To the General Assembly of the state of Indiana:
The development of the Graduate School in Arts and Literature to
be made a part of the University in which the work of
these departments is now being carried on the same
extent as that of the present State and Student body.

The purpose is to give the special training to the student
lawyers in the Korean language, which will fit him to
participate in the Law School with the University of the
Korea. These sciences, to participate in the training of
the future lawyers of the country, are necessary and are
being called for to meet immediate necessities. Not long after
the present - which will be necessary to achieve another a large
Central Library is to be built in the center of the main
quadrangle or a library is to be created around the Harper Memorial Library as its central unit, in accordance with the second plan set forth in the report of the Library Commission of 1923-4.

In connection with added facilities and better support for the Libraries, mention may also be made of the need of a Library School, chiefly of Graduate rank, for the education of librarians of the highest class. Library service is now properly recognized as a profession, calling for an education quite comparable to that which is necessary for entrance in the teaching profession. For its higher grades, the candidate needs a large knowledge of languages and of literatures, a wide understanding of the constantly widening range of human knowledge, and no small measure of technical skill.

The librarians of this vicinity, and indeed of a larger area, have long recognized the need of a school of somewhat higher grade than any that now exists in America, and there has been a growing feeling that Chicago, with its extraordinary group of libraries of various types, is the best location for such a school. It is also clearly recognized that it should be in connection with a large university, since only thus could its students have access to the necessary courses in language, literature, history, etc., to the bibliographical collections with which they need to be familiar, or the great collections of books which they need for practice. The University of Chicago fulfills these conditions as few other institutions could. Its library is rich in books of almost all classes, its bibliographical equipment
In connection with avoiding failures and better support for the Libraries, mention may also be made of the need of a Library School, possibly at the Graduate level, for the education of Librarians of the higher class. Librarians see not how properly recognizing as a profession, calling for an education above the college level, that which is necessary for entrance to the teaching profession. For the higher degrees the candidate needs a large knowledge of languages and a broader knowledge. The importance of these activities may increase of a larger extent. These have long recognized the need of a school of Library Science. Fewer efforts have been made. The study of languages and the need for a strong feeling that English has been at an extraordinary growth have improved the natural to the extent of those schools for such a purpose. It is also clear that a school for public libraries, that is not to be confused with a large university, since only four of them have any. The educational need is to provide for the public college with a larger curriculum. Libraries are in demand. Libraries are important. Libraries are not to be neglected. The University of Chicago has always seen the need to be familiar with the great collections of books which they need to be familiar with the great collections of books which they need to be familiar with. The University of Chicago has always seen the need to be familiar with the great collections of books which they need to be familiar with.
is quite exceptionally complete, and its catalogue, though not yet quite complete, is unsurpassed, perhaps unequalled, in America for its scholarly accuracy.

Though the establishment of such a School would involve an element of expansion, it seems the obvious duty of the University of Chicago to meet this need of this vicinity and the country.
To write exceptionally complete and the apparent function not yet complete, competence, in manifesting, perhaps modified, for America for the aeronaut's mane.

Then the establishment of such a school would involve an element of expansion. It seems the obvious duty of the University of Chicago to meet this need of the activity and the community.
VI. THE SCHOOL OF COMMERCE AND ADMINISTRATION

The widespread, insistent demand that our universities enter the field of preparation for business administration is one of the significant educational movements of this generation. The movement is significant in its implied recognition of the fact that the underlying sciences, and especially Economics, had developed to a stage where it was appropriate to call upon them for rules of action in this important field of human endeavor. It is significant in its implied recognition of the fact that this field of human endeavor must definitely be regarded as a field of social service to which it is appropriate that university education should give its aid.

While no one can predict the remote future, it is neither difficult nor hazardous to outline the best service which the University of Chicago can render to business education in the immediate future. Its School of Commerce and Administration must be no trade school. It must continue to emphasize broad education for business administration rather than narrow training. Its work must continue to be rooted deep in the basic sciences and to be conducted in accord with sound scientific method.

In the immediate future, both the undergraduate and the graduate divisions of the work should be strengthened. The undergraduate division has a unique opportunity to participate in one of the great educational experiments of the day in working out a better coordination with our secondary edu-
IV. THE SCHOOL OF COMMERCE AND ADMINISTRATION

The microscope, transparent gemstone that can only
examine under the field of propinquity to business affairs
is the motif ever in front of the skyscraper of moments
of recognition. The movement is relentless in the imitating
and establishing the fact of the widening scene,
and especially economics, has developed a stage where it
was admissible to call upon them for a slice of section in the
important field of human endeavor. It is the immediate
imply recognition of the fact that this slice of human
experience must be retained as a field of social
analysis to which it is admissible that materia.

Accordingly to the age.

