October 31, 1924.

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

Dear Mr. Burton:

Mr. Aitchison has sent me a copy of your paper entitled, "The University of Chicago in 1940." In general, I like it very much, but if there is likelihood of any general distribution, I think some things might wisely be changed and some points safeguarded.

There seems to me to be more inspiration in the writing of the second half than in the first; whether you were more interested or got better into the subject, I don't know, but it seems more facile. I think, however, there is danger that your strong noticeable enthusiasm for the graduate and research work may be taken to imply a prejudice against the College Department and I think this point should be safeguarded throughout. I don't want to suggest less enthusiasm for the one, but to avoid reflection and more enthusiasm for the other.

(1) I don't like the order of the chapters, making the College Department the 11th chapter (and 10th in the enumeration on page 3). In the judgment of most people the University consists of the College Department and the Graduate Departments of Arts, Literature, and Science,—later followed by other Schools. Historically and chronologically, this is the proper order (except for the accident of the Divinity School); therefore, I think it is a better approach to go at it that way. Frankly, I didn't get a clear cut picture. My own favorite method of approach to any story of the University is the attempt of the Baptist denomination to get Harper to start here a college and his reply that a mere college would not attract him but that the founding of a worth while college and great graduate departments finally was what landed him.

(2) As a matter of consistency, I think the table of contents chapters should correspond in numbers with the enumeration of divisions or departments as outlined on page 3, but as indicated, I would prefer to see these grouped in some historical order or some other order than the present one.

(3) Incidentally, on page 3, should it not be the Ogden Graduate School of Science?
CAPSLOCK NO 1929

Professor Wexler: Professor

the governing board of the

University of Chicago

Chairman, Illinois

Dear Mr. Chairman:

In connection with my appointment as

President of the University of

Chicago, I am writing to make you

aware of the importance of the

University's mission and its impact

on education and research.

I am pleased to inform you that the

University has made significant

advancements in various fields,

including science, engineering,

and the arts.

I would like to express my gratitude

for the support and funding received

from the University's Board of

Trustees.

Sincerely,

[Signature]

[Name]

[Position]
(4) Page 4. The first sentence gives the impression that it refers to the Schools (Arts, Literature, and Science) mentioned above, while further reading indicates that it refers to the Schools and Colleges shown on page 3. Think for the sake of clarity this should be changed.

(5) Page 5. The Ogden Graduate School of Science. It doesn't seem to me to have included the most impressive names of our scholars who have made this School famous. Think you might consider including Michelson, Milliken, Nef, Chamberlain, Salisbury, and some others, and would consider striking out the names of Bensley and Kyes. I am ignorant about Bensley, perhaps he should be in; I don't know of anything that Kyes has done to put him in this group. Would not include any one who was not significantly outstanding as think it will look like padding instead of a historical survey.

(6) Also, last paragraph states two things must be done, first is specified, second is not; and should not the word "able" in the second line in this paragraph be changed to "enabled."

(7) Page 6. I can't think that $1,600,000 can anywhere near cover our needs in the Ogden Graduate School of Science in the next 15 years, and would prefer to leave out the last sentence than to make the estimate so low.

(8) Question of policy: We have had drawn to our attention recently from extraneous sources, four things:

Discussion of Technology
A School of Politics
Question of developing the Fine Arts
The Library School

These have all found their way into this prospectus. Is it because we have carefully thought out that these are the four most important avenues of development of the University, or is it an opportunistic decision that puts them here? I am very sure I would take money for any of these things if it were offered; I question whether I would imply these are the four most important possible developments.

(9) Page 12, Item F. I wonder whether "to supplement existing expenditures" is quite the way to describe the $5,000,000 we will need for endowment of our Departments of Medicine and Surgery? -- perhaps it is O.K.

(10) Page 19. In the first paragraph reference is made to the Report of the Library Commission of 1923-24. Many readers are likely to wonder what this report is all about. If the report is mentioned, some explanation should be given.
"The undergraduate division has a unique opportunity in working out better coordination with our secondary education and in aiding in the enriching of the curriculum of the secondary schools."

Does this flavor of too little interest in the individual students and comparatively too much interest in pedagogy? In other words, under the heading of the Colleges, should you not put more emphasis upon the effect upon students if you are to put as much time on the science of pedagogy?

I am afraid the average reader will think our Department of Education weak if we have to add four major appointments and an equal number of minor ones to cover the Science of Education adequately. Such a move impresses me as putting us in a position which might be too good to be true or else of admitting great weakness at present. Undoubtedly it fairly represents the facts but I question the advisability of stating them quite so concretely.

As indicated, I think this discussion of the Colleges ought to come earlier.

Page 33 will make Ernest Quantrell (whom I am thinking of for the moment as the average college alumnus) awfully hot under the collar. He will note that your chief reason for the College Department seems to be to develop your research work, and then the fireworks will begin! I think your fundamental principle should be that the College Department is to make fine men and women, and with that as a fundamental, then the points brought out in your introduction should fit in, in proportion. After all, the great mass of the best citizens of the United States don't do graduate and research work and we want a chance to train some of them in the art of living, that justifies our College Department.

