

My dear Mr. President

Perhaps you will find  
time to read the para-  
graphs I have marked.  
These state my own view  
more clearly, I think,  
than my report to  
Mr. Adams.

N. B. Butler

Jan. 8 1913



The dear Mr. [unclear]  
Pardon me for not  
telling you the fact  
that I have received  
three letters from you  
and have cleared them  
up for you.  
Yours  
[unclear]

Yours

Jan. 8, 1913



226

Mac Chesney, Becker & Bradley,

ATTORNEYS AND COUNSELLORS

30 N. LA SALLE STREET

CHICAGO

NATHAN WILLIAM MAC CHESNEY  
FREDERICK W. BECKER  
HERBERT E. BRADLEY  
HARRY E. SMOOT  
CHARLES F. WHITMORE

29th October 1912.

RE CONFERENCE ON VOCATIONAL EDUCATION.

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

My dear Mr. Judson:

Sometime since the Illinois State Society of the American Institute of Criminal Law and Criminology took up the question of vocational education and appointed a Committee on Education to investigate conditions pertaining to the Vocational Education in this state in order that a bill might be drafted for presentation at the next session of the legislature.

The idea was that this proposed law should provide for extending the school age of children in this State to eighteen or nineteen years of age and for the attendance of children, who are employed at some occupation, at school for at least a few hours a week, or at any rate that such employed children should be under state supervision. The Society felt that by such a measure crime might be materially decreased.

A number of other bodies, however, are at work upon this subject with the very great danger that a number of bills may be presented, conflict may ensue and the work in which we are all interested be sacrificed. It has been suggested to me, therefore, that I call a conference of those interested to go over the subject and to reach some agreement with reference to the entire matter.

I am, therefore, sending this letter to representatives of the Illinois Society of the American Institute of Criminal Law and Criminology, the Board of Education of Chicago, The City Club of Chicago, The Commercial Club of Chicago, The Illinois State Bankers Association, The Industrial Club of Chicago and to others interested in the subject, asking them to attend such a Conference to be held next Saturday afternoon November second at the Hotel LaSalle. We are to take lunch together at one o'clock at room 102 on the mezzanine floor of the LaSalle Hotel.





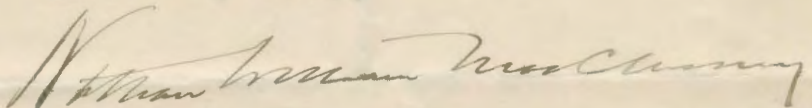


Dr. Harry Pratt Judson #2- 10/ 29/12- Concluded.

We should like very much to have you yourself present as we are anxious to have your advice. It is very important that this matter should be taken up immediately if we are to make any headway and we hope that you will not only endeavor to attend the Conference but be prepared to make any suggestions which you desire to make with reference to the best plans to be pursued.

Trusting that you will be able to co-operate in this Conference and be fully represented there, or be present yourself, I am,

Yours very truly,

A handwritten signature in cursive script, appearing to read "Nathan William McCloskey".

Illinois Commissioner on Uniform State Laws.



Dr. Harry Pratt Johnson Feb-10/22/22 - Enclosed.

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Yours very truly,

Illinois Commissioner on Uniform State Laws.



Chicago, October 31, 1912

Dear Mr. MacChesney:-

Your note of the 29th inst. received. I shall  
be glad to attend the meeting if possible.

Very truly yours,

H.P.J. - L.

Mr. N. W. MacChesney,  
30 N. La Salle St., Chicago.



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Mr. H. W. MacDonnell,  
30 W. La Salle St., Chicago.



General Committee on University Relations

THE PRESIDENT OF THE UNIVERSITY, EX-OFFICIO  
THE DEAN OF THE FACULTIES, EX-OFFICIO

NATHANIEL BUTLER, CHAIRMAN  
C. P. BRIGGS  
J. STANLEY BROWN  
CHARLES H. JUDD  
H. B. LOOMIS  
H. B. WILSON  
C. R. MANN  
F. J. MILLER  
H. E. SLAUGHT  
M. H. STUART

The University of Chicago

Twenty-fifth Annual Conference  
with Secondary Schools  
April 18, 19, 1913

Committee on Conference Program

PRINCIPAL C. P. BRIGGS, ROCKFORD  
CHAIRMAN

GEORGE BUCK  
H. C. BROWN  
O. W. CALDWELL  
J. C. HANNA  
F. J. MILLER  
H. E. SLAUGHT  
DORA WELLS

December 6th, 1912.

My dear President Judson:

In accordance with your note of December 4th, I shall be very glad upon opportunity to speak with you about the matter of Commissioner Snedden and the conference program. I am asking Miss Laphan to arrange an early appointment for me with you.

In anticipation of this, I am sending herewith a little sketch of the program planned. As you will see by the date at the head of this sheet the conference is to open Friday, April 18th. The general topic of the conference is to be "Economy in Education." The first session is to occur Friday afternoon and will consist of departmental conferences upon this general topic in relation to the respective departments. Chairmen of these conferences have already been appointed, and Principal Briggs of Rockford, Chairman of the Program Committee, is arranging with these Chairmen for the immediate making up of the various committees so that the work may be taken up at once.