While one can predict the remote future, it
is rather difficult to predict the past. Not only the
universe of Chinks can render to humanity any
influence in the immediate future, the School of Commerce and
Administration must be on the scene. It must continue
as a means of process education for business administration
better than we have treasured. It is work we must continue to do
more need feel in the pressing scenes and to be conducted in
some secret with some secret visibility.

In the immediate future, both the merchants and
the accountants activation of the work spring to be strengthened.
the double amount of the other opportune to part
- The merchants' activation from the merchants to the
agency in one of the greatest administrative exchanges of the day
in working out a better coordination with our coordination.
cation and in aiding in the enriching of the curriculum of the secondary schools. Its opportunity is equally great in its work of rounding out the curriculum which it has organized in terms of the great functions performed in business rather than in terms of technical operations. In this, as in other fields, the service of the University lies in blazing new trails, in scientific experimentation, in broad education for positions of responsible leadership in society.

The opportunity for service on the part of the graduate division of the school is equally clear. Business research, development of research workers, development of instructors in the field of business education, and development of materials of instruction are all pressingly needed. As is true of other divisions of the University, this graduate work is conducted under the control of the Graduate Faculties of Arts, Literature and Science.

This outline of the service that should be rendered in the immediate future calls for additional resources. The old building now occupied by the School must eventually be removed to make place for the chapel group. When that takes place, a new building will be needed for the School.
The opportunity for service on the part of the graduate gratitude of the School, in sharply clear, prominent, and positive research, development, and teaching, has been a significant factor in the field of business education. The University, in its role of producer of information and development, must be guided by the considerations under the contract of the Graduate Requirements of Area, Recognition, and Service.

This outline of the service that should be rendered in the immediate future calls for additional emphasis. The old putting down occupying the School must eventually be removed to make place for the graduate branch. When that task is done, a new putting will be needed for the School.
VII. The Graduate School of Social Service Administration

The Graduate School of Social Service administration is the result of a fusion of the Chicago School of Civics and Philanthropy (founded in 1901 as a part of the Extension Division of the University but operating on an independent basis 1906-1920) with the former philanthropic service division of the School of Commerce and Administration. The original arrangement was for a five year term, but some months ago the Board of Trustees of the University voted to make the work a permanent part of our educational enterprise.

The very name of the school, containing the word "graduate", shows that this branch of our work is being conducted in accordance with the long accepted policy of the University. It is a graduate professional school and not a technical training school. It gives a broad professional education to those who wish to qualify for positions of leadership in our great public and private philanthropic agencies. Such a school can do its work effectively only in a University setting where the cooperation of the basic social sciences may be secured. In our own organization, this cooperation is assured by having the Degree of Doctor of Philosophy in this field granted by the Faculties of the Graduate School of Arts, Literature and Science.

There can be no question of the need of such work in the educational program of our day. Arnold Toynbee has well said, "To make benevolence scientific is the problem of the present day." The promotion of the humanitarian interests
The Graduate School of Social Service Administration

The Graduate School of Social Service Administration

The opening of the new School is a result of the Chicago School of Commerce and Philosophical Extension Division of the University, and operates as an independent body since 1908-1890. With the later philosophic

service division of the School of Commerce and Administration.

The original arrangement was for a five-year term, but some

months ago the Board of Trustees of the University voted to

make the work a permanent part of our educational enterprise.

The very name of the School, consisting the word

"Administration," seems to be a plan of our work to bring con-

sciousness to sociology with the long-standing body of the

University. It is the Chicago Graduate Professional School and not a

business training school. It gives a clear professional

education to those who wish to develop for practical business

leadership in our great public and private philanthropic

institutions. Such a school can go the work essential only in a

university setting where the cooperation of the other social

sciences may be secured. In our own organization, this co-

operation is secured by having the degree of Doctor of

Philosophy in the field of research by the faculties of the

Graduate School of Arts, Literature and Science.

There can be no direction of the need of social work

in the graduate program of our gate. Activity turns up

well said, "To make permanence scientific it is the business of

the present day. " The promotion of the humanitarian interests
of society in an efficient and scientific way is greatly to be desired both on grounds of broad social policy and on grounds of public economy.

The fields of service immediately before the school are the following: (1) Rounding out the organization of the curriculum and preparation of materials of instruction for use in this and in other schools of Social Service Administration; (2) Research and the training of research workers for positions in educational institutions, and in public and private philanthropic agencies; (3) Preparation of instructors for service in this and other schools; (4) Preparation of a broadly educated personnel that can develop ever better methods in our philanthropic agencies.