"Oho!" says Ernie Quantrell. "You want the buildings and the space in the main quadrangles for your graduate and research work, so you are kicking us collegians out in the cold." While the point of view that Ernie Quantrell ought to get is - "Aha! A new and better thing than is being done anywhere else. They haven't anything adequate now so they are building new and better buildings for this important thing."

Does this comment properly belong in the chapter headed "The Colleges"? It is difficult, of course, not to introduce some elements not strictly included in the heading, but I question whether it is justified to include so much general information under the heading of the Colleges.
(16) Page 40.
    "* * * all figures for buildings include a
    maintenance endowment fund of 50% of the cost
    of the building."

Advise omit this. Think our only safety in the precarious
situation of giving cost figures is in our being able to
increase the percentage for cost and decrease the percentage
for endowment, if necessary.

(17) Page 41.
    Question whether separate paragraph for distinguished
    service professorships would not give more emphasis.

(18) Page 43.
    Think under the statement of athletic policy you can
    find a better statement as written up in Bond's statement
to the Alumni about to be published than in this summary,
and recommend revising pages 43 and 44 in accordance with
Bond's statement.

(19) Page 44 - paragraph 8.
    Advise omit reference to baseball in Washington Park.
    Many alumni claim that the University should provide accom-
modations and since we are planning two baseball fields on
Stagg Field, under the temporary seats along 57th Street,
see no point in raising the issue.

(20) Page 50.
    I recommend more elaboration as to how we hope to make
the Rockefeller Chapel the spiritual and cultural center of
the University; by world famous speakers, by fine musical
concerts, etc., etc., it should become the vital, throbbing
heart of the University. You provide beautifully for the
great structure as such—now let's show the worthy place
it will fill in the University community and the city.

(21) Page 55 - middle of page.
    Are we quite ready so definitely to locate the Admin-
istration Building? Obviously, at the moment, its location
depends upon who writes the article; and I must admit this
is your party.

(22) Page 53 - middle of page.
    Can we classify our land as first, second, and third
class; building thereon only first, second, and third class
buildings? I question this statement.

(23) Page 56 - bottom of page.
    Are we ready yet so definitely to locate the power
houses?

(24) Page 57 - last sentence, first paragraph.
    Advise omit for reasons given above.
Why deduct $5,000,000 for buildings yielding income? I don't see the advantage of pointing out to folks that our dormitory buildings yield income. What of it? It isn't the kind of income that we are willing to depend enough upon so as to justify our putting our Trust Funds into such kind of investments; therefore, in the truest sense they don't yield income (for Trust Funds); therefore, I see no point in mentioning the matter. Your statement is a statement of needs for funds for endowment and building and I think it is stronger without omitting the $5,000,000 than to omit it.

You will note I am following our agreement as to perfect candor. My criticism too is based on the idea of general circulation and much of it loses point if kept within our own group.

And in spite of all the above, I like it!

Yours cordially,

[Signature]

Harold H. Kirst
THE UNIVERSITY OF CHICAGO

IN

1940.
THE UNIVERSITY OF CHICAGO IN 1940

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The Graduate School of Arts and Sciences

Introduction

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THE UNIVERSITY OF CHICAGO IN 1940

Introduction

In a bulletin put forth some months ago, the University expressed its own conception of its task in these words:

"The discovery and dissemination of the truth in every realm, the training of men in openness of mind and love of truth, the inculcation of right ideals, the development of personalities capable of the largest participation in the good of life and the largest service to society . . ."

The question that now requires answer, however is, in the fulfillment of this general purpose, what is the task of the immediate future?

The answer, on which Trustees and Faculty have all practically agreed, is that the great task of the University in the next fifteen years is to bring all its work, in all departments and schools, up to the highest level of efficiency: More specifically the University will endeavor on the one hand to give to its students the best type of education which it can provide, and on the other hand, by research in every department, to make the largest and most valuable contributions of which it is capable to human
The university, a symbol of the best in every realm, is an expression of the spirit of the age. Its function is to provide a setting in which the truth of the sciences, the beauty of the arts, and the goodness of the humanities can flourish. The university is the place where ideas and knowledge are exchanged, where academic freedom is protected, and where the pursuit of truth is encouraged.

What is the purpose of the university? Is it to educate the individual or to contribute to society? Is it to prepare students for the workforce or to generate new knowledge? The answers to these questions are complex and multifaceted. The university is a place where ideas are generated, where knowledge is shared, and where intellectual growth is fostered. It is a place where the pursuit of truth is encouraged, and where the best minds from around the world come together to learn and grow.
knowledge - not least in the field of education, in which the University is constantly conducting both fundamental research and practical experiments. The adoption of this policy will inevitably involve an increase of faculty. It may attract a larger student body. It may even demand the addition of new departments or schools in order to provide a symmetrical education or to meet pressing needs of the community. Nor will the University of necessity resist such expansion. But its emphasis will all the time be on betterment rather than on bigness.

The keynote of President Harper's administration were creation and organization, and the achievements of that period constitute an almost unequalled chapter in the history of American Education.

The main purposes of President Judson's administration were conservation and stability - the consolidation of the gains achieved and the establishment of the University on a firm foundation. For his work in this direction the University will always be deeply indebted to him. And it should be remembered that in his administration there was also a very large increase of resources, and a notable growth in the number of students.