On Friday afternoon as usual the Public Speaking contest will be held, and at the same time a general session of the conference discussing from the platform the general topic. It is at this Friday afternoon conference that it is hoped that the subject may be discussed from the stand point of the State Universities by Commissioner Snedden; from the stand point of the University by you and from the stand point of the public school systems by Superintendent Wirt of Gary.

On Saturday morning, the general topic is to be "Vocational Education in its Relation to Educational Economy." From 9:00 to 10:45 it is proposed that reports be heard from the departmental secretaries, these reports being presentations of matters discussed in the departmental conferences the day before. From 10:30 to 12:15, a series of eight ten-minute papers are to be presented on the subject of "Vocational Economy."







On Saturday afternoon is to be an administrative section to discuss the problems and successes growing out of the secretaries reports.

I am sending this memorandum, thinking that you may be interested to know the general character of the plans as they have been formed thus far.

Sincerely yours,

*Nathaniel Byler*

President Harry Pratt Judson,  
The University of Chicago.



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Sincerely yours,

Wm. A. Rorer

President Harry Pratt Johnson,  
The University of Chicago.



*Beards*  
*Vocational*

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Chicago, December 18, 1912  
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THE TRIBUNE, Chicago.

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Vocational  
Schools

77

December 31st, 1912.

Mr. Elmer H. Adams, Chairman,  
The Executive Committee,  
The Chicago Association of Commerce.

My dear Sir:

In response to the request of the Executive Committee, the Sub-Committee on Vocational Education submits herewith a brief statement regarding certain bills now under consideration looking to the enactment of legislation for Illinois regarding the establishment of vocational schools.

Three distinct bills are now under discussion, having for their end the purpose just described. (1) One of these bills is generally known as the Blair Bill, it having been drawn chiefly by State Superintendent of Education Francis G. Blair. The bill is also sometimes referred to as the bill of the Illinois Bankers' Association. (2) The second bill may be called the City Club Bill, it having been drawn by the Public Education Committee of the City Club. The bill, however, has not been authorized by the City Club as a whole. (3) The third bill is often referred to as the Cooley Bill, it having been drawn by Mr. E. G. Cooley. This bill has been carefully discussed and approved by the educational committees of the Commercial Club, the Hamilton Club, and the Civic Federation and by the Vocational Committee of the Chicago Association of Commerce.

The purpose of this communication is to explain wherein these bills substantially agree and wherein they differ. In this attempt only the more important features of agreement and difference will be mentioned. Further, it should be said that it is possible to speak with certainty only of the City Club Bill and the bill drawn by Mr. Cooley, since only these two bills are available in print.

The points of substantial agreement may be stated as follows:

1. The reference to only that type of "Vocational Education," whose effort is to train for occupation boys and girls from 14 to 18 years of age who will not pass on to the higher schools.

2. The assumption of the imperative need, in view of the large number of such boys and girls, of "more systematic vocational instruction in agriculture and commerce and in the domestic and industrial arts."



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3. The proposal of "enabling" or "permissive" legislation; the communities being allowed, but not required, to establish vocational schools.

4. The authorization of special local taxes for vocational education.

5. The provision of State aid to supplement local taxation.

6. The administration of these schools by boards constituted directly or indirectly with a view to secure "singleness of purpose, directness of method, and definiteness of results." The agreement here is as to ends. The bills do not agree as to means.

7. Provision for either (1) boards of administration, or (2) "advisory committees" for the immediate organization and management of the vocational schools, these boards, or "committees," to consist of three elements: (1) employers, (2) employees, (3) experienced school men. It is also agreed that the administrative head of the board managing these schools shall be the local Superintendent of Schools.

8. Provision for articulation and cooperation with existing schools.

9. The constitution of a State Board comprising elements similar to those embraced in the local boards.

#### AS TO THE BLAIR BILL:

As has been stated, this bill does not exist in such form that it can be studied in detail. The main point of interest in this connection, however, seems to be that it differs from the other two bills most widely in that it links up with provision for vocational schools certain other more general educational provision. For example, the authorization of the centralizing of rural schools. It is the belief of your Committee that the bill for Vocational Education should stand out by itself, and that to proceed as contemplated in the Blair Bill would be both to obscure the precise object of our interest and effort and to jeopardize it by alliance with measures which, however desirable in themselves, are not related to it and are certain to create for it undesirable and unnecessary hostility.

#### THE CITY CLUB BILL:

The City Club Bill, in addition to the provisions mentioned in the above enumeration of points of agreement, (1) places the final local control of vocational schools entirely in the hands of present boards of education; (2) calls for an "advisory committee" to cooperate with the existing school board, such advisory committee to include in its membership employers and employees; (3) commits to the State Board the standardizing of vocational training throughout the State; (4) permits local communities to establish either compulsory or voluntary day continuation schools.



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There are some other minor provisions in the City Club Bill mention of which, however, does not seem important for the present purpose.