As yet neither special endowment nor equipment has been provided for this work. The character of the opportunity that is immediately ahead of this school demands that the school should as soon as possible be put upon a firm basis by providing a building or space in a building and endowment to replace and increase the temporary sustaining fund.
The ideal of service immediately points to the advantages that would accrue from the following:
1. The establishment of the cooperative
2. The training of competent and experienced teachers
3. The development of a cooperative
4. The promotion of a cooperative
5. The establishment of a cooperative
6. The development of a cooperative
7. The promotion of a cooperative
8. The establishment of a cooperative
9. The development of a cooperative
10. The promotion of a cooperative

As we enter upon the cooperative movement, we find
that the cooperative movement is rapidly spreading
and gaining momentum as soon as possible to its full
potential.

And the movement to increase the cooperative
movement to be effective any increase the temporary
movement.
VIII. The School of Education

Education as a university department of instruction and research is a recent addition to the group of the Humanities. It developed in response to a demand from the schools of the country for trained teachers and administrative officers.

It is often believed and often said that all that is necessary for the teacher is to know the subject which he is to teach. The teacher of Mathematics or Latin should study these subjects and be satisfied that he will in this way be prepared for his work.

A different view is that which led some three quarters of a century ago in this country to the establishment of normal schools. This second view is that teachers can be prepared to carry on their work by efficient methods if someone tells them the rules of procedure and gives them an opportunity to practice teaching for a time under the direction of a supervisor.

The third view is that there is no such fixed formula of school organization on teaching that any generation can adopt without careful study and reformulation the practices of an earlier day. Education moves forward; the curriculum broadens in scope, the various units of the educational system receive ever increasing numbers of pupils, methods must change to suit the new and expanding conditions. Each period of civilization faces a new problem if it would realize the purpose which was described at the opening of this paper where it was stated that the aim of Education is to make in-
VII. The School of Education

Education as a university department of instruction and research: A recent emphasis to the growth of the Humanities has developed in response to a demand from the academic of the country for training teachers and administrators of all levels.

If it is often flattering and often said that all of that is necessary for the teacher to know the subject within the teacher of Mathematics or Latin poetry, by which we mean, those subjects may be satisfactory but will in little may be dangerous for the work.

A different view is that which had some time,

"The second view is that teachers can meet at normal schools. The second view is that teachers can be prepared to carry on their work by efficient methods. It is desirable that the minds of teachers and pupils should be directed to the preparation of a time under the direction of a master.

The third view is that there is no such thing,

"organization of school administration on teaching that any generation can work without careful study and reform. The curriculum of an earlier day. Education means for what the curriculum of the various units of the educational system, receive an interesting mixture of pupil's methods must change. Each part of to meet the new and expanding conditions. Each part of the educational must receive a new position. It is now necessary to

where it is needed and the aim of education to make in-
dividuals "capable of the largest participation in the goods of life and the largest contributions to society".

Our School of Education is an embodiment of this third view. While teaching the various subjects of the school curriculum with the cooperation of the other departments of the University and training its students in the Laboratory Schools, it devotes its chief energies to constructive studies looking toward the improvement of methods and the enlargement of the content of teaching and at the same time looking toward more efficient organization of the school systems of the country.

As examples of the type of service which is rendered by such a School of Education it may be pointed out that states and municipalities call on members of our staff for help in surveys. Members of our Department of Education have participated in surveys in Cleveland, Denver, San Antonio, St. Louis, Grand Rapids, New York State, Texas and in a number of other centers.

The scientific work of our Department in the fields of Elementary Education is conspicuous. The work of Professors Judd, Gray and Buswell in reading; of Professor Freeman in writing; of Professors Judd and Buswell in arithmetic and the publications of scientific monographs by these men and their students have contributed to the improvements of teaching so greatly that the advice of these men is sought in many quarters in the reconstruction of the course of study. Similarly Professor Bobbitt is one of the leaders in the study of the curriculum. He was called for periods of six
Against "capacity of the greatest participation in life and the greatest contributions to society.

Our School of Education is an embodiment of this

new view. While recognizing the various aspects of the

school curriculum with the cooperation of the art faculties

means of the University and maintaining the autonomy in the

professional schools, it generates the skill necessary to compensate

students looking toward the improvement of methods and the

employment of the concept of teaching and at the same time

looking toward more effective organization of the school

service of the community.

As examples of the type of service which is

recognized by such a school of education it may be pointed out

that veterans and men of practical work as members of our own

faculty to help in our service. Members of our Department of Education

have participated in extension in development. Denver, San

Antonio, Etc. Brown, Rice, New York State, Texas, and in

a number of other centers.

The scientific work of our Department in the field

of Remedial Education is comprised of

Professor Judd, Ely and his colleagues in research of Professor

Prentiss in writing of Professor Judd and his colleagues in

mathematical and the applications of statistical methods in

science. These men and their students have contributed to the important

ment of research and greatly focus the minds of these men to

solicit in many instances in the recognition of the science of

English. Similarly Professor Hopkins is one of the leaders in

the study of the profession. He was called for opinions of mix
months and three months to assist the school systems of Los Angeles and Toledo in reorganizing their High Schools. Professor Morrison and his students made extensive surveys of the financial organization of Illinois schools and Professor Morrison was a member of a national commission on school finance.

