school will be wider than the contrast between the Johns Hopkins that President Gilman projected and the old fashioned college.

It will be the most tragic debacle in academic history if the University of Chicago misses the present opportunity to actualize the super-graduate school which the needs of social science require.

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COPY

March 21, 1923.

My dear Mr. Laing:

The present administration of the University is confronted with problems which will require careful study, thoroughly considered policies, and cooperation of strong men.

With this fact in mind the Board of Trustees has just appointed Professor Tufts, Dean of the Faculties with the general task of "cooperating with the President in the educational administration of the University."

You are familiar with the situation in the Department of Latin and with the fact that the position of general editor of the Press has not been filled since your resignation. An early vacancy in the position of the Dean of the Graduate Schools of Arts and Literature is, I suppose, inevitable in view of Dean Small's age and state of health. It is the intention to give to this position a larger responsibility which will also involve relations to many general University policies. Three aspects of this larger responsibility may be named.

1) Initiative and responsibility in the better development of the Graduate Schools of Arts and Literature. The development of the various departments as regards personnel, productive research, courses and methods of instruction, and proper equipment has been left largely to the departments themselves. Some departments have developed strongly, others not so well. The Deans of the Graduate Schools in cooperation with the Dean of the Faculties should in the future, I believe, make careful studies of all departments to determine clearly their present status and needs and to make such recommendations as well in their judgment tend

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to the best development of those lines of work which it may seem wise for this University to take for its proper task.

There will of course be involved in the office of the Dean a certain amount of contact with students, both in the interests of the students and to enable the Dean the better to understand the situation, but it is understood that the Dean's relationship will be largely with the several departments themselves.

2) The best development of the University requires team work. The Dean of the Graduate Schools of Arts and Literature will not only have a primary relationship to that division of the University; he will be one of a group who must consider University problems and share in general duties and responsibilities. The other graduate and professional schools on the one hand, the colleges on the other, have numerous points of contact with the Graduate Schools of Arts and Literature. The responsible officers of all these divisions of the University will need to confer and to work out certain policies together, looking to the achievement of the total purpose of the University.

3) The University has an important relationship to the community, not only to Chicago but to the country at large. The University is not only a seat of learning and research; it is one of the formative influences in a democracy and has an opportunity and responsibility for leadership in the cultural, civic, and moral life of the city and country. Its higher officers in an especial sense will represent the University in this respect. It is hoped that its influence may be increasingly significant in this as well as in the more highly specialized work of the individual investigators and teachers.

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I have great ambitions for the University which I believe you would share with me. I am very desirous to bring to it to share my work and to continue it after me, men whose conception of education and whose ideals of life personal, social, and national, will not only contribute to the development of the University in its intellectual aspect, but will make a strong and healthy impression on the student body and the community.

Because my acquaintance with you has impressed me that you belong to the group of men who would exert this kind of influence and who would find in the realization of such ideals a congenial task, I have been wondering whether you would be willing to return to the University. From our point of view the precise position that you should fill is less important than that you come back to share in our task. But I have had in mind that you might return to your professorship, doing for the present half work, resume the office of Editor of the Press, and now or a little later, take on the office of the Dean of the Graduate Schools of Arts and Literature.

Hoping that you would be interested in these opportunities and policies I have thought that it would be desirable for Mr. Tufts to have a personal talk with you and with this in view wired you today, your answer to which has just been received.

I earnestly hope, my dear Mr. Laing, that you will give serious and favorable attention to what he will have to say.

Cordially yours,
Signed
Ernest D. Burton

Mr. Gordon J. Laing,
731 Sherbrooke St., West,
Montreal, Canada.

EDB/CB

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731 Sherbrooke St., West,
Montreal, Canada.

EDB/CB

Graduate School of Arts & Literature

NEW APPOINTMENTS

1. Professor of Anthropology.....	\$7,000	3000
2. Professor of Renaissance Painting.....	* 8,000	
3. Professor of Psychology.....	7,000	
4. Professor of German.....	7,000	
5. Professor of Latin.....	7,500 2,500	2 500
6. Professor of Spanish.....	8,000	
7. Professor of Modern European History.....	7,000	3 000
8. Professor of Money and Banking.....	5,000	500
9. Professor of Logic.....	5,000	
10. Associate-Professor of General Literature.....	4,500	
11. Associate-Professor of European Economic History.....	4,500	
12. Assistant-Professor of Statistics.....	3,000	
13. Associate-Professor of Current English Literature (1/2).....	2,000	
14. Instructor in Spanish.....	\$75,500	
	1,800	

INCREASES TO HOLD DEPARTMENTS TOGETHER:

Philosophy

- 1.
- 2.

Psychology

1. Robinson.....\$ 500
- B. Blatz (to Assistant-Professor)..... 500

Political Economy

1. Millis.....\$ 1,000
2. Wright..... 1,000
3. Field..... 1,000
4. Clark..... 1,000
5. Viner..... 500
6. Mints..... 250

* Item 2, under "New Appointments", possibly from some source other than General Education Board.

77,300
18,000
59,300
9,000
52,300

NEW APPOINTMENTS

1.	Professor of Anthropology.....	\$7,000
2.	Professor of Renaissance Painting.....	* 8,000
3.	Professor of Psychology.....	7,000
4.	Professor of German.....	7,000
5.	Professor of Latin.....	7,000
6.	Professor of Spanish.....	8,000
7.	Professor of Modern European History.....	7,000
8.	Professor of Money and Banking.....	5,000
9.	Professor of Logic.....	5,000
10.	Associate-Professor of General Literature.....	4,500
11.	Associate-Professor of European Economic History.....	4,500
12.	Assistant-Professor of Statistics.....	3,000
13.	Associate-Professor of Current English Literature (1/2).....	2,000
14.	Professor of Spanish.....	\$75,500
		1,800

INCREASES TO HOLD DEPARTMENTS TOGETHER:

Philosophy

- 1.
- 2.