THE BILL DRAWN BY MR. COOLEY,  
and approved by the sub-committee of the Chicago Association  
of Commerce on Vocational Education, and the Educational  
Committees of the Commercial Club, the Hamilton Club and the  
Civic Federation.

The underlying and fundamental difference between the so called "Cooley Bill" and the two others already referred to is to be found in the fact that both implicitly and explicitly it contemplates at least for the present a sharp differentiation in the matter of organization and administration between the existing school and the proposed vocational schools. In common with the other bills it provides that none of the existing school funds be used for the vocational schools, recognizing that the existing school funds are barely sufficient for the purposes for which they have been raised. Again, like the other bills, it is provided that no pupils shall be admitted to the vocational training under 14 years of age or before they have completed the Elementary school grades, upon the ground that every child must be required to have received the general intellectual and moral training contemplated in the plan of the general Elementary schools before his vocational education begins. It is to be kept in mind that the prospective workman is also and above all a prospective citizen.

While the bill drawn by Mr. Cooley is in agreement with the other bills upon these points, as well as upon those earlier pointed out, the bill now under discussion more distinctly separates the vocational schools from the other schools. Those who are in favor of this view meet the claim of those who advocate other bills, that the new schools will come into rivalry with the old, by pointing out (1) that the existing school funds are guarded against any attack from this new source; (2) that pupils properly belonging in the present Elementary Schools cannot be admitted to the new vocational schools, and (3) that the children admitted to the new vocational schools will be of the class who must leave school early to go to work earning wages. Vocational schools must, in the opinion of those who favor this bill, be kept strictly to their purpose of meeting the needs of young people who must soon earn wages. That particular function is not a function of the general school, nor one likely to be performed in immediate connection with the general school for a long time to come.

But the distinct character and aim of Mr. Cooley's bill is to be found in the provision of an entirely distinct administrative board, and here we encounter not only the really important issue between this bill and all the others, but it must be confessed the heaviest burden that this bill has to carry. The proposal to create separate



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boards of administration does not, as a rule, commend itself at first. The weight of arguments drawn merely from abstract and general considerations seems to be against this proposal, but, what is of the greatest importance, there is a mass of convincing testimony from those who are acquainted with the actual working of vocational schools, in favor of the plan of separation.

In the light of such testimony your Committee believe that the "singleness of purpose, directness of method and definiteness of results" to be desired will be greatly endangered by placing these schools at present in the hands of boards of men and women who, though familiar with and expert in the problems of general education, are neither by training nor by occupation specially fitted to solve the special problems of Vocational Education. It is held by your Committee that to combine the two types of schools under one management, at any rate for the present, would be to incur the danger of vitiating both systems -- on the one hand, by obscuring the distinct, and if one pleases, the narrow purpose of vocational education, and so failing of its immediate end; and, on the other hand, by pervading the general school with the distinctly vocational motive.

The very thing urged against this proposal for separation in organization and management constitutes, in the opinion of your Committee, the strongest consideration in its favor, namely, that such separation will "tend to confine the vocational motive to these separate schools". That is precisely what is to be desired. The issue is not as to whether the manual-constructive studies and training should be introduced in the Grammar or High Schools. ~~Some~~ <sup>one</sup> may agree that the introduction of these studies and exercises is highly desirable as a part of general education. It by no means follows <sup>that</sup> the general school should be converted into the vocational school. A vigorous protest against such a modification of the existing Grammar school has been uttered again and again, both by those interested in general education, on the one hand, and those especially interested in trade education, on the other. The main point seems to be to keep ~~entirely~~ <sup>entirely</sup> distinct in mind the purpose for which the vocational schools are intended. Their distinct task is to impart wage earning skill to boys and girls who will need to apply such skill early in life for the purpose of earning wages. The introduction of such a motive as the leading motive in education in the case of children of 14 and 16, or even 18 years of age is justifiable only upon the ground of economic necessity, or for some altogether exceptional reason. The vocational school, therefore, ~~should be kept sharply to its purpose~~, and, as already stated, there is a mass of testimony drawn from experience leading to the conclusion that for the present at least the purpose of these schools appears to require the direction of those peculiarly qualified for the task.

It should, however, be pointed out that the bill approved by your Committee does not contemplate the complete divorce of the management of the vocational school from that of the general school.







The Superintendent will always be the medium of intimate contact and of desirable cooperation, and in addition to the Superintendent, two other members of the board of local control are to be distinctly men of general educational knowledge and experience.

In conclusion we may summarize the points that characterize the bill drawn by Mr. Cooley (in addition to those with which it agrees with the others) as follows: (1) The proposed vocational schools are not within, nor in rivalry to, the existing Elementary and High School. They follow the Elementary school and stand by themselves. (2) The proposed vocational schools cannot share the funds raised for general education. (3) The proposed vocational schools are to be administered by a board of persons free and specially qualified to direct these schools to the immediate attainment of the end by which they are to be established. These special local boards of administration are to consist of seven persons, namely, the local Superintendent of Schools and two other men of school experience, two employers of labor, and two employes.

Respectfully submitted,

Chairman of the Sub-Committee on Vocational Education.



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Chairman of the Sub-Committee on Vocational Education.