Many of the members of the faculties of the Laboratory Schools have contributed to the instruction of the schools of the country by the preparation of text books. Notable among these are the series of books in Mathematics introducing the combination of algebra and geometry and texts on the direct method of teaching foreign languages and latterly text on the sciences.

The opportunity for the University to exercise through the School of Education a wholesome influence on the schools of the country is boundless. What is needed to make this possible is equipment for research. The School of Education has demonstrated its ability to carry on a high grade of scientific work. It does not aim to expand numerically beyond a modest limit. It aims rather to put out a stream of high grade researches and to train a selected group of graduates who will then extend the same type of work to the normal schools, and colleges and university departments of education, especially throughout the Mississippi Valley.

If the staff of the Department of Education can be enlarged by the addition of four major appointments and an equal number of minor appointments it can cover the science of education adequately. At present the staff is strong in
Montary and three months to erect the school system of the Labson whore in the room. My school and the students were exemplified in the lectures. Mr. Wright and the students made extensive reviews of the lectures. Montary was a member of the national commission on school finance.

Many of the members of the faculty of the Labrador schools have contributed to the formation of the schools. Thanks to the committee of the Board of Education, the system of schools in Labrador has been improved. The introduction of the method of teaching and examination and the text on the school method of teaching is a system of examinations and tests.

The opportunity for the university to expand through the school of Labrador is a wonderful influence on the schools of the country in the north. The School of Education in and the ability of the faculty to carry on a high degree of scientific work. It does not seem to be that immediate knowledge of how far can be expected to gain and to find a certain type of work. A group of experts who will push the same type of work to the Teachers' College and colleges and universities of Labrador.

If the goal of the Department of Education can be to enlarge the ability of the different departments and to many number of minor opportunities as can cover the position of education adequately. At present the goal is to focus in...
curriculum construction, methods and educational psychology. It needs enlargement in school administration, educational sociology and such special lines as secondary education and junior high school education.

With an enlargement of the staff and a corresponding enlargement of the material equipment in the way of buildings and laboratories the School can properly care for 150 graduate students, 400 undergraduates, 700 high school pupils and 500 elementary school pupils. It now has enrolled in each of these divisions about five-sixths of the numbers indicated and is caring for its pupils and students in much overcrowded quarters.

To provide adequate salaries for the present staff and to make the additions required an additional endowment is necessary to the amount of $1,000,000.

To provide adequate housing for the work three new buildings are needed. The two substantial buildings now belonging to the School, namely, Blaine Hall, erected in 1903 through the munificence of Mrs. Emmons Blaine, and Belfield Hall which was given to the University in 1905 by the Trustees of the Chicago Manual Training School, admirable as they were for their original purpose, still thoroughly serviceable are much overcrowded. The temporary gymnasium and Kimbark Hall which is a remodelled flat building are makeshifts and will not last much longer. The present work of the School calls for a graduate building which with a maintenance fund to care for it will cost $1,000,000. In addition there is needed to make
with an emphasis on the art and a coordination
entrepreneurship of the materials and equipment in the way of performing, and
and participatory, the school can properly care for 150 students.

Students, 400,000 students, 700 staff, 700 staff, 700.

The problem of school bullying. It is now more inclined to each of
the division sport five-stories to the numbers including a
in creating the picture and students in much overawed.

Directives.

To provide adequate salaries for the present staff
and to make the additional teaching as satisfactory as possible
necessary to the amount of $1,000,000.

To provide adequate housing for the work force.

The two superintendent's positions now

form a part of the school's remuneration. Blaine Hall, recently in 1909

to the Board of Education has now reelected Mr. Blaine and Helgen.

through the maintenance of the remuneration of Mr. Blaine and Helgen

Hall which was given to the University in 1909 by the Trustees

of the Oregon Normal Training School, embarks as they were

for the identical purposes, affl. Thompson, Boarding the

with advertisements at the University, and with

march, and to some extent the present work of the school calls for a

more substantial increase in the number of students.

With these facts at hand, we need to make
space for the Laboratory Schools and the College of Education a building which will take over the high school classes. This will cost with maintenance $1,000,000. A refectory and gymnasium to provide for those who work in the School of Education and to give adequate facilities for health work will cost $400,000.

The needs for endowment amount to one million and for buildings two million four hundred thousand.
space for the Laboratories and the College of Education. A building which will take over the High School
will cost with maintenance $1,000,000. A series of tests and examinations to prove for those who work in the
School of Education and to give adequate facilities for
preparatory work will cost $400,000.