These two notable administrations have themselves prepared the way and created a demand for a period of which the key words shall be discovery and betterment - discovery of truth in every field, betterment of every phase of our work.
knowledge - not least in the field of education - to which

the University is constantly contributing in fundamental

research and practical experimentation. The adoption of this

policy will materially increase in importance of faculty. It

may attract a larger student body. It may mean learning the

applicability of new departments to schools in order to pursue

a systematic education or to meet pressing needs of the

community. Nor will the University of necessity resist

some experimentation, but its enterprise will fill the time be on

establishment better than on pleasure.

The essence of President Harper's administration

were creation and organization, and the development of that

broad conception of a school underlying the concept in the phalanx

of American education.

The main features of President Harper's administration

were concentration and stability - the co-ordination

of the extra-curriculum and the establishment of the University

on a firm foundation. For the work in the direction the

University will always be deeply indebted to him. And it

should be remembered that in his administration there was

also a very large increase of resources, and a notable

growth in the number of students.

These two notable achievements have tremendous

prospects for the way and assure a guarantee for a leading of which

the very name spells growth and development. Accordingly

of faith in every line of enterprise and of our
The University as now organized includes the following divisions or departments:

1. The Ogden School of Arts and Literature
2. The University School of Medical Science
3. The Rush Medical College and Postgraduate School of Medicine.
4. The Graduate School of Arts and Literature
5. The School of Commerce and Administration, including the College of Commerce and Administration.
6. The School of Social Service Administration
7. The Divinity School
8. The Law School
9. The School of Education, including the College of Education
10. The Colleges of Arts, Literature and Science
11. The University College
12. The Home Study Department
13. The University Press
14. The Athletic Division
The University as now organized includes the following divisions or departments:

1. The School of Arts and Literature
2. The University School of Medical Science
3. The New Medical College and Postgraduate School of Medicine
4. The Graduate School of Arts and Literature
5. The School of Commerce and Administration, including the College of Commerce and Administration
6. The School of Social Service Administration
7. The Divinity School
8. The Law School
9. The School of Education, including the College of Education
10. The College of Arts, Letters, and Science
11. The University College
12. The Home Study Department
13. The University Press
14. The Athletic Division
I. The Graduate Schools of Arts, Literature and Science

The interest of the University in all these departments is so great that one hesitates to assign preeminence or subsidiary importance to any one of them. Yet, if one must select one portion of the University as the centre around which to group all other parts of it, such a centre will be naturally found in the Graduate Schools of Arts, Literature, and Science.

The aim of these schools is twofold—first, research for the sake of the scientific discoveries which will thus be made, and secondly, the education of students in methods of research, with a view to their becoming discoverers themselves and teachers who will train others to follow in their footsteps.

It is the spirit of research, the eager and organized effort to enlarge the area of human knowledge, to replace guesses by certainties, to open new areas of knowledge, to organize data and extract from them new knowledge, that is the most characteristic work of the modern university. We shall still try to know what men of the past thought, because we appreciate that all increase of knowledge comes by an evolutionary process advancing stage by stage, but our emphasis will always be on the facts accurately observed, and our ultimate appeal will always be to them.
The Graduate School of Arts, Literature, and Science

The interest of the University in all these aspects needs to be great part of our graduates to realize prominent or especially important to one of them. Yet, if one were to seek one portion of the University or the course coming with to learn, it is clear that not every part of it, and a course with me naturally found in the Graduate School of Arts, Literature, and Science.

The aim of the school is to provide a liberal education. This will not only increase the intellectual capacity of its students, but also develop an appreciation of the arts and sciences. It will also train students to think critically and to express their ideas clearly. To this end, the school offers a wide range of courses in various fields of study. Each student is encouraged to pursue their interests and to develop their skills.

It is the spirit of endeavor the graduate, the daring and original spirit of the unknown, the quest of knowledge, to know the new fields of knowledge, to originate new ideas and extract from them new knowledge. We must assure that all inquiry of knowledge come by an examination process and eventually discover the facts scientifically, and that with every step we are no longer contented with mere observation.
II. The Ogden Graduate School of Science

The various departments of the Ogden Graduate School of Science have from the first been conducted in this spirit. The names of our faculty have stood high in the list of discoverers in their various fields, and the list of the discoveries made in our laboratories is a long one. George E. Hale, John M. Coulter, E. Hastings Moore, Leonard E. Dickson, Howard Taylor Ricketts, Anton J. Carlson, Robert R. Bensley, Preston Keyes, H. Gideon Wells, Maud Slye, Arno B. Luckhardt, to name only a few and to pass over many not less honorable, have given the University of Chicago an enviable standing in the scientific world.

But what we have achieved is but a stimulus and a challenge to still greater achievements. Many interesting and promising investigations are now in progress, and there is literally no limit to what can be achieved with men and equipment.