Psychology

1.	Robinson.....	\$ 500
2.	Blaiz (to Assistant-Professor).....	500

Political Economy

1.	Millie.....	\$ 1,000
2.	Wright.....	1,000
3.	Field.....	1,000
4.	Clark.....	1,000
5.	Viner.....	500
6.	Minta.....	250

* Item 2, under "New Appointments" should have been added to the general account from same source

77,300
1,800
75,500

3 100
100

300

Handwritten notes at the top of the page, including "The above is a list of..."

History

1. Thompson.....	\$ 500
2. Jernegan.....	500
3. Boucher.....	500
4. Rippy.....	500
5. Gillespie.....	200
6. Dorn.....	200

Sociology

1. Faris.....	500
---------------	-----

Comparative Religion

m 1. Haydon.....	500
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Oriental Languages

1. Sprengling.....	200
--------------------	-----

Greek

1. Miss Smith (promotion to Assistant-Professor)	300
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Latin

1. Beeson.....	500
----------------	-----

Romance

1. Jenkins.....	1,000
2. Wilkins.....	1,000
3. Dargan.....	1,000
4. Northup.....	1,000
5. Assistants.....	1,5000

English

1. Lovett	2,000
2. Hulbert.....	500
3. Secretaryship of Department (Stevens).....	500
4. Miss Albright (prmoted to Assistant-Professorship).....	300

History

1.	Thompson.....	\$.....
2.	Leimagan.....	
3.	Boucher.....	
4.	Rippy.....	
5.	Gillespie.....	
6.	Dorn.....	

Sociology

1.	Paris.....	
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Comparative Religion

1.	Haydon.....	
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Oriental Languages

1.	Sprengling.....	
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Greek

1.	Miss Smith (promotion to Assistant-Professor).....	
----	--	-------

Latin

1.	Beeson.....	
----	-------------	-------

Romance

1.	Jenkins.....	1,000
2.	Wilkins.....	1,000
3.	Dargan.....	1,000
4.	Northrup.....	1,000
5.	Asafstana.....	1,5000

English

1.	Lovett.....	2,000
2.	Hulbert.....	500
3.	Secretaryship of Department (Stevens).....	500
4.	Miss Albright (promoted to Assistant-Professorship).....	300

The University of Chicago
The Graduate School of Arts and Literature

January 15, 1924

Sent from PRESIDENT'S OFFICE

FEB 15 1924

to Dean Swift

Upon return send to FILES

Received files FEB 15 1924

President E. D. Burton
Harper Library
University of Chicago

Dear Mr. President:

Re: Appointment of a Committee on the
Graduate School

Since speaking to you about this question, I have learned that there will not be a meeting of the Senate until the fourth week in February. Under these circumstances I am writing to ask you if you will not yourself appoint the Committee before you go away so that we can begin work now. It will be a President's Committee instead of a Senate Committee. It will, of course, submit its findings to the Graduate Faculty and to the Senate. It seems to me important that this study of the Graduate School should be carried on at the same time as the study of the undergraduate situation by the Commission which is already at work. The results of the two investigations will have certain contacts.

I enclose nominees for the Committee. I think it should consist of the Deans of the Graduate School of Arts and Literature, Ogden School of Science, Commerce and Administration, and Social Science Administration. In addition I suggest five additional members for my school, five additional members for Dean Gale's, two for C. & A., one for Social Science. I am sorry to have so many Deans on the Committee in view of the feeling, to

The University of Chicago

The Graduate School of Arts and Literature

January 12, 1924

OFFICE OF THE DEAN

President E. D. Burton
Harper Library
University of Chicago

Dear Mr. President:

Re: Appointment of a Committee on the

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The University of Chicago

The Graduate School of Arts and Literature

OFFICE OF THE DEAN

President E. D. Burton #2

which expression was given very freely at a recent meeting of the Graduate Faculty, that the making of regulations and curriculum is left too much to administrative officers to the exclusion of members of the Faculty.

Our Committee would keep in touch with Dean Tufts and yourself.

The specific purpose of the Committee would be to make a study of the present status, curriculum, and regulations of the Graduate Schools.

I suggest the following members. I am assuming that you will make whatever changes in the list you think desirable:

For Graduate School of Arts and Literature:
Laing, Judd, Manly, Nitze, Merriam, Thompson,
Goodspeed (appoint only six)

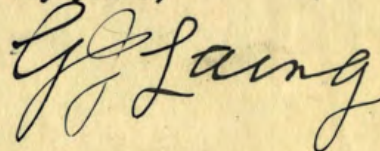
For Ogden Graduate School:
Gale, McLean, Swann (or Stieglitz), Carlson,
Lillie, C. J. Herrick (appoint only six)

For Commerce and Administration:
Spencer, Millis, Wright

For Social Service:
Miss Abbott, Marshall

If appointed now, the Committee can make a considerable degree of progress by the time you return.

Sincerely yours,



GJL:M

I enclose tentative list of questions for consideration by the Committee.