The need for endowment amount to one million and
one million two million and a half million dollars.
IX. THE DIVINITY SCHOOL.

In this instance the part is not greater but older than the whole. The school which is now known as the Divinity School of the University was founded in Chicago twenty-five years before the University opened its doors. It was, however, incorporated in the University before the University began its work by a contract which provided that it "shall be taken to be and shall be the Divinity School of the University of Chicago." From the beginning it has been the desire and ambition of the faculty to be in fact, and not in name only, an integral part of the University, sharing in all aspects of its life. The fact that President Harper did full work as a professor and that his students were largely from the Divinity School, that Dean Hulbert was for a long time Chairman of the Committee on Athletics and took an active interest in the games, and the widely catholic interests of Dean Mathews and many of his colleagues have all contributed to make possible the realization of this ideal.

By the gift of generous donors who have preferred to remain anonymous a building for the Divinity School is now in process of erection. It is hoped that the erection of the Bond Chapel for which Mrs. Joseph Bond provided a generous gift some years ago may not be much longer delayed.

These buildings supplemented by those of the Chicago Theological Seminary which is affiliated with the University and happily supplements the work of the Divinity School, and those of the Ryder Divinity School, and of the
In this instance the part to not require part
often than the whole. The school which is now known as the
Divinity School of the University was founded in Chicago
twenty-five years before the University opened the door.
It was, however, incorporated in the University before the
University began the work of a contract which provided that
it "shall be taken to be and shall be the Divinity School of
the University of Chicago." From the beginning it has been
the genius and ambition of the faculty to be in fact, and
not in name only, an integral part of the University's work.

The fact that President Harper and Mr. Wood, as a professor and Dean of
the Divinity School, were largely from the Divinity School, and Dean Hilpert
were for a long time chairman of the Committee on Admission
and took an active interest in the Canon, and the other
important interests of Dean Hilpert and many of his colleagues
have all contributed to make possible the establishment of this
school.

The idea of a Division of Graduate Work was

introduced by the Divinity School in

was in process of erection. It is hoped that the erection
of the board chamber for which the money obtained, has

been more or less successful and that of the

These petitions supplemented the choice of the

Chicago Theological Seminary with which the

University and notably supplemented the work of the Divinity
School, and those of the higher Divinity School, may of the
Disciples House, which it is hoped may be built soon, will, it is believed, provide adequate housing for the work of the University in the field of theology for years to come.

But the school is not so fortunate in respect to its annual maintenance. From the opening of the University the Divinity School has aimed to be not only a professional school for the training of men for the ministry but a school of research in all the fields that contribute directly as knowledge and clear thinking in matters that pertain to religion. It has aimed moreover not only to cultivate the investigation attitude on the part of the students within its walls but to promote open mindedness and sound thinking on the part of the religious public and the youth of the country generally. The list of books which have been written or edited by the members of the faculty is a very long one, possibly surpassing that of any other group of men of equal number in the University, or any other theological faculty in the country. To carry on this double task of instruction and productive scholarship requires a relatively large faculty in order that all the various phases of theological scholarship may be dealt with by men who are able to concentrate attention each on his own field, while also keeping himself reasonably abreast of the progress of scholarship in related fields. To meet this legitimate demand and to make such contributions to theological science and religious life as will continue the honorable tradition which has come from the days of President Harper, the University needs to add to the $90,000 which it is now expending on the school, $50,000 or stated in invested capital, $1,000,000.
It is proposed to raise $100,000 to endow a Professorship for the work of the University in the field of Sociology. For years to come the School of Sociology has not been in a position to do work of the University. From the beginning of the University the Divinity School has aimed to do not only a sectarian religious school for the training of men for the ministry but a school of research in all the fields that contribute directly to the knowledge and character training in matters that pertain to religion. If we had money enough not only to continue the investigation suitable on the part of the students within the limits and to promote open-mindedness and sound thinking on the part of the students but also to promote open-mindedness and the courage of the community, especially the fear of the members of the faculty to a very great extent, we might not be afraid the unconsciousness of the University, or any other educational body of its faculty in the community to carry on this course, for it is not only the beginning and the maintenance of institutions a regenerate society but the actual faculty in order that all the various phases of life be acted upon, may be geared with the men who are able to cooperate with the groups on the progress of sociology.

Keeping this lesson in mind, we propose to endow $100,000 to make contributions to the promotion of the faculty and hence increase the faculty and the University. To endow $100,000 will constitute a permanent endowment which will come from the grants of President Harper, the University needs to pay to the $100,000 which is now expended on the school.
X. THE LAW SCHOOL.

We count ourselves fortunate that we have one professional school, which has so far rounded its programme of development, and so far meets the requirements of its situation that its demands for increased expenditure are very moderate.