Two things must be done to enable the University to meet its opportunities in this field. First, it must be able to pay larger salaries to men of first-rate ability, and to add men here and there to departments at present inadequately staffed. The increased cost of living, the increasing sense of the value of scientific investigation to the world, and the consequent sharp competition among universities, and between the universities and the departments of research of industrial corporations, all combine to make it impossible to develop and maintain strong departments of science without
The various departments of the Organ Graduate School of Science have been oriented toward the development of new ideas and the testing of theories in order to advance knowledge and understanding. The names of our faculty have received wide recognition in scientific circles, and the contributions of the Graduate School of Science at a long time have been acknowledged internationally.

P. M. R. Kresson, Howard Taylor, Robert A. Noyes, H. A. H. Wellman, and others have been at the forefront of scientific investigation, and their work has been widely recognized and respected.

What we have discovered is part of a pattern, and a new understanding of scientific principles has emerged.

But what we have discovered is not a culmination of what we have already understood. Many interpretations and applications of the discoveries made in this research and those applications are now in progress, and these discoveries are limited only by the scope of what we can be made aware of by new research, with new and enlightening.

The further must be done to compile the university's active list of the opportunities in the field of science, and to develop the exploration of new areas of research and development.

The importance of scientific investigation to the world, and to the future of science is to continue, as progress is made in the understanding of the world, and the cooperation and coordination of research and development is a means of achieving new and meaningful advancements in science.
large increase of resources. The maintenance of an important department of a university, such as Physics or Chemistry or Physiology, calls for an annual expenditure of twice the amount that would have been yielded by the sum which in 1890 was thought to be adequate to provide the whole University as then planned with land, buildings and endowment.

The University is now expending in the conduct of the Ogden Graduate School of Science the income of an endowment of $6,500,000

A moderate estimate of the additional endowment which will be needed within fifteen years is $1,600,000
III. The Medical Schools

One of the things on which the University has great reason to congratulate itself is that within the last year the plans which have been under consideration for a quarter of a century, looking to the development of a high-grade University School of Medicine, have come to fruition on paper, and are now definitely on the way toward realization in fact.

Rush Medical College is now an organic part of the University. The old Rush Medical building erected in 1875 has been torn down and in its place the Rawson Medical and Surgical Laboratory of the University of Chicago is in process of erection. It is expected to be ready for occupancy by October, 1925, the work of the School meantime going on in the so-called Laboratory Building which has been put in shape for this purpose.

Simultaneously with this development on the West Side, plans for the Medical School on the South Side have been going rapidly forward. The University has set aside the two blocks between 58th and 59th Streets and between Ellis and Drexel Avenues, just west of its main quadrangle and facing the Midway, for the University School of Medicine. Ingleside Avenue has been vacated, the two blocks being thus made into one. A tract 600 feet square, nine acres in extent, is thus devoted wholly to medicine.

On this tract there will be built in the near future - it is hoped to break ground early in January, 1925 - the Albert Merritt Billings Hospital and buildings for the departments of Medicine, Surgery, Pathology, Physiology, and Physiological Chemistry. Eventually all the other buildings now on this nine-acre
One of the finest on which the University has great
renewed interest to adapt with the last year the
plan which have been made toward the development of a
School of Medicine. There are now to the Hospital on no paper, any one now
get another on the way toward realization in fact.

The University. The idea of the University at the
University of the University of Chicago is in progress of space.

It is expected to be ready for occupancy in October.

The work of the School was made known in Chicago, in the progress of this
Laboratory Building which has been put in shape for this purpose.

Simultaneously with the development of the West Side's

The University has set aside the two Piano

between 500 and 500 square feet between theelli and Macartney Ave.

The University of Chicago. Laboratory for the School.

The first 600 acres the two blocks and a half make into one. A great 600

Two acres, nine acres in extent, to the new building now on
quadrangle will be removed and additional buildings built for Pediatrics, Obstetrics, and Psychiatry. The buildings to be built immediately will cost not far from $4,000,000. The cost of additional buildings cannot now be estimated accurately, but will undoubtedly run into millions.

The University Medical School is organized within the Ogden Graduate School of Science. This peculiar arrangement - a school within a school; a faculty within a faculty - is adopted for the purpose of emphasizing and insuring the thoroughly scientific character of the School. It will indeed be a professional school in the sense that it will offer to college graduates courses of instruction by which they can be prepared to obtain the M. D. degree, and be able to pass the State examinations, admitting them to practice in the several States of the Union. But it will do far more than simply prepare the student for this examination - it will aim to cultivate in him the spirit of research, with the expectation that he will carry this spirit into his practice and deal with every patient not according to some fixed routine, but as a problem to be solved by the best means at his command. It will offer a much larger number of courses than any single student will be expected to take, in order that each student, following the line of his major interest, may advance far enough in some line of study really to acquire scientific methods and not simply a body of facts to be remembered. It will encourage its professors to carry on research not simply for disciplinary purposes, but with a view to making real contributions to knowledge, and will
The University Medical School is organized within the

Dean Graduate School of Science. The dean is responsible for the administration of the school and will have overall responsibility for the academic and administrative aspects of the school. It will include all the departments and faculties of the University, but it will go far beyond simply organizing the

It will also be a research institute for the study of disease and its prevention. It will be the backbone of the medical profession, and its programs will be oriented towards the training of scientists and medical researchers. It will also offer a wide range of courses and single subjects, which will be expected to be

It will be remembered that no simple formula for achieving purposes, but rather an attempt to balance the needs of research, teaching, and patient care. The ultimate goal is to produce competent physicians who can contribute to the advancement of medicine.
look for veritable and valuable results from their work.