The University of Chicago
The Graduate School of Arts and Literature

OFFICE OF THE DEAN

President E. D. Burton

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you will make whatever changes in the list you think desirable:

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Goodspeed (appoint only six)

For Ogden Graduate School:
Gale, Nelson, Swann (or Stieglitz), Carlson,
Lillie, G. J. Herrick (appoint only six)

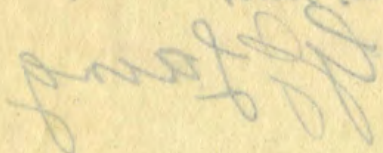
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Spencer, Lillie, Wright

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Miss Abbott, Marshall

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The University of Chicago
The Graduate School of Arts and Literature

OFFICE OF THE DEAN

**QUESTIONS FOR CONSIDERATION BY COMMITTEE ON GRADUATE
SCHOOLS**

- (1) The question of having a separate budget for the Graduate Schools.
- (2) The question (if there is a separate budget) of making new appointments specifically in the Colleges or in the Graduate Schools.
- (3) The present routine of admission.
- (4) What is a graduate course? In what respects should it differ from an undergraduate course?
- (5) The courses now open to senior college and graduate students: In many cases a very large proportion of the courses offered for the higher degrees consist of courses of this category. Graduate credit is given for courses that are not of graduate quality. Should not these courses be frankly treated as undergraduate and be imposed on students, as need be, to make up college deficiencies, without forming any part of the graduate record?
- (6) Examinations: The question of doing away with all course examinations for the higher degrees and having one final comprehensive examination for the Master's degree, and not more than two comprehensive (intermediate and final) examinations for the Ph. D.
- (7) The Master's degree: Is it a miniature Doctor's degree in which the research element should be emphasized to some extent, or is it merely another year added to the undergraduate course with a view to teaching a specialty in a high school? In either case, have we the best curriculum for it? Should the thesis requirement be retained?

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- (3) The present routine of admission.
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Fu 5

The University of Chicago

Office of the Dean of Faculties

January 18, 1924

The President of the University.

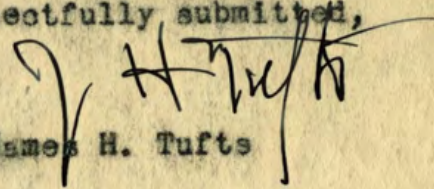
Dear Sir:

I submit herewith statements on
the three following subjects:

1. Strengthening graduate work of
certain strong departments in Arts,
Literature and Science.
2. Strengthening the work in the
graduate department of Education.
3. A plan for individualized study
and guidance of college students.

A summary of the estimated expense
will be found at the end.

Respectfully submitted,


James H. Tufts

T.S

The University of Chicago

Office of the Dean of Faculties

January 18, 1934

The President of the University

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A summary of the suggested changes

will be found at the end.

Respectfully submitted,

H. W. H.
James H. Hille

T. S.

Fu

*

The University of Chicago

Office of the Dean of Faculties

January 15, 1924

To the President of the University.

Dear Sir:

In accordance with your request I am submitting a statement as to the strong departments of the University and the possibility of still further strengthening their work. Since the Law School and the School of Commerce and Administration have previously received special consideration, these may be omitted in the present instance. I make the following statements with reference to the Departments of Arts, Literature and Science and the School of Education.

I. The Social Sciences.

The group of Social Sciences, which for certain purposes includes also Philosophy, is a strong group. It comprises for the present purpose besides Philosophy, Political Economy, Political Science, History and Sociology, which have formed a Social Science Conference.

During the past year three of these Departments, Political Economy, Political Science and Sociology, with the aid of the closely allied Graduate School of Social Service Administration, have carried on important investigations with the aid of funds from the Laura Spelman Rockefeller Foundation. They have been encouraged to think that this Foundation will consider further aid, probably for a longer term than one year. This aid is given for field investigation, for clerical assistance,

The University of Chicago

Office of the Dean of Faculties

January 12, 1924

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This aid is given for field investigation, for clerical assistance,

and needed supplies. It is not granted for salaries of members of the teaching staff, but if investigation and publication are to be carried on it is essential that much time and energy be given by experts of maturity and ability if the investigation is to be wisely planned and directed and if the results are to be properly analyzed, interpreted and published. This makes a heavy strain upon our existing staff which is also charged with the regular work of instruction. It is gratifying that there should be this selection of our Social Science Department to make studies which it is hoped will not only add to our information but also improve our methods of research in the social science field; but this very task makes an additional demand for strengthening the staff. Some of the Departments, History and Political Economy, are better staffed than Philosophy and Political Science, in point of numbers. In some cases the additional need is for a single strong man; in others, for promising young men to release more mature men from elementary courses for graduate work.

II. Romance and English.

The two strongest departments in the general field of language and literature are Romance and English. These are well organized, active in production and have a large number of students both graduate and undergraduate.

The Department of Romance feels especially the need of increased salaries to retain its most important men and of an additional professor of Spanish.

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The English Department would like to bring to the University distinguished scholars for annual appointments in order to stimulate further the work of the staff and to give students opportunity to become acquainted with outstanding men. It desires also a research lectureship to be filled for successive terms (say one year or more) by promising young scholars who might in this way be encouraged to present new work. Such a lectureship would be awarded upon a competitive basis and with the understanding that it would not be expected to lead to a permanent appointment. Nevertheless it would give opportunity to discover promising young scholars.

III. Mathematics and Physical Sciences.

The Departments of Mathematics and Physics are at the present time probably the strongest in the country. Certainly they are very strong. They have attracted a large registration of advanced students. They are active in publication. The Department of Mathematics, however, needs an additional instructor to enable its more mature men to give further time to the direction of advanced work. The Department of Mathematics further desires strongly to establish a Mathematical Journal inasmuch as the existing Journals are not able to publish all the researches which are being produced. The Department believes that it would be an important source of strength to the morale and distinction of the Department to have such a Journal.

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IV. Geography

This department is probably the strongest in the United States, having a staff of ambitious young men well organized. Two of the staff in succession, last year, were urged to accept the headship of the Department of Geography in the University of Michigan. It is necessary to retain these strong men and if we could add an additional member to the staff, it would make the department probably the strongest in the world.