But it is altogether probable that within the period of sixteen years which this statement undertakes to cover the development of the Libraries and of the departments of History and the Social Sciences, which must always be grouped around the Harper Court will make it highly desirable to devote the Law Building to these subjects and to provide another building for the Law School. Two considerations recommend this course of action. First the building in which the Law School is now held is a free building, in the sense that it was not dedicated by the donor to any special subject. In the second place Law is, more than almost any other subject in which the University conducts education, detachable from other subjects. Its books are law books, which other departments use to a very limited extent, and its students make little professional use of any other books. The change is not a pressing necessity. It probably ought to come about within ten years. To build a new Law School and to provide a maintenance fund for it, will call for $1,000,000.
PROFESSIONAL SCHOOL, which has so far remained the program of development, and so far means the development of the art of education, and the social sciences, which must always be education. Embracing among the higher arts, will make it highly desirable to provide a greater number of the arts of art. Two considerations from recognition: (a) course of action. First, the public, in which the law school is now held, a race for the public, in the interests of law. It was not necessary that we make more general, and that is not necessary that we make the University of the arts, and the general public. Second, the graduates, from other aspects, the need to change to a very limited extent, and to provide a maintenance fund for the public. The change is not a pressing necessity. It properly ought to come within a few years. To build a new law school and to provide a maintenance fund for it, will call for

.00,000
Xl. The Colleges.

While developing graduate and professional work of the highest possible character the University of Chicago entertains no doubt it should retain its colleges as a part of its educational endeavor. It is from the colleges - its own or those of other institutions - that the University must derive its supply of students for all the graduate and professional schools. Without them these more advanced schools would speedily close their doors. It is in the Colleges as a rule that the ambition for scholarship or professional achievement becomes a real force in a young man's life. From the colleges furthermore comes the great body of educated men and women who create and support the sentiment in favor of education. Nor can the University safely depend entirely upon other institutions to render this service. It must itself take part in this work and conduct colleges of its own. They are needed to supply to its graduate and professional schools men and women, who, trained under its influence, will give character to these schools; to facilitate research, and make reasonably complete its research, in the field of education; and to supply a real need of its immediate environment and constituency.

But it is self-evident that, retaining them in its scheme of education, the University must make them the best possible. Much serious thought has been given to the question how this can be done and while many aspects of the matter remain to be further investigated and made the subject
The College

White and Negro professionals and professional women.

At the highest possible gesture the University of Chicago.

specification on campus to supply the college as a part of the educational enterprise. If to the college - the University - the University must assume its supply of teachers and the college.

Without them there would be no advancement.

Colleges and professional schools. Without the college.

Colleges as a whole that the enterprise is committed to a many

professionals. The enterprise becomes a part of a many.

ments. How can the University?

sympathy in favor of education. How can the Enterprise,

of the magnificent effort among other influences to the
care of service. It must feel take part in this work and

conference colleges of the state. They are necessary to supply

to the enterprise what the enterprise, will give because to those

sociology to college teachers, and make responsibly come.

Before the enterprise. In the field of education, and to supply

of Negro and the immediate environment and communities

but if is well-equipped. Just 'learning' them in

the scheme of action. The University must make them the

best Possible. What someone should be keen enough to the

donation from this can be gone and white men's schools of the

matter remain to be proper investment and make the neglect.
of experimentation some things have emerged with unmistakable clearness.

First, the aim of the college must be nothing less or narrower than the development of personalities, the providing of a kind of life in college which will fit the student for a rich and useful life in after-college days. It must take account of the fact that some of its students will go on to further study in graduate or professional school, and that for others college days will end, not education, but education in school. It must, therefore, concern itself with the needs of both classes.

Second, it must set and maintain high standards of scholarship and steadfastly discourage the notion that college is a pleasant interlude between school days and the serious business of life.

Third, it must recognize the possibilities and conserve the values of the out-of-class hours and activities of the student. It must take account of the educative influence of companionships, recreation, and athletics.

Fourth, it must deal with its students as individuals. Mass education is not adapted to produce the highest type of personality. It is better than none; it is far from being good enough. The University must, therefore, provide opportunities for easy and intimate contact not only of the students with one another but with more mature men and women of high character and scholarly interests, yet interested also in people and sympathetic with
of experimentation some phases have emerged with striking
features of the student. I must admit this college may be nothing more
or better than any other college, and the development of personality, the
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youth and patient with its impatience.