The clinical work for the M.D. degree will continue for a time to be done at Rush Medical College, but when the buildings soon to be begun on the South Side, are completed, this work will be largely at least transferred to these new buildings. Meantime, the Rush Postgraduate School of Medicine will have been developed in the Rawson Building on the West Side. This also will be a School of Medical Science and Research, but will be limited to students who have already obtained an M.D. degree. Probably its student body will consist mainly of physicians who, having spent some years in practice, desire, by further study and laboratory and clinical work, to perfect themselves for general practice or in the treatment of some disease or to fit themselves to become specialists.

It is believed that these two Medical Schools, one on the South Side and one on the West Side, the former having the great advantage of close contact with the sciences fundamental to medicine, and the other profiting by its nearness to the great West Side hospitals, will admirably supplement one another. Both will aim to make solid contributions to medical knowledge and to the development of a thoroughly competent medical profession, and together they will constitute a centre of medical study scarcely to be surpassed, if indeed equalled in the world.

But not even these two together will realize the full ambition of the University. Not only does it desire to add to Surgery and Medicine, hospitals for and instruction in Pediatrics, Obstetrics, and Psychiatry, but it looks forward to
The official work for the M.D. degree will continue for a time to be done at Rush Medical College, but when the student is ready to begin on the South Side, the work will be completed. The work will be transferred at least tentatively to the new building. Meanwhile, the Harvard Pre-Faculty School of Medicine will have been developed in the new auditorium on the West Side. This also will be a school of Medical Science and Research, but will be limited to students who have already applied as M.D. candidates. Property for the auditorium will consist mainly of property previously purchased and some acres in practice. The auditorium will be built and equipped with the latest research and teaching equipment. It will be designed for research, with the latest apparatus and the most modern facilities for carrying on research in medicine.

It is believed that these two Medical Schools will be the best schools of medicine in the country, with the South Side School of Medicine and the West Side School of Medicine forming a college of the highest rank. The school is designed to meet the needs of the present and future generations of physicians. The aim is to have a school which will attract students from all parts of the world and to provide them with the best possible preparation for the practice of medicine. The medical school will be equipped with the latest apparatus and will be located in a city which offers the best opportunities for the development of a strong medical school.

In conclusion, it is believed that these two Medical Schools will be a great addition to the medical community, and that they will provide a training ground for the doctors of the future.
an early development of a School of Public Health in which men shall be trained for important positions as Public Health Officers, and of a School of Mental Hygiene. Both these schools will probably be organized as the University Medical School will be, within the Ogden Graduate School of Science, and will aim not only to train practitioners in their respective fields, but by research to make steady contributions to the science that underlies the practice and ensures its efficiency.

In the development of the Department of Psychiatry, the University is assured of the cooperation of the Otho S. Sprague Memorial Institute, of which Professor H. Gideon Wells of the University faculty is the Director. The University has contracted with the Institute to furnish the land for a building for the Institute, to be located near the Billings Hospital, the Institute to furnish the cost of the building, and the University and the Institute to cooperate in raising a considerable sum for endowment additional to that which it now possesses.

Similar cooperation in the development of the work in Pediatrics and Obstetrics may perhaps be entered into with other institutions or corporations. By the contract with Rush Medical College entered into May 5th, 1924, and by other associated contracts, the University now maintains cooperative relations with the Children's Memorial Hospital, the Presbyterian Hospital, the Home for Destitute Crippled Children, the Country Home for Convalescent Children, the Central Free Dispensary.
In the development of the Department of Psychiatry

the University is seeking to cooperate with the Graduate School of Medicine in the evaluation of the role of the University faculty in the direction of the University and the Institute's faculty in the Institute to further the understanding and cooperation between the University and the Institute to cooperate in maintaining a comprehensive plan for the development of the work.

Similar cooperation in the development of the work

in conjunction with operations may be entered into with other institutions or corporations. By the same token, the

Royal University College entered into May 25th, 1954, and by other associations, universities now maintain cooperative relations with the University, the Memorial Hospital, the President of

an institution, the College, for the purpose of the development of the Central Free Dispensary.
When the plans above outlined are fully consummated, the investment of the University and its affiliated schools and hospitals in medical work will be approximately as follows:

1. **South Side Plant**
   
   A. Buildings now in use, and which will continue to be used for the Medical School, and School of Public Health (with land)

<table>
<thead>
<tr>
<th>Building</th>
<th>In hand or pledged</th>
<th>To be raised</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Anatomy Building</td>
<td>$150,000</td>
<td></td>
</tr>
<tr>
<td>2. Physiology Building</td>
<td>150,000</td>
<td></td>
</tr>
<tr>
<td>3. Ricketts Laboratory</td>
<td>57,109</td>
<td></td>
</tr>
<tr>
<td>4. Ricketts South</td>
<td>42,393</td>
<td></td>
</tr>
<tr>
<td>5. Land occupied by above</td>
<td>117,500</td>
<td></td>
</tr>
</tbody>
</table>