Resolved: That there is need for more attention to specific vocational instruction in agriculture, commerce, and in the domestic and industrial arts, such instruction to be given in courses of less than college grade and to be suitable for pupils above fourteen years of age who are able to profit by the instruction offered regardless of previous school training.

Resolved: That this need has found expression in what may be considered a real demand for such instruction.

Resolved: That this demand cannot be met adequately without additional school funds.

Resolved: That State legislation is needed to enable local communities to raise, for this purpose, funds which shall be separate and distinct from, and in addition to those available under the present statutes.

Resolved: That State legislation should also provide State aid for such vocational instruction, and should specify the type or types of schools, departments of schools, or classes for which State aid can be received, and should designate or create the State authority to administer the distribution of such aid.

Resolved: That such State legislation should permit rural schools to consolidate or to cooperate with village or town schools for the purpose of securing the benefits of State aid for vocational instruction.

Resolved: That all State aided vocational instruction should be administered and controlled by the regular local school authorities with the cooperation of local advisory committees.

Resolved: That all such State legislation should be permissive rather than mandatory.

Resolved: That an amendment to the present compulsory education law is needed, enlarging its scope to include the supervision of minors up to sixteen years of age at least.



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Resolved: That all State aided vocational instruction should be administered and controlled by the regular local school authorities with the cooperation of local advisory committees.

Resolved: That all such State legislation should be permissive rather than mandatory.

Resolved: That an amendment to the present compulsory attendance law is needed, enlarging its scope to include the supervision of minors up to sixteen years of age at least.



47

The University of Chicago

Co-operation with Secondary Schools

OFFICE OF THE DIRECTOR

January 8th, 1913.

*Vocational*

My dear President Judson:

I thank you for your note of the 3rd and also for that of the 4th, in reference to my report to Mr. Adams and the Executive Committee of the Association of Commerce. In regard to the point you especially emphasized I venture to believe that we are more nearly in agreement than perhaps the terms in which the discussions have been carried on would indicate. I believe that there is general agreement among those who are thoughtful about Elementary and High School education that the "vocational studies" ought to be introduced into these schools early in the grades, and that the children should be taught and trained in these activities by experts. On the other hand, it seems so very important not to lose sight of the fact that the prospective workman is also the prospective citizen and human being that it is pretty generally felt that the distinct trade-training ought to be deferred at least until after the child is fourteen years of age, or has completed what is represented by the grades of the Elementary school. That is what I meant by deprecating the introduction of the vocational motive as such too early in the school life of the child. Upon this point the two bills that are in especial contrast to each other, namely, the one outlined by Mr. Cooley and, on the other hand, the one outlined by the Committee of the City Club, are quite agreed. Neither of them proposes exclusively vocational training for children under fourteen years of age. And while I do not believe that we have in this country very much to learn from the way in which the Germans are doing this thing, yet it is interesting to notice that in the most highly developed German vocational schools the fact that the prospective workman is to be made an intelligent German citizen is always held in the foreground.

At present the number of conferences upon this subject is rather bewildering. We are now having every Friday at the Mid-Day Club a conference of committees representing the four organizations, namely, the Commercial Club, the Hamilton Club, the Civic Federation and the Association of Commerce. Last Saturday we had a very earnest and profitable conference between representatives of this group, on the one hand, and the advocates of the City Club Bill, on the other. It now very much looks as if we should be able to effect such a union of these two groups of people that we can agree upon a good strong bill to be presented in due time to the Illinois Legislature.



January 28th, 1912

*Handwritten signature: J. H. ...*

My dear President Johnson:

I thank you for your note of the 21st and also for that of the 24th, in reference to my report to Mr. Adams and the Executive Committee of the Association of Commerce. In regard to the point you especially emphasized I venture to believe that we are more nearly in agreement than perhaps the cases in which the discussion have been carried on would indicate. I believe that there is general agreement among those who are thoughtful about Elementary and High School education that the "vocational studies" ought to be introduced into these schools early in the grades, and that the children should be taught and trained in these activities by experts. On the other hand, it seems so very important not to lose sight of the fact that the prospective workman is also the prospective citizen and human being that it is pretty generally felt that the highest grade-training ought to be deferred at least until after the child is fourteen years of age, or has completed what is represented by the grades of the Elementary school. Now, what I meant by deprecating the introduction of the vocational studies as much too early in the school life of the child. Upon this point the two bills that are in especial contrast to each other, namely, the one outlined by Mr. Cooley and the other by the Committee of the City Club, are quite agreed. Neither of them proposes exclusively vocational training for children under fourteen years of age. And while I do not believe that we have in this country very much to learn from the way in which the Germans are doing this thing, yet it is interesting to notice that in the most highly developed German vocational schools the fact that the prospective workman is to be made an intelligent German citizen is always held in the foreground.