V. Biological Sciences.

Zoology has several strong men who are productive. It is necessary to increase certain salaries to retain some of the young and promising men. The Department of Botany has produced a remarkable number of Doctors of Philosophy who are now holding important positions. Sixty were in attendance at the last meeting of the American Association for the Advancement of Science at Cincinnati. The field of Plant Pathology is one that is now assuming great importance for agriculture and for the marketing of agricultural products. An addition to the staff in this field is greatly needed and would place this already strong department upon a stronger basis. The department should also appoint a young man to develop for the field of structural botany, which is at present filled by man who will necessarily retire in a few years.

The Department of Anatomy, which at present includes work in preventive medicine, is strong. It will assume added importance in the development of the medical school.

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It is impossible to state precisely the exact amount needed in each case to strengthen these departments, since in some cases it may involve calling a man who has already achieved eminence, in other cases the securing of a promising young man. But as an estimate the amount needed for these twelve departments could not be regarded as less than \$7000 each, making a total of \$84,000.

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Recommendations for strengthening work in Education.

The Director of the School of Education presents recommendations upon three subjects.

1. Provision for courses in school administration to be offered for superintendents and principles^{als} of public schools. The Director finds two difficulties in the present situation: first, the definite material for courses in administration is lacking. Much material is to be found in superintendents' reports, school budgets, salary schedules, building programs of various localities, but these need to be collected, studied, analyzed and the contents made available through bulletins or otherwise. Second, men of the greatest ability in administration have not devoted themselves for the most part to studies in this field but have accepted administrative posts. He recommends ~~that the~~ employment of a small staff to collect, organize and interpret this material and make it available for courses in the School of Education. The estimated cost for this work for the first year is \$15,000.

2. The second proposal is for the organization of work in the administration of higher education. This would cover relatively four topics; (a) finance; (b) records and statistical studies of records; (c) the problems of deans and other officers in charge of students including vocational and personal advice and college discipline; (d) faculty organization, curriculum and executive problems.

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This might well lead to important publications of a character that would be highly valuable to all officers of colleges and Universities in the various fields mentioned. It is recommended that the work of gathering material in this field should be begun in the coming year with a view to more complete organization the second year. For the first year it is recommended that an appropriation of \$15,000 be made.

3. The Director's third recommendation is for special studies in educational sociology.

* * *

After consideration of the relationship of these proposals to other plans it would seem that the third is not as yet so fully matured since it involves some relationship to other departments. The first proposal seems very wise and feasible; the second is very promising but may perhaps be entered upon with a somewhat smaller provision for the work of the first year in gathering material and organizing, prior to a more complete organization of this important work. It is recommended therefore that the sum to be provided if possible for this purpose for the first year should be \$10,000.

These two proposals may be regarded either as undertaking work that will be of importance to other educational institutions or as strengthening an already strong department.

The recommendation for this work is therefore:

For course for superintendents and principles of	
public schools.....	\$15,000
For administration of higher education.....	10,000
	\$25,000

This might well lead to important publications of a character that would be highly valuable to all officers of colleges and Universities in the various fields mentioned. It is recommended that the work of gathering material in this field should be begun in the coming year with a view to more complete organization the second year. For the first year it is recommended that an appropriation of \$15,000 be made.

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Summary of Recommendations

1. For strengthening graduate work in already strong departments of Arts, Literature and Science....\$84,000
 2. For strengthening work in Education which will be of advantage to other institutions 25,000
 3. For individualized study of undergraduates..... 41,000
-
- \$150,000

Summary of Recommendations

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A PLAN FOR INDIVIDUALIZED STUDY AND
GUIDANCE OF STUDENTS.
An Educational Experiment.

The following plan is proposed with full knowledge of the fact that the fundamental purpose in view is not new, and that in some form and degree this purpose is being pursued by various colleges. The experimental nature of what is here outlined consists in the type of organization and the method of operation whereby it is hoped the ends in view may be much more completely attained than has been the case hitherto.

* * * *

In the enlargement of the staff of College Deans authorized last summer, the University took a first and important step in the direction of the individualized study and guidance of students. That step has led already to more thoughtful and friendly guidance for students at the beginning of this year than has hitherto been possible at the time of registration, and to a responsive recognition by the student body of the fact that the University is developing a new attitude of individual and human interest.

These results, together with further study of various phases of the problem of individualization, lead now to the proposal of the experiment outlined below.

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These results, together with further study of various phases of the problem of individualization, lead now to the proposal of the experiment outlined below.

1. GENERAL PURPOSE

The general purpose of the experiment is to bring to bear upon the individual undergraduate student a degree of sympathetic and partly paternal attention, greater than seems practicable under the existing college organization. For the Junior College student, at least, there is need of a type of guidance, intimate in character, and administered in such fashion as shall respect on the one hand the individual's indisposition to defer to authority as such, and on the other hand, his readiness to follow the advice and leadership of those whom he admires and trusts. The characteristics of the Junior College student are in many respects not unlike those of the high school pupil with, however, a greater degree of self-assertion but no less need of wise and friendly counsel.

The main specific purposes included in this general purpose are the following:

1. To guide the student in his choice of courses with due reference to his individual capacities, likings, training, and plans.
2. To make guidance available for the student with respect to all the problems of his life in the college community, social and personal.
3. To make possible the giving of special thought and encouragement to the ablest students, who are those most likely to make effective contribution to the life of the nation and of mankind.