   B. Buildings and grounds to be used

   1. Land between 58th and 59th Streets and between Ellis and Drexel Avenues. 450,000
   2. Buildings to be erected in 1925-26 (including equipment) 4,500,000
   3. Nurses' Home (including land) $600,000
   4. Additional buildings required in fifteen years
      Pediatrics clinic 1,000,000
      Contagious diseases 500,000
      Psychiatric clinic 1,000,000
      Obstetrical clinic 1,000,000
   5. Sprague Institute Building 350,000
   6. New or remodeled buildings for School of Public Health (in addition to above) 1,000,000

   **Totals**
   
   5,818,002
   4,510,000

2. **Endowment for South Side Plant**

   A. Endowment funds, income from $3,000,000 which is at present devoted to Departments of Physiology, Physiological Chemistry, Pharmacology, Anatomy, Pathology, Bacteriology

   B. Additional Endowment for these Departments 2,000,000
When the plans are outlined the next step will be the consideration of the University and the affiliated schools and hospitals in medical work will be approximately as follows:

1. **State Plan**

   - A buildling now in use and working
   - A building to be needed for the next ten years at the Medical School and School of Public Health (with land)

<table>
<thead>
<tr>
<th>In Fund on Hand</th>
<th>To be Raised</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,925,000</td>
<td></td>
</tr>
<tr>
<td>$1,250,000</td>
<td></td>
</tr>
<tr>
<td>$500,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$840,000

2. **Buildings and Equipment to be Needed**

   - Land between 55th and 56th
   - Affiliated and between 55th and 56th Avenue
   - Equipment to be secured in 1930-32
   - New Home for Psychiatry (50,000 sq. ft.)
   - Additional buildings needed

   - registering office
   - Conference rooms
   - Reparative clinic
   - Operating clinics
   - Speech Laboratory
   - New or renovated laboratories
   - For School of Public Health

<table>
<thead>
<tr>
<th>In Fund on Hand</th>
<th>To be Raised</th>
</tr>
</thead>
<tbody>
<tr>
<td>$800,000</td>
<td></td>
</tr>
<tr>
<td>$625,000</td>
<td></td>
</tr>
<tr>
<td>$425,000</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total: $3,918,005

3. **Department for State Plan**

   - New building income from $5,000,000
   - A new building and hospital to be located at the present location of the Physiology Department of the College
   - Pharmacology Department
   - Anatomy, Pathology
   - Department of Bacteriology

<table>
<thead>
<tr>
<th>Department for State Plan</th>
<th>Amount for Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>In hand or pledged</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>C. Sprague Institute endowment now in use</td>
<td>$1,500,000</td>
</tr>
<tr>
<td>D. Additional endowment for Sprague Institute</td>
<td>500,000</td>
</tr>
<tr>
<td>E. Endowment designated for Billings Hospital</td>
<td>1,500,000</td>
</tr>
<tr>
<td>F. Endowment for Medicine and Surgery, to supplement existing expenditures</td>
<td>500,000</td>
</tr>
<tr>
<td>G. Additional endowments for new departments</td>
<td></td>
</tr>
<tr>
<td>H. Endowment now contemplated for School of Public Health</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>7,000,000</td>
</tr>
<tr>
<td>Totals for South Side Plant (Buildings and Endowments)</td>
<td>12,818,002</td>
</tr>
</tbody>
</table>

3. West Side Plant

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Rawson Laboratory, Senn Building, Laboratory and land</td>
<td>859,425</td>
</tr>
<tr>
<td>B. John Rockefeller McCormick Memorial Building, Durand Hospital, and land</td>
<td>400,000</td>
</tr>
<tr>
<td>Totals</td>
<td>1,259,425</td>
</tr>
</tbody>
</table>

4. West Side Endowment

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Present endowment for Rush Post Graduate School</td>
<td>579,055</td>
</tr>
<tr>
<td>B. Additional endowment for Rush Post Graduate School</td>
<td></td>
</tr>
<tr>
<td>C. Endowment of Memorial Institute</td>
<td>1,500,000</td>
</tr>
<tr>
<td>Totals</td>
<td>2,079,055</td>
</tr>
<tr>
<td>Totals for West Side Plant (Buildings and Endowment)</td>
<td>3,338,480</td>
</tr>
<tr>
<td>To be Raised</td>
<td>In Their Place</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------</td>
</tr>
<tr>
<td>$1,000,000</td>
<td>500,000</td>
</tr>
<tr>
<td>2,000,000</td>
<td></td>
</tr>
<tr>
<td>6,000,000</td>
<td></td>
</tr>
<tr>
<td>3,000,000</td>
<td></td>
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<tr>
<td>2,000,000</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>To be Raised</th>
<th>In Their Place</th>
<th>HOSPITAL ENDOWMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,000,000</td>
<td>500,000</td>
<td>500,000</td>
</tr>
<tr>
<td>2,000,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6,000,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3,000,000</td>
<td></td>
<td></td>
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<tr>
<td>2,000,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
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</tbody>
</table>