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The radical difference between these two bills, as you, of course, know, has been upon the one question whether the new schools shall be under separate management or under the management of the existing educational authorities. The City Club Bill proposed that these schools should be under the existing boards of education, but that they should be managed by an "advisory board consisting of seven people, one of whom should be the local Superintendent of Schools, two others to be persons of general educational experience, two of the remaining four to be employers and two employees." Upon the personnel of this group of managers both of the bills absolutely agree, but the bill drawn by Mr. Cooley calls for a separate board rather than an advisory committee. The compromise which I hope we shall effect will provide that this special group of seven people shall be appointed by the existing boards of education, but when once appointed they shall control the expenditure of the money appropriated for these schools.

I have taken the liberty of writing thus at length in spite of being quite aware that I ought not to burden you with a long communication on a matter of this kind. On the other hand, at present I think we are all agreed that this is one of the very important subjects and that pretty free discussion and actual experimentation are the roads over which we are likely to arrive at wise conclusions.

Sincerely yours,

*Nathaniel Butler*

president Harry Pratt Judson,  
The University of Chicago,  
Chicago, Illinois.



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Sincerely yours,

Walter Dill

President Harry F. Johnson,  
The University of Chicago,  
Chicago, Illinois.



Chicago, January 4, 1913

Dear Mr. Butler:-

I have read with interest your letter to Mr. Adams on the question of vocational education. On page 40 I note you say: "The introduction of such a motive as the leading motive in education in the case of children of fourteen and sixteen or even eighteen years of age is justifiable only on the ground of economic necessity or for some altogether exceptional reason." With this view I must confess that I am not in accord, and perhaps this is one reason why I doubt the wisdom of the organization proposed in the Cooley Bill. The fact is, in my opinion the great majority of children in the public schools from the age even of twelve ought to be definitely



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fitting themselves for some vocational employment. The other attitude towards education tends to divert from handicrafts a great many who ought to be so employed, and who are overcrowding the occupations which do not involve manual dexterity. This is a misfortune from every point of view. The dignity of manual labor and the respect due to skill in any of its forms ought not to be lost sight of in any of the common schools. For that reason I deplore a sharp division between the common schools and the vocational schools, on the one hand, and between those who are going into manual activities and those who are not, on the other. It tends to accentuate this already existing class division in our education, and will tend to repel boys from the activities concerned in the vocational school plan. I should like to see the thing thoroughly interwoven and made a part of a consistent educational whole.

Very truly yours,

H. P. J. - L.

Mr. Nathaniel Butler,  
The University of Chicago.



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Mr. Nathaniel Butler,  
The University of Chicago.



Chicago, January 8, 1913

Dear Mr. Butler:-

Thank you for your comments  
on the vocational school matter and for the  
clipping showing in more detail your views of  
the case. I was invited to a conference to-  
morrow, but on the whole I think that these con-  
ferences are more numerous than valuable, and I  
shall hardly take part at the present time.

Very truly yours,

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Mr. Nathaniel Butler,  
The University of Chicago.



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Very truly yours,

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Mr. Nathaniel Butler,  
The University of Chicago.



The University of Chicago

Co-operation with Secondary Schools

January 2nd, 1913.

My dear Mr. President:

I shall not be surprised if you do not find time to read what I am enclosing herewith. On the other hand, it has occurred to me, first, that in view of the rapidly growing interest in vocational education, and second, in view of the discussions of it which have appeared in the press lately, you may feel interested in the statement I have attempted to make, and that perhaps you may further give me the benefit of any suggestions which may occur to you with a view to making this comparative statement more complete. Of course, I realize that the whole discussion involves points upon which opinions must differ at present and upon which opinions are likely to undergo modification in the light of experience.

I shall greatly value any comments you may care to make.

Sincerely yours,

Nathaniel Butler

President Harry Pratt Judson,  
The University of Chicago.



The University of Chicago  
Department of Sociology

January 2nd, 1913.

My dear Mr. President:

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Sincerely yours,

Richard R. Rorty

President Harry Pratt Judson,  
The University of Chicago.



22

The University of Chicago

Co-operation with Secondary Schools

January 2nd, 1913.

My dear Mr. President:

Chicago, January 3, 1913

I shall not be surprised if you do not find time to read what I am enclosing herewith. On the other hand, it ~~Dear Mr. Butler,~~ first, that in view of the rapidly growing interest in ~~Thank you for the copy of your~~, in view of the letter to Mr. Adams on vocational education. ~~the~~ I press late shall examine it with interest. ~~There is to be a~~ ~~meeting on next Thursday at which I suppose you will~~ give me the present, ~~on the subject which may occur to you~~ with a view to making ~~the~~ your statement more complete. Of course, I realize that the whole discussion involves points upon ~~which~~ opinions must differ at present and upon which opinions are likely to undergo modification in the light of experience.

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Mr. Nathaniel Butler,

The University of Chicago.

Nathaniel Butler

President Harry Pratt Judson,  
The University of Chicago.



Chicago, January 2, 1913

Dear Mr. Butler:-

Thank you for the copy of your

letter to Mr. Adams on vocational education. I

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meeting next Thursday, at which I suppose you will

be present, on the same subject.

Very truly yours,

Mr. Nathaniel Butler,  
The University of Chicago.