1. GENERAL PURPOSE

The general purpose of the experiment is to bring to bear upon the individual undergraduate student a degree of sympathetic and partly paternal attention, greater than seems practicable under the existing college organization. For the Junior College student, at least, there is need of a type of guidance, intimate in character, and administered in such fashion as shall respect on the one hand the individual's independence to defer to authority as such, and on the other hand, his readiness to follow the advice and leadership of those whom he admires and trusts. The characteristics of the Junior College student are in many respects not unlike those of the high school pupil with, however, a greater degree of self-assertion but no less need of wise and friendly counsel.

The main specific purposes included in this general

purpose are the following:

1. To guide the student in his choice of courses with due reference to his individual capacities, likings, training, and plans.
2. To make guidance available for the student with respect to all the problems of his life in the college community, social and personal.
3. To make possible the giving of special thought and encouragement to the ablest students, who are those most likely to make effective contribution to the life of the nation and of mankind.

4. To give expert and sympathetic care to the students who find it difficult to maintain the normal grade of work, by individual inquiry into the causes of such difficulty and individual attempts to rectify unsatisfactory conditions.

5. To provide a better basis than our present system affords for the decision in doubtful cases as to rejection or dismissal.

6. To provide data for intelligent criticism of University instructors, methods of teaching, and the whole scheme and program of education, including instruction, housing, and social environment, and to throw light upon the whole question how to conduct the education of college students.

For the fulfillment of these purposes it is recommended that the staff of deans be enlarged in order to make possible a still closer contact with students and a more thorough study of the problems. It is desirable that each dean should have under his advice and study a group of about fifty students. At the outset the experiment might well begin with the entering class only.

In addition to the deans there should be at least two special officers whose work should be in a sense accessory to that of the deans, although it would ^{not} necessarily be carried in the same budget. First, an expert who would preferably combine the equipment of the psychologist and the psychiatrist to advise with the deans as to general methods and to give special advice with regard to difficult cases. Such an expert would give part time to teaching and part time to consultation. Second, a director

4. To give expert and sympathetic care to the students who find it difficult to maintain the normal grade of work, by individual inquiry into the causes of such difficulty and individual attempts to rectify unsatisfactory conditions.
5. To provide a better basis than our present system affords for the decision in doubtful cases as to rejection or dismissal.
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of men's activities other than athletics. Such an officer should be a member of the regular staff but give half time to this work.

Adequate clerical and stenographic assistance for the deans and for these special officers should be provided.

II. ESTIMATE OF EXPENSE

The Dean of the Colleges should give half time to instruction and half to his administrative duties. His compensation should be proportionately adjusted. Other deans should give the full amount of instruction but should receive additional compensation for this administrative work. The estimated expense of the proposed plan on the basis of one dean for each fifty students during the first year of a student's college work and one dean for each one hundred fifty students thereafter, including necessary clerical and stenographic services, would then be as follows:

For deans and service.....	\$34,500
Psychological service.....	2,000
Direction of men's activities.....	4,500
Total.....	\$41,000

of men's activities other than athletics. Such an officer should be a member of the regular staff but give half time to this work. Adequate clerical and stenographic assistance for the deans and for these special officers should be provided.

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For deans and services.....	\$34,500
Psychological services.....	3,000
Direction of men's activities.....	4,500
Total.....	\$41,000

for Grant
SUMMARY

Strong departments in Arts, Literature and Science.....	\$84,000	84
Education.....	30,000	25
Individualized Study. <i>San Francisco College</i>	50,000	41
Total....	\$164,000	150.

Long
SUMMARY

Strong Department in Arts, Literature and Science.....	\$84,000	84
Education.....	30,000	30
Individualized Study.....	30,000	30
Total.....	\$144,000	144

Fus

The University of Chicago
The Graduate School of Arts and Literature

OFFICE OF THE DEAN

March the fifth
1 9 2 4

President E. D. Burton
The University of Chicago

Dear President Burton:

The Committee on the Graduate
Schools which you were good enough to appoint is
now at work upon various phases of graduate studies.
I think you will be interested to know the lines
along which we are pursuing our investigations and
for your information I enclose a memorandum giving
a list of the sub-committees that I have appointed.
There are many weeks of work before us, but I will
keep you advised of our progress.

Sincerely yours,

C. J. Lang
Dean.

GJL:M

The University of Chicago

The Graduate School of Arts and Sciences

March 21, 1934

President E. D. Burton
The University of Chicago

Dear President Burton:

The Committee on the Graduate

Schools which you were good enough to appoint is

now at work upon various phases of graduate studies.

I think you will be interested to know the lines

along which we are pursuing our investigations and

for your information I enclose a memorandum giving

a list of the sub-committees that I have appointed.

There are many weeks of work before us, but I will

keep you advised of our progress.

Sincerely yours,

W. D. Dyer

Dean

W.D.D.

March 3, 1924

To the Members of the Committee on Graduate Studies:

In accordance with the plan suggested at the first meeting of the Committee last Tuesday, I am hereby appointing the following sub-committees to report on important phases of the work of the Graduate Schools. The members of the Committee are reminded that one of the chief purposes of its work, as was brought out at the first meeting, is to make such changes in the present system as will differentiate the Graduate Schools more sharply from the Colleges in methods, curriculum, standards, and staff and result in the development of Schools more exclusively devoted to scholarship and research.

1. On Admissions:
Messrs. Gale (Chairman) and Laing.
To report on Monday, March 10
2. On Master's degree:
Messrs. Manly (Chairman), Herrick, and Thompson
To report on Monday, March 10
3. On Doctor's degree:
Messrs. Nitze (Chairman), Lillie, Judd
To report on Monday, March 17
4. On other methods of differentiation between the Graduate Schools and the Colleges:
 - (1) A separate budget for the Graduate Schools.
 - (2) The appointment of professors or instructors in the Graduate Schools or in the Colleges.
 - (3) The establishment of a different unit of work for the professor in the Graduate School from that of the professor in the Colleges.
Professors Marshall (Chairman), McLean, Abbott, Swann
To report on Monday, March 31.
5. Men's Graduate Club:
Messrs. Gale (Chairman) and Nitze.
To report on Monday, March 31.