**Total for South Side Plant**

3. West Side Plant

- $20,000

<table>
<thead>
<tr>
<th>To be Raised</th>
<th>In Their Place</th>
<th>WEST SIDE ENDOWMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,000,000</td>
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<td>500,000</td>
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<tr>
<td>2,000,000</td>
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<tr>
<td>6,000,000</td>
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<td>3,000,000</td>
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<tr>
<td>2,000,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
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</tbody>
</table>

**Total for West Side Plant**

 notoriously

*Note: The table is a summary of fundraising goals for different endowments and programs.*
<table>
<thead>
<tr>
<th></th>
<th>South</th>
<th>West</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buildings</td>
<td>$7,077,427</td>
<td>$5,100,000</td>
</tr>
<tr>
<td>Endowment</td>
<td>9,079,055</td>
<td>15,100,000</td>
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<tr>
<td>Total</td>
<td>16,156,482</td>
<td>20,200,000</td>
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<tr>
<td>Item</td>
<td>Quantity</td>
<td>Price</td>
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<tr>
<td>-----------------------------</td>
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<td>-------</td>
</tr>
<tr>
<td>Equipment</td>
<td>1000</td>
<td>$10,000</td>
</tr>
<tr>
<td>Building</td>
<td>200</td>
<td>$4,000</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>$14,000</td>
</tr>
</tbody>
</table>
Other Schools in Connection with the Ogden
Graduate School of Science.

The precedent which has been set in the matter of Medical Science ought almost certainly to be followed in reference to other departments of Science which are intimately related to professional work. The University will not undertake to maintain trade schools; i.e., schools which aim to prepare men for the practice of a trade or of a profession on the basis of mere training in technique. It will, as far as possible, offer to the ablest men opportunity for that work in the fundamental sciences which will help them to become independent thinkers and creative leaders in their respective fields.

Among the fields in which it may be desirable to offer special opportunities is Engineering in its various branches, especially electrical and chemical engineering. A relatively moderate addition to the facilities which we ought in any case to provide in Mathematics, Physics, and Chemistry, would enable the University to make a large contribution at a point where, according to our best information, it is very much needed and would be of great value to the community. Whether, for the best results, it will be expedient to group these opportunities under the title of a Graduate School of Engineering is mainly a question of administration, and advertising. If such a school is organized it should be within the Ogden Graduate School of Science, as the Medical School already is.
The Medical School must grow, and not be a mere stepping stone to another School or to professional work.

The University with its specialty of medical education is the cornerstone in the education of a man for the practice of a profession. If we try to educate men for the practice of a profession on a basis of mere training in preparation, it will not be possible, unless the medical schools are given the power to make a full contribution of a professional type, to produce the type of man who will be prepared to practice at the highest level of accomplishment.

Among the forces in which the University may be able to play an important role is the training of the medical student.

Even in this field, the University must be able to make a full contribution. It is not enough to be merely a school of education. It must be able to provide a full range of education in the arts and sciences, and to contribute to the training of the medical student.

The Medical School cannot be an isolated institution, but must be a part of the University as a whole. It must be able to provide the medical student with the best possible training in all fields of knowledge, and to make a full contribution to the education of the medical student.
V. The Graduate School of Arts and Literature and the Libraries.

The graduate departments of Arts and Literature are at an interesting stage of their development. Their roots are much further back in the past than those of the physical and biological sciences. They furnished practically the whole not only of the mediaeval curriculum, but even of that of early modern times. Their business was mainly with the facts of history, with appreciations of literature, with the abstractions of philosophy. Science came in as an intruder and a rival, and was applied only to the study of the physical and the biological. A laboratory was at first ipso facto a place for research or illustrative experiment in physics, chemistry, or biology. Even to this day the use of the term science in reference to studies in language, literature, or society is sometimes resented by those who wish to keep it to its earlier usage and application to the laboratory subjects.

But it is becoming increasingly evident that the facts of human life in all its aspects are capable of a study substantially of the same character as that by which the earth and the heavens and the sea and their elements and inhabitants can be studied. The conviction, moreover, is growing that such study is an absolute necessity to human progress and welfare; that we cannot afford to know all about the stars and the fishes, the molecule and the atom, and only guess how men react to their environment and
The Graduate School of Arts and Literature

The Graduate department of Arts and Literature

The graduate students of the department develop their
roots in the initial steps of their educational careers. Their
studies are more enriched by the broad and diverse
themes of philosophy and psychology. These themes
shape the graduate students' minds, teaching them to
understand the nature of the problems, with appreciation of
trends, with the expectation of philosophy. Science comes
to them as an integrated and a trained, and was applied only to
the study of the physical and the philosophical. A systematic
study of the physical and the philosophical at first
imposed a phase for research or philosophical
experiment in practice, eventually to philosophy. From this
get the base of the firm science in reference to studies in
philosophy, literature, or society is sometimes necessary,
those who wish to keep to the earlier sense and apply

The importance of the historical

But if to become historically significant that the
facts of human life in all its aspects are capable of
such supplementation of the same operations as that by
which the earth and the heavens and the sea and their elements
and implications can be studied. The condition, moreover,
is growing that many studies is an important necessity to
human progress and welfare; that we cannot solely to know
the sport the facts and the theories, the more because they
form and only guess how may be used or how environment and
what types of human action make for betterment and which for disintegration of society; that it is fatal to go on improving explosives and machine guns and war-planes, and not look acutely and thoroughly into the operation of the social institutions and agencies that men have devised to accomplish their ends.