HOKE SMITH, GA., CHAIRMAN.  
BENJAMIN F. SHIVELY, IND. WILLIAM E. BORAH, IDAHO.  
CLAUDE A. SWANSON, VA. BOIES PENROSE, PA.  
JAMES E. MARTINE, N. J. CARROLL S. PAGE, VT.  
CHARLES F. JOHNSON, ME. GEORGE P. MCLEAN, CONN.  
JOHN K. SHIELDS, TENN. WILLIAM S. KENYON, IOWA.  
JOSIAH CARTER, CLERK.  
D. E. MONCRIEF, JR., ASST. CLERK.

## United States Senate,

COMMITTEE ON EDUCATION AND LABOR,

WASHINGTON, D. C.

October 15, 1914.

Mr. Harry Pratt Judson, LL. D.,  
President, University of Chicago,  
Chicago, Ill.

Dear President Judson:

As you doubtless know, President Wilson appointed a Commission, composed of two Senators, two Representatives, and five non-Congressional members, to consider the important problem of federal aid for vocational education. They have made their report, a copy of which I mail you under separate cover.

In my judgment, there is no piece of constructive legislation now before the American Congress as essential to the welfare of the American boy and girl as that providing for federal aid for vocational education.

On pages 82-87 you will find the bill as recommended by that Commission, and on pages 12-15 may be found a summary of their findings.

As one of the prominent educators of this country, do you not believe it to be your duty to read the entire report, and, having done so, to give us your suggestions as to any changes which you think should be made in the bill formulated by the Commission?

I hope you will find therein much to commend; but, in any event, your views with reference to the measure will be very highly appreciated.

I hope you may be able to examine the report and give me your views before October 25, in which case address me at Washington; otherwise, at my home address, Hyde Park, Vermont.

Very truly yours,

*C. S. Page*



RECEIVED  
U. S. DEPARTMENT OF  
EDUCATION  
WASHINGTON, D. C.  
OCT 15 1914

United States Senate  
COMMITTEE ON EDUCATION AND LABOR  
WASHINGTON, D. C.

October 15, 1914.

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Very truly yours,

Copy



SEN. (DASH)  
RE. PS.  
E. VT.  
N. CONN.  
SH. (OWA.)

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7

United States Senate,

COMMITTEE ON EDUCATION AND LABOR,

WASHINGTON, D. C.

Chicago, October 20, 1914

October 15, 1914.

Mr. My dear Senator Page:-

Harry Pratt Judson, LL. D.,  
President, University of Chicago, Ill.  
Your favor of the 15th inst.

I find on my desk awaiting me as I return from a  
Dead President Judson:

long absence in the far East. It will give me  
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United States Senate,  
Washington, D. C.  
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me your views before October 25, in which case address me  
at Washington; otherwise, at my home address, Hyde Park,  
Vermont.

Very truly yours,

C. S. Page



74  
United States Senate

COMMITTEE ON EDUCATION AND LABOR  
WASHINGTON, D. C.

Chicago, October 20, 1914  
October 15, 1914.

My dear Senator Page:-  
President, University of Chicago,  
Chicago, Ill.  
Your favor of the 15th inst.

I find on my desk awaiting me as I return from a  
long absence in the Far East. It will give me  
pleasure to read the entire report, and to give it  
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are so pressing that I am not sure of being able to  
finish the study before October 25th. If at all  
possible I shall be glad to do so.

On pages 22-27 you  
are very truly,  
Yours very truly,  
H. P. J. L.

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Hon. G. E. Page, will find therein much to commend; but, in  
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Washington, D. C.

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me your views before October 25, in which case address me  
at Washington otherwise, at my home address, Hyde Park,  
Newmont.

Very truly yours,  
G. E. Page



The Un

Office of the President

Referred to

1924

L. L. THURSTONE  
DEPARTMENT OF PSYCHOLOGY

Please

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

Dear President

You will be informed of the meeting held in Washington committee was a al Guidance Council last May under Council.

You will note that related, according will be asked to measurement of medicine and in Corporation, has in this plan a good chance to ticipate in the way, by which w advisory service one of the major

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President E. D.  
The University of Chicago,  
Faculty Exchange.

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See Mr. Tufts  
Formable  
that advised*



## These

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12. Make \_\_\_\_\_ copies \_\_\_\_\_
13. Remarks \_\_\_\_\_

*Mr. J. H. Burton*  
*Chicago*  
*Mr. J. H. Burton*  
*Chicago*

J. L. Thurstone

LET-2

President E. D. Burton,  
 The University of Chicago,  
 Faculty Exchange.

The University

J. L. THURSTONE  
 DEPARTMENT OF PSYCHOLOGY

Dear President

You will be  
 of the meeting  
 held in Wash-  
 ington, D. C.  
 at the residence  
 of Mr. J. H. Burton  
 on May 1st.

You will not  
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# The University of Chicago

CHICAGO, ILLINOIS

L. L. THURSTONE  
DEPARTMENT OF PSYCHOLOGY

Jan 13  
January fourteenth

1 9 2 5

Dear President Burton:

You will be interested in the preliminary report of the meeting of Dean Hawkes' committee which was held in Washington during the holidays. Dean Hawkes' committee was appointed as a result of the Vocational Guidance Conference that I called in Washington last May under the auspices of the National Research Council.