Even this brief statement of the matter is sufficient to make it clear that the colleges of a University which is made up in no small part of graduate and professional schools call for intent attention and constant study, lest their requirements and possibilities be over-looked, and for treatment in important respects different from that which is given to the other divisions of the University. Some men can do good work both for college students and for graduates. But the practical exigencies of the situation will usually require most members of the faculty to devote themselves to one class and largely to give up work in the other field. Good college work is the essential basis of good graduate work. Neither must cut the nerve of the other. Research must not be sacrificed to large college classes, but neither must college teaching be intrusted to men whose only interest is in scientific problems and to whom undergraduate teaching is a perpetual bore. College teaching is a highly dignified and important service worthy to stand on its own merits, and be conducted in the best possible way, not as an incident of work supposedly or really more important.

On the other hand there are undoubted advantages in conducting college work in close relationship with graduate work. It broadens the horizon and vision of the student. It keeps him from thinking that four years will give him a complete education. It injects into the college the spirit of research, which, though it cannot be cultivated
some men to give up the other divisions of the University.

The student must get the attention of the attention will entirely to give up work on his college studies and for the same.

The practical experience of the training will entirely to give up work on his college studies and for the same.

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The practical experienc...
in college for its additions to human knowledge, is essential to the best atmosphere of the college.

These considerations suggest, what we have come to believe, that we have at the University of Chicago a rare opportunity to develop a kind of college life and education, which for our situation will surpass any that has yet been evolved, and will be a real contribution to American education. They carry also the suggestion that while the unity and continuity of all the work of the University should be conserved, before and in and after undergraduate days, yet some measure of separation and some diversity of method should differentiate the several stages of the educational process.

To these educational considerations local conditions of the University of Chicago add important elements.

(a) The development of graduate and professional work which may reasonably be expected in the not distant future will call for all the space in the main quadrangle and on the blocks east and west of it. It is the part of wisdom to look forward to the time when the space north of the Midway, not occupied by such general buildings as the Chapel, Library, and Administration Building, and by the Athletic Field and buildings, will be devoted entirely to graduate and professional work. There will of course be a considerable period before this result will be fully achieved and some kinds of work for undergraduates, such as Chemistry and Physics, may perhaps remain permanently in the same
In college, for the apprentice to gain knowledge, to learn,

...the part essential of the college.

The apprenticeship under the University of Chicago is to prepare, that we have at the University of Chicago a

free opportunity to develop a kind of college life and

experience, which for any situation will improve any fact

we have been anything, and will be a real contribution to

American education. That calls into the apprentice the

while the truth and continuity of all the work of the

University points to concerning, and in and after

undergraduate days, the same measure of expectation and some

generality of method, which differentiate the various ages

of the apprenticeship.

To these apprenticeship and positions of the University of Chicago, are important elements

of the development of thought and progress.

I work with you now lessening by exposure to the part of

future will call for all the space in the work of the

and on the principal great and vast of It is the part of

method to look forward to the time when the space

of the Michigan, not occupying any great central position as the

Gibbs, Hiram, and Administration building, and the

Adelphi, Hiram and politicians, will be placed entirely to

establish and progressive work. These will of course be a

contradiction of former, of the report will be fully conveyed

and some kinds of work for improvement, such as geometry

and physics, may perhaps remain permanently in the same
buildings in which the graduate work is done. But broadly speaking the University north of the Midway should be a graduate institution.

(b) Independently of any special theory of the educational development of the colleges it is evident that we urgently need additional buildings for the residence of our students. More than 1600 students who are living in lodgings in the vicinity of the University would be receiving their education under conditions far more conducive to the best results educationally, if they were living in University houses, properly organized and conducted.

(c) The property of the University facing north on the Midway is well adapted to such residence buildings, and is probably the best place for them.

(d) With a view to determining by experimentation what measure of separation of the work of the colleges from that of the graduate schools is educationally most favorable to the work of both the colleges and the graduate schools, and precisely through what period such separation is most conducive to educational efficiency it is desirable to erect on the south side of the Midway a building which can be devoted to undergraduate work and which can serve as the center of undergraduate life in its more academic aspects. This building might well be erected on the block bounded by the University and Greenwood Avenues and 60th and 61st Streets, the rest of this block being reserved for further buildings of similar purpose. Residence buildings for women could
practices to which the graduate work is to come. But primarily

speakings the University North of the Nevada Mining at a

graduate institution.

(d) Independence and faculty growth of the

scientific development of the colleges is to be gained.

we must have dedicated institutions for the training of

our students. More than 1,000 students who are living in

housing, properly equipped and conditioned.

(e) The property of the University located North

of the Nevada is well adapted to such institutions

and is properly the best place for them.

With a view to determining the expenditures

from what sources or institutions are adequate to meet

the work of both the colleges and the graduate schools.

any proceeds from sources or placing such expenditures as

conclusive on the importance of the Nevada Mining and Publishing Works can be got

on the county site of the Nevada Mining and Publishing Works.

adequate to undertake the work and which can serve as the center.

of graduate student like in the more economic sense. This

publishing might well be adapted on the block domain of

the University and Greenwood Avenue and Cedar and Oak Streets.

the need of this block being reserved for future publications.

of similar purpose. We therefore propose for women con-

ques.
then be built on the blocks east of University Avenue and for men on those west of Greenwood Avenue.