Will the Chairmen please get their sub-committees together in time to submit their reports on the dates given. As the reports of these Committees will form a basis for discussion by the whole Committee, it will be most convenient if they are put in the form of definite recommendations.

Gordon J. Laing
CHAIRMAN.

March 3, 1924

To the Members of the Committee on Graduate Studies:

In accordance with the plan suggested at the first meeting of the Committee last Tuesday, I am hereby appointing the following sub-committees to report on important phases of the work of the Graduate Schools. The members of the Committee are reminded that one of the chief purposes of its work, as was brought out at the first meeting, is to make such changes in the present system as will differentiate the Graduate Schools more sharply from the Colleges in methods, curriculum, standards, and staff and result in the development of Schools more exclusively devoted to scholarship and research.

1. On Admissions:

Messrs. Gale (Chairman) and Loring.
To report on Monday, March 10

2. On Master's degree:

Messrs. Mearns (Chairman), Herrick, and Thompson
To report on Monday, March 10

3. On Doctor's degree:

Messrs. Nitze (Chairman), Little, Judd
To report on Monday, March 17

4. On other methods of differentiation between the Graduate Schools and the Colleges:

- (1) A separate budget for the Graduate Schools.
 - (2) The appointment of professors or instructors in the Graduate Schools or in the Colleges.
 - (3) The establishment of a different unit of work for the professor in the Graduate School from that of the professor in the Colleges.
- Professors Marshall (Chairman), McLean, Abbott, Swann
To report on Monday, March 31.

5. Men's Graduate Club:

Messrs. Gale (Chairman) and Nitze.
To report on Monday, March 31.

Will the Chairman please get their sub-committees together in time to submit their reports on the dates given. As the reports of these Committees will form a basis for discussion by the whole Committee, it will be most convenient if they are put in the form of definite recommendations.

Gordon J. Loring
CHAIRMAN

Fu 5

The University of Chicago

Office of the Recorder and Examiner

March 6, 1924

President Ernest D. Burton
Faculty Exchange

My dear Mr. President:-

At the meeting of the Faculties of the Graduate Schools of Arts, Literature, and Science February 9, it was voted to request the President to appoint an Executive Board under General Statute 12, Article II, Section 3.

The Faculties did not designate the number, but Deans Gale and Laing are of the opinion that the number should be relatively small, presumably not more than eight, preferably six members in addition to the President and Recorder who are Chairman and Secretary ex officio. The Deans submit the following names for your consideration:

- I. Arts and Literature: Mr. Laing, Dean; Messrs. Tufts, Nitze, Thompson, Marshall, Judd, Mathews.
- II. Science: Mr. Gale, Dean; Messrs. Herrick, Carlson, Cowles, Stieglitz, Barrows, Bliss.

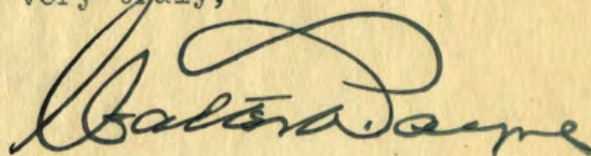
The Board, if made up according to the suggestion of the Deans, would be as follows:

The President, Chairman; The Recorder, Secretary; ~~The~~ Vice-President, Dean Laing and two additional members from Group I above, Dean Gale and two additional members from Group II.

Tufts

Will you please give me a memorandum of those whom you nominate to the Board of Trustees. The Deans tell me that it is important that a meeting of the Board be held as early as practicable next week.

Yours very truly,



Recorder-Examiner

WAP*M

The University of Chicago

Office of the Recorder and Examiner

March 6, 1924

President Ernest D. Burton
Faculty Exchange

My dear Mr. President:

At the meeting of the Faculties of the Graduate Schools of Arts, Literature, and Science February 2, it was voted to request the President to appoint an Executive Board under general authority to select the members of the Board.

The Faculties did not designate the number, but Deans Gale and Laine are of the opinion that the number should be relatively small, presumably not more than eight, preferably six members in addition to the President and Recorder who are Chairman and Secretary ex officio. The Deans submit the following names for your consideration:

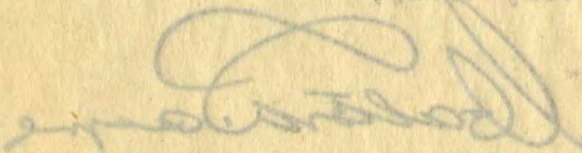
- I. Arts and Literature: Mr. Laine, Dean; Messrs. Tates, Wilce, Thompson, Marshall, Judd, Matthews.
- II. Science: Mr. Gale, Dean; Messrs. Herrick, Carlson, Cowles, Stieglitz, Barrows, Bliss.

The Board, if made up according to the suggestion of the Deans, would be as follows:

The President, Chairman; The Recorder, Secretary; The Vice-President, Dean Laine and two additional members from Group I above, Dean Gale and two additional members from Group II.

Will you please give me a memorandum of those whom you nominate to the Board of Trustees. The Deans tell me that it is important that a meeting of the Board be held as early as practicable next week.

Yours very truly,



Recorder-Examiner

WAP:BN

The University of Chicago

The School of Education

OFFICE OF THE DIRECTOR

MARCH
26 th
1924

Professor J. H. Tufts,
Faculty Exchange.