You will note that a rather ambitious plan was formulated, according to which one of the foundations will be asked to subsidize a scientific study of measurement of talent for professional courses in medicine and in business. Mr. Keppel, of the Carnegie Corporation, has already expressed his keen interest in this plan and I believe that the project has a good chance to be realized. I hope that we may participate in these investigations in some suitable way, by which we may ultimately be able to give some advisory service to students who are about to choose one of the major professions.

Yours very truly,

*L. L. Thurstone*

L. L. Thurstone

LLT-B

President E. D. Burton,  
The University of Chicago,  
Faculty Exchange.



# The University of Chicago

CHICAGO, ILLINOIS

J. L. THURSTONE

DEPARTMENT OF MATHEMATICS

January Fourteenth  
1933

Dear President Norton:

You will be interested in the preliminary report of the meeting of Dean Hansen's committee which was held in Washington during the holidays. Dean Hansen's committee was appointed as a result of the Vocational Guidance Conference that I called in Washington last May under the auspices of the National Research Council.

You will note that a rather ambitious plan was formulated, according to which one of the foundations will be asked to undertake a scientific study of measurement of talent for professional courses in medicine and in law. The National Research Council has already expressed its own interest in this plan and I believe that the project has a good chance to be realized. I hope that we may participate in these investigations in some suitable way, by which we may ultimately be able to give advisory service to students who are about to choose one of the major professions.

Yours very truly,

J. L. Thurstone

J. L. Thurstone

LET-8

President E. D. Burton,  
The University of Chicago,  
Faculty Exchange.



CONFERENCE ON VOCATIONAL GUIDANCE IN COLLEGE,

National Research Council,

January 1, 1925.

A Conference on Vocational Guidance in College, called by the Committee of the National Research Council on this subject, met in the offices of the Research Council on January 1, 1925, at 10 A. M.

Dean H. E. Hawkes, of Columbia, Chairman of the National Research Council's Committee, called the meeting to order and stated that formal invitations to participate in this conference had been extended to fourteen universities. All had accepted the invitation and appointed representatives as follows:

Chicago	L. L. Thurstone
Columbia	E. L. Thorndike
	B. D. Wood
Cornell	R. M. Ogden
Dartmouth	Harry R. Wellman
Harvard	Henry W. Holmes
Iowa	C. E. Seashore
Michigan	C. S. Yoakum
Minnesota	D. G. Paterson
North Carolina	F. F. Bradshaw
Northwestern	D. T. Howard
Princeton	Carl C. Brigham
Stanford Univ.	T. L. Kelley
Syracuse	F. H. Allport
Yale	John E. Anderson

In addition to these representatives of the universities, there were present as guests of the Conference:

W. V. Bingham, National Personnel Federation  
J. J. Coss, Columbia University  
J. F. Dashiell, University of North Carolina  
Homer E. Dodge, University of Oklahoma  
C. E. Hewitt, War Department  
Vernon Kellogg, National Research Council  
J. B. Miner, University of Kentucky  
Wm. E. Mosher, University of Syracuse  
L. R. O'Rourke, Civil Service Commission  
J. A. Randall, Rochester Mechanics Institute  
R. S. Woodworth, National Research Council  
J. U. Yarborough, Southern Methodist University



13  
14

# CONFERENCE ON VOCATIONAL GUIDANCE IN COLLEGE

National Research Council

January 1, 1935

A Conference on Vocational Guidance in College, called by the Committee of the National Research Council on this subject, met in the offices of the Research Council on January 1, 1935, at 10 A. M.

Dr. H. E. Harkness, of Columbia University, Chairman of the National Research Council's Committee, called the meeting to order and stated that formal invitations to participate in this conference had been extended to fourteen universities. All had accepted the invitation and appointed representatives.

Five as follows:

Chicago	E. L. Thorndike
Columbia	E. L. Thorndike
	E. D. Wood
Cornell	R. M. Ogden
Dartmouth	Harry E. Folsom
Harvard	Henry W. Henshaw
Iowa	C. H. Thompson
Michigan	O. S. Johnson
Minnesota	D. G. Patterson
North Carolina	F. P. Henshaw
Northeastern	D. W. Brown
Princeton	Carl C. Henshaw
Stanford Univ.	T. W. Kelley
Syracuse	F. H. Allport
Yale	John E. Anderson

In addition to these representatives of the universities, there were present as guests of the Conference:

W. V. Starbuck, National Personnel Administration
L. E. Case, Columbia University
J. P. Daniels, University of North Carolina
Robert E. Hooper, University of Oklahoma
C. E. Hooley, War Department
Vernon Kelley, National Research Council
J. H. Miner, University of Kentucky
W. E. Mather, University of Syracuse
L. H. O'Brien, Civil Service Commission
J. A. Randall, Rochester Mechanics Institute
E. G. Woodworth, National Research Council
L. U. Yarrow, Southern Methodist University



Dean Hawkes called attention to the statement of the memorandum issued with the call to the meeting. In accordance with this memorandum the essential problems for the Conference are:

- (a) What are the best methods or practices of giving pre-professional advice to college students?
- (b) For what professions is reliable data available or obtainable concerning requirements and qualifications of men who succeed in them?
- (c) What sort of central organization best encourages co-operation and progress in further development of this field?