The social studies of every type are therefore in the process of becoming sciences, not by slavishly imitating physics and chemistry, but by adapting their methods to the different kind of facts with which the social studies have to deal. The University of Chicago recently received a gift to pay the expense of testing the question whether Chicago could be used as a laboratory of Social Science.

This tendency, which has already greatly affected our work in these fields, is sure to continue and to work still further changes. There is indeed a serious danger that, carried too far, it will exclude entirely the element of appreciation and destroy the broader cultural values of the old Literae Humanitores. Such a result would be disastrous. Its possibility must be recognized and the result itself avoided. But no such precaution can stop, or ought to stop, the development and application of the scientific spirit in the realm of human life, individual and social. It is thoroughly accepted, in theory at least, in Education, Theology, Sociology, Economics, and Commerce. It will not stop until it has dominated them and all the related subjects in fact as well as theory.
The social function of every type of profession

THE FUNCTION OF A PROFESSION is an important aspect of society, and it plays a vital role in shaping the social structure. Professions, such as medicine, law, and engineering, have a significant impact on society. They provide a means of addressing social problems and contribute to the overall well-being of society. The effectiveness of a profession is often measured by its ability to provide solutions to societal challenges.

The concept of professional ethics is crucial in defining the role of a profession. Professional ethics guide the behavior of professionals and ensure that they act in the best interests of their clients or patients. It is essential for professionals to uphold these ethical standards to maintain public trust and confidence. The ethical guidelines for professions vary, but they generally include principles such as confidentiality, competence, and accountability.

Professions also have a role in shaping public policy and influencing social change. Professional organizations, such as the American Medical Association (AMA) and the American Bar Association (ABA), play a significant role in advocating for policies that benefit their members and the public. They bring expertise and knowledge to the policy-making process and can influence legislation and regulations that affect their fields.

In conclusion, the social function of every type of profession is critical to the well-being of society. Professionals are leaders in their fields, and their work has a significant impact on the lives of others. It is important for professionals to continue to develop and refine their skills, ensuring that they remain relevant and effective in addressing the challenges of today's world.
But this process is calling and is destined still further to call for enlargement of the faculty to provide specialists and investigators in the diverse lines of work which are opening up as the result of the fact that new discoveries constantly uncover new areas of the unknown which it is desirable to add to the known.

In one field in particular the demand for further organization of research and instruction seems especially pressing. This is the field of politics, statecraft, or statesmanship. We have long had professional schools of Theology, Medicine, Law, and more recently of Education and Commerce. These Schools are becoming increasingly schools of research as well as instruction and professional training. But we have never had in our own University a school of Politics, and it is doubtful whether any other American University has such a school thoroughly organized and equipped. Here in the centre of the Continent, the educational centre of a large part of the United States, there ought to be a thoroughly organized, manned and equipped School or Institute of Politics. Its relation to the Graduate School of Arts and Literature should doubtless be analogous to that of the School of Medical Science to the Ogden Graduate School of Science - a school within a school.

It should make researches into every phase of political life, municipal, state, national, international. It should add to our existing courses in Psychology, Sociology, Economics, History, and Political Science, adequate courses dealing with the many aspects of the political rela-
but this process is called by the faculty at

In one field in particular the graduate school
of

education.

the field of politics, especially

steps. We have long had professional schools of

Teachers' colleges, law, and more recently of business and

commerce. These schools are becoming increasingly frequent

of research as well as instruction and professional training.

But we have never had in our own universities a school of

politics, and if it is to complete the master's and other American

universities now have a school for advanced study in public

affairs of the kind of the Graduate School of Administration

or the Institute of Politics. The relation of the Graduate School of

and literature, many universities are adding to their graduate school of

science a school within a school.

If politics make assertions into every phase of

politics, life, political, state, national, international

is another way to make exacting courses in politics, so

education, economics, history, and political science, especially

concerning getting with the many aspects of the political life.
tions of men, and prepare students for practical service in city, state, and national government at home and for consular and diplomatic service abroad.

It will not, of course, profess to be able to make an accomplished statesman any more than the Divinity School can make a great preacher or theologian, or the Law School a great lawyer or judge. But it could and should offer him the opportunity to gain a preparation to serve the state, comparable to that which the Medical School and the Law School offer to those who seek to practice medicine or law. It should doubtless include clinical work in its requirements, and aim to make not a mere scholar but a practical and patriotic public servant.

To this general statement of the need of further development of the Graduate work in Arts and Literature it should be added that the buildings in which the work of these departments is now being carried on are quite insufficient even for the present staff and student body.

This brings us to the special problem of the Libraries. The situation in the Libraries, which fill in part the place in the Humanities which laboratories fill in the physical sciences, is particularly serious. New buildings east and west of the Harper Memorial Library are urgently called for to meet immediate necessities. Not long after their erection - certainly within the period covered by this forecast - it will be necessary to decide whether a large Central Library is to be built in the centre of the main