My dear Professor Tufts:

The President allowed me \$2,000 in the budget for assistance in my office. This amount is to be found on page 24, item I, 1. I have expended various amounts out of this sum during the year. I wish now to make a definite arrangement which will carry through the spring quarter of 1924, and the academic year July 1, 1924 to June 30, 1925.

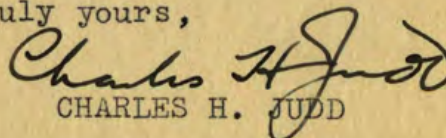
I want to put Associate Professor Buswell in charge of all the correspondence and all of the conferences relating to the degree of Master of Arts in Education. This will necessitate his having a secretary for his correspondence and records and will take that amount of work out of my office. I recommend that the \$2,000 be divided so that Mr. Buswell shall have a salary of \$500 a year for his services and \$1,500 for his secretary. For the spring quarter there is a sufficient balance so that this arrangement can be put into immediate operation, Mr. Buswell's salary for this quarter being \$125 and payment to his secretary at any rate up to \$125. per month.

In order that Professor Buswell may have a designation for his letterheads, I recommend that he be made secretary of the Graduate Department of Education and that he be allowed to put this title on his stationery.

One other item is necessary in order to carry out this plan. We shall need a new typewriter and some furniture for an office adjacent to Professor Buswell's present office in Kimbark Hall. I am enclosing a requisition indicating the various items that Professor Buswell will need. I have indicated on this requisition that the amount may be charged to our Educational Investigations Account. I think it is a legitimate charge against that account since all of these Masters are engaged in some form of educational investigation. There is, however, an adequate balance in the \$2,000 to carry this expense if, in your judgment, that is an easier way of disposing of it.

I am telling Professor Buswell to go ahead with his arrangements pending a decision from you in the matter. I shall appreciate it if you will indicate your disposition of the arrangement for next year as soon as convenient, so that we may go ahead with the full arrangement.

Very truly yours,


CHARLES H. JUDD

CHJ-GS
Encl.

The University of Chicago

The School of Education

Office of the Director

MARCH
28th
1924

Professor J. H. Tufts,
Faculty Exchange.

My dear Professor Tufts:

The President allowed me \$2,000 in the budget for assistance in my office. This amount is to be found on page 24, item 1, I have expended various amounts out of this sum during the year. I wish now to make a definite arrangement which will carry through the spring quarter of 1924, and the academic year July 1, 1924 to June 30, 1925.

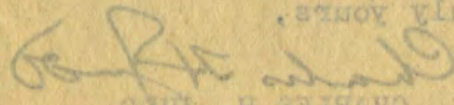
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Very truly yours,


CHARLES H. TUFTS

CHS-02
Encl.

C1

May 12, 1924.

My dear Mr. Swift:

Some time ago Mr. Laing asked me to appoint a "President's Committee" on the Graduate Schools. You are doubtless familiar with the status of a President's Committee. Mr. Judson established the practice of appointing such a committee without action of the Board of Trustees or any of the Ruling Bodies of the University, to assist him in any matter on which he felt the need of a committee. I complied with Mr. Laing's request, and the Committee has been at work for some time.

Mr. Laing now requests that the Board of Trustees appoint a Commission of which the faculty members should be those who are now members of the President's Committee, with the addition of Mr. Breasted and E. H. Moore.

I have assured him that I will request the appointment of this committee. It seems to me highly desirable both for the sake of joint study of this very important portion of the University's work, and especially in view of the state of mind, of which I gave some account in my autographed letter of yesterday.

May I venture to raise the question whether we might assume that the Board will adopt this suggestion, and whether the commission might be organized without waiting for the

61
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May I venture to raise the question whether we might assume that the Board will adopt this suggestion, and whether the commission might be organized without waiting for the

next meeting of the Board? May I also venture to suggest
as members of this committee

Mr. Lamont, as Chairman
Mr. Swift,
Mr. Rosenwald,
M. A. Ryerson
E. L. Ryerson

I am including your name at the earnest request
of Mr. Laing, though I stated to him that I thought you were
carrying so many loads it was doubtful whether you ought to be
asked to hold anything more than a nominal membership on the
Committee. Of course you know I shall be only too glad to
have you on the Committee if you are willing to be included.

Very truly yours,

EDB

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

EDB:CB

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as members of this committee

Mr. Lamont, as Chairman
Mr. Swift,
Mr. Rosenwald,
M. A. Ryerson
E. I. Ryerson

I am including your name at the earnest request
of Mr. Loring, though I stated to him that I thought you were
carrying so many loads it was doubtful whether you ought to be
asked to hold anything more than a nominal membership on the
Committee. Of course you know I shall be only too glad to
have you on the Committee if you are willing to be included.

Very truly yours,

283

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

BDB:GB

The University of Chicago
The Graduate School of Social Service Administration

Fms

OFFICE OF THE DEAN

24 June 1924

My dear Mr. Dickerson:

I shall be very glad, indeed, to serve
as a member of the Commission to study
the condition and policies of the Graduate
Schools.

Very faithfully yours,

Edith Abbott

EA:G

The University of Chicago

The Graduate School of Social Service Administration

OFFICE OF THE DEAN

24 June 1934

My dear Mr. Dickerson:

I shall be very glad, indeed, to serve
as a member of the Commission to study
the condition and policies of the Graduate
Schools.

Very faithfully yours,

Carl M. White

EA:3

The University of Chicago

Department of English

June 25, 1924

Dr. J. S. Dickerson

Secretary of the Board of Trustees

The University of Chicago

Chicago, Illinois

Dear Dr. Dickerson:

Upon my return to Chicago this morning I find your letter of June 20 notifying me of my appointment as member of a commission to study the condition and policies of the graduate schools of Arts, Literature, and Science. I shall be very glad to serve on this commission.