As a result of an informal discussion of the problem, it was tentatively analysed into three major divisions, namely:

- (a) Definition and analysis of the requirements of various professions.
- (b) Development of more objective and effective methods of measuring the qualifications of men.
- (c) Development of personnel offices in colleges to administer the work.

After further discussion, it was suggested by Professor Thurstone that the immediate objectives of the work of this Conference might be classified as:

- (a) Study of vocational guidance methods in two fields of professional work.
- (b) Encouragement of colleges to carry on similar studies in other important occupational fields of special interest locally.
- (c) Encouragement of colleges to use comparable methods of measuring human capacities.
- (d) Operation of a news service to keep all interested informed of one another's activities.

Discussion of these objectives showed that they could be reduced to particular tasks with which practical work may begin. It was suggested that the following four enterprises might well be undertaken as the immediate



Don Hanson called attention to the statement of the memorandum issued with the call to the meeting. In accordance with this statement the essential problems for the Conference were:

- (a) What are the best methods or practices of giving professional advice to college students?
- (b) For what professions is reliable data available or obtainable concerning requirements and qualifications of men who succeed in them?
- (c) What sort of central organization best encourages co-operation and progress in further development of this field?

As a result of an informal discussion of the problem, it was tentatively analyzed into three major divisions, namely:

- (a) Definition and analysis of the requirements of various professions.
- (b) Development of more objective and effective methods of measuring the qualifications of men.
- (c) Development of personnel offices in colleges to administer the work.

After further discussion, it was suggested by Professor Thurston that the immediate objectives of the work of this Conference might be classified as follows:

- (a) Study of vocational guidance methods in two fields of professional work.
- (b) Measurement of colleges to carry on similar studies in other important occupational fields of special interest locally.
- (c) Measurement of colleges to use comparable methods of assessing student capabilities.
- (d) Operation of a new service to keep all interested informed of one another's activities.

Discussion of these objectives showed that they could be reduced to particular points which would be practical and useful. It was suggested that the following four activities might well be undertaken as the immediate



tasks to this end:

- (a) Continuation of the try-out of psychological tests for college freshmen as now being carried on by the American Council on Education.
- (b) Organization of a cooperative effort to make job specifications and job analyses of the professions of medicine and business.
- (c) Development of a practical cooperative study of the organization of personnel offices in colleges.
- (d) Operation of a news service to keep all interested informed of what is going on.

On motion duly seconded,

It was voted that the foregoing two statements of objectives be adopted as the basis of a plan for future activities.

The question of location of a central office was discussed and,

It was voted that it is the sense of the meeting that the American Council on Education would be the best sponsor for this enterprise.

A discussion of the organization of the central office led to general agreement that there must be a competent director, one assistant for job analysis of medicine, one assistant for job analysis of business, and adequate clerical help, all to operate under the guidance of a central advisory council. Therefore,

It was voted that the organization recommended consists of

A sponsor to handle the funds  
An Advisory Council to make plans and decide policies  
An Executive Committee of five  
A Director  
Assistants and clerical helpers.

It was voted that the ~~fourteen~~ men appointed as representatives to this Conference by the fourteen institutions named above constitute the Advisory Council with power to increase its membership.

It was voted that Dean H. E. Hawkes and C. R. Mann be added to this original membership of the Council.

It was voted that Dean H. E. Hawkes be elected Chairman of the Council and of the ~~Executive~~ Executive Committee.

It was voted that the Chairman of the Council appoint the Executive Committee of five







It was voted that the Executive Committee canvass the field and make recommendations to the Advisory Council for the appointment of a director of the enterprise.

It was voted that the Executive Committee be instructed to prepare a plan of action and a budget and to seek financial support.

It was voted that the location of the central bureau and the final determination of a sponsor be left to the Executive Committee with power.

It was voted to adjourn subject to the call of the Chairman.

C. R. MANN,  
Secretary.



It was noted that the Executive Committee cannot take any  
recommendations to the Advisory Council for the appointment of a director  
of the enterprise.

It was noted that the Executive Committee be instructed to prepare  
a plan of action and a budget and to seek financial support.

It was noted that the location of the general bureau and the final  
determination of a sponsor be left to the Executive Committee with power.

It was noted to submit a report to the Council of the Enterprise.

C. E. WALKER  
Secretary



January 22, 1925.

13  
Jee

My dear Mr. Thurstone:

President Burton has referred to me your letter of January 14th relative to the work of Dean Hawkes' committee and the proposal that the University of Chicago participate in this work.

Needless to say, the University of Chicago is interested, and I am sure you are following the matter closely with a view to making detailed recommendations at the proper time. I should be very glad indeed to further this movement in any possible way.

Very truly yours,

Assistant to the President.

Mr. L. L. Thurstone,  
The University of Chicago.

EDF:CB



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