Yours very truly,

John M. Manly

JMM:JB

The University of Chicago

Department of English

June 25, 1924

Dr. J. S. Dickerson

Secretary of the Board of Trustees

The University of Chicago

Chicago, Illinois

Dear Dr. Dickerson:

Upon my return to Chicago this morning I

find your letter of June 20 notifying me of my

appointment as member of a commission to study the

condition and policies of the graduate schools of

Arts, Literature, and Science. I shall be very glad

to serve on this commission.

Yours very truly,

John M. Henry

JMH:ES

The University of Chicago

Department of Political Economy

June 25, 1924

Mr. J. S. Dickerson
The University of Chicago

My dear Mr. Dickerson:

This is just to acknowledge your note concerning the appointment as a member of a commission to study the graduate schools of Arts Literature and Science. I shall be glad to cooperate.

Yours very sincerely,

LC Marshall

LCM:EL

The University of Chicago

Department of Political Economy

June 25, 1924

Mr. J. S. Dickerson
The University of Chicago

My dear Mr. Dickerson:

This is just to acknowledge your note
concerning the appointment as a member
of a commission to study the graduate
schools of Arts, Literature and Science.
I shall be glad to cooperate.

Yours very sincerely,

L. C. Marshall

ENCLOSURE

The University of Chicago

Ryerson Physical Laboratory

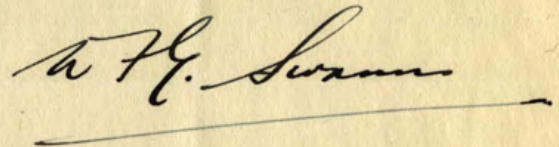
June 26,
1924

Dr. James Spencer Dickerson,
The Press Building,
University of Chicago.

My dear Dr. Dickerson:-

I wish to acknowledge the receipt of your letter, and to assure you that it will give me great pleasure to act as a member of the commission appointed by the Board of Trustees to study the condition and policies of the graduate schools of Art, Literature and Science.

Very truly yours,

A handwritten signature in dark ink, appearing to read "W. H. Swann", is written over a horizontal line.

s/k

The University of Chicago

Western Division

June 28,
1924

Dr. James Spencer Dickerson,
The Press Building,
University of Chicago.

My dear Dr. Dickerson:-

I wish to acknowledge the receipt of your letter, and to assure you that it will give me great pleasure to act as a member of the commission appointed by the board of trustees to study the condition and progress of the graduate schools of art, literature and science.

Very truly yours,



5/2

Fu 5

PRESENT NEEDS OF THE GRADUATE SCHOOL OF
ARTS AND LITERATURE

I. New Work

From General Education
Board

From Other
Sources

(1) A Department
of Anthropology

Professor at \$7,000

(2) Department of
History of Art

Professor in
Renaissance Paint-
ing at \$8,000

(3) Department of
General Literature

Associate Professor
at \$4,500

(4) Department of
History

Bibliographical
Assistant, \$2,500

I
Total:
\$ 22,000

II. To strengthen weak
departments

(1) Psychology

major appointment
(\$7,000)

(2) German

" " "

(3) Latin

" " (\$7,500)
Increase in salary
(Beeson) (\$500)

(4) Comparative
Religion

Increase in salary
(Haydon) (\$500)

II
Total
\$ 22,500

III. To hold together de-
partments doing good
work but threatened
with losses

(1) Romance Languages

For increases in
salaries \$7,000
For Professor of
Spanish \$8,000

(2) English

Increases in
Salary \$3,000

(3) History

Professor of
Modern European
History \$6,000

Increases 2,000

PRESENT NEEDS OF THE GRADUATE SCHOOL OF

ARTS AND LITERATURE

I. New Work From General Education Board From Other Sources

- (1) A Department of Anthropology Professor at \$7,000
- (2) Department of History of Art Professor in Renaissance Painting at \$8,000
- (3) Department of General Literature Associate Professor at \$4,500
- (4) Department of History Bibliographical Assistant, \$3,500

II. To strengthen weak departments

- (1) Psychology major appointment (\$7,000)
- (2) German " " " "
- (3) Latin " " " " Increase in salary (\$500)
- (4) Comparative Religion Increase in salary (\$500)

III. To hold together departments doing good work but threatened with losses

- (1) Romance Languages For increases in salaries \$7,000 For Professor of Spanish \$8,000
- (2) English Increase in salary \$3,000
- (3) History Professor of Modern European History \$6,000 Increase 2,000

III. - continued

From General Education Board

From Other Sources

(4) Sociology

Increase (Paris) \$500

(5) Political Economy

~~Memoranda~~ 5,000
 Professor of Money and Banking \$6,000

Associate Professor of European Economic History \$4,500

Assistant Professor in Statistics 3,000

(6) Philosophy

Professor of Logic 5,000

14
4
Total
~~45,000~~
50

Total for new work: \$ 22,000
 " Strengthening dpts: 67,500

\$ 89,500

13,500

81,000

500

81,500

8,250

73,250

Already in Budget

Assoc. Prof. - in Soc 4000

Pol Econ

Memphis Ret

4500

5000

13,500

III. - continued

From General Education Board

From Other Sources

(4) Sociology	Increase (Paris)	\$600
(5) Political Economy	Professor of Money and Banking	\$6,000
	Associate Professor of European Economic History	\$4,500
	Assistant Professor in Statistics	\$3,000
(6) Philosophy	Professor of Logic	\$5,000

17
18
19
20

total for new work : 22,000
" " " " : 67,500

\$ 84,500
13,500

81,000
800

81,800
8,221

90,021

Amount in Budget
Case Prof. - new work
4200
3000
7200
13,200