(e) Since the purpose of these buildings is to conduct under the most favorable conditions an experiment in undergraduate education, they should embody the best ideals that we have yet reached, and the most promising type of experiment, and be so constructed as to be as easily as possible modified if experimentation requires this.

(f) The first educational building should contain rooms for study and reading, class rooms, and other rooms designed and equipped for whatever experiments in undergraduate education it may seem desirable to undertake. In addition there should be the necessary administrative offices and rooms for undergraduate activities of semi-academic character, such as the Undergraduate Council, the Honor Commission, Cap and Gown, Maroon, etc. It should be built with a view to future expansion if the experiment should call for it, and to such modification as experience shall show to be necessary.

(g) The residence buildings should not be mere dormitories, but places of humane educational residence. They should provide opportunity on one hand for personal contacts under the most favorable conditions, with older persons and fellow students, and for the silent influences of good books and art. They should provide for a library, a common room and a dining hall in each unit. They should provide rooms also for resident fellows or tutors and perhaps other members of the faculty, making more intimate personal conversation
them pe part on the pocke east of University Ave and
for new on three ment of Greenwood Ave.
(e)
Since the building of these additions to
conclude under the most feasible conditions as experiment in
undergraduate education, these interior and the past is the
that we have yet received, and the most promising type of an-
mentation and do so construct for as to be as exact as pos-
bible modeling of experimentation in this
The first of these additions is the
large room for study and reading, class room, and other
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undergraduate education. It may seem quite impossible to
In addition there is a large in the necessary administration
offices and rooms for undergraduate activities of general
academic office, such as the Undergraduate Committee, the
Honors Committee, and the Department of
should call for a room to house expansion of the department
and to such modification as experience

shift show to be necessary.

(e) The existence of a reference library not to be more
committee, put pressure on some academic recreation. They
enjoying this opportunity on one hand for personal contacts
under the most feasible conditions, with other people and
several activities, and to the extent that have been
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possible with individuals or small groups than is practicable in more public rooms. The aim should be to preserve the best features of our fraternity houses and women's Halls, but with better facilities for the exertion of intellectual influences. All should be planned with a view to uniting as far as possible, the two lines of influence which in our American colleges have been unfortunately separated in large measure as numbers have increased, namely intellectual activity on the one hand and friendly contact with persons on the other.

It is not very important whether these residence halls be called colleges or halls. They will certainly not restrict the residents of a given house to any election of courses offered by any limited number of instructors who are associated with it - this plan has been abandoned at Oxford - but on the other hand each of them will aim to develop a real social and intellectual life of its own, and they will constitute a recognized part of the educational equipment of the University.

The cost of these developments as planned for the near future is as follows:

- An Educational Building and its maintenance fund. . . . . . . $1,000,000
- Residence Building for 600 students . . . . . . . . . . . . . 2,000,000
- Endowment of Administration . . . . . . 500,000

Total. . . . . . . . . . . . . 3,500,000
possible, with initiatives or small reforms can be placed in more public rooms. The aim should be to preserve the best traditions and faculty houses and facilities for the women's hall, as well as better facilities for the ex-students of intellectual influence. All efforts be planned with a view to making as few as possible, the two lines of influence which in our American colleges have been most successful, especially in large measure as our national scene has increased, namely intellectual socialism, or the other.

If the nation's welfare is not to be greater, these two lines of influence will be more prevalent.
If we look a little further ahead, it seems probable that within the next decade other residence buildings should be built at a probable cost of $2,000,000.

If, moreover, the educational experiment develops as it may reasonably be expected that it will, additional educational buildings will be needed at a probable cost of $1,000,000.

It should be borne in mind on the other hand that the $4,000,000 which it is proposed eventually to invest in residence buildings should yield a reasonable income above the cost of maintenance and depreciation, with the result that this sum would for many years at least have the value of endowment. This endowment will be required as soon as provided for various needs of the University listed in this paper.

It is difficult to give exact figures for the cost of the developments hereinbefore outlined for the Graduate Schools of Arts and Literature, and the Associated Schools of Commerce and Administration, of Social Service Administration, of Politics, and of Library Science. The following estimates are however certainly not excessive:

- The Modern Language Building * $1,000,000
- The Social Science Building * $1,000,000

*All figures for buildings include a maintenance endowment fund of 50% of the cost of the building.

Endowment of the Humanities, including the departments of History, Economics, Sociology, Classics, Modern Languages, Home Economics and the Schools of Commerce and Administration, Social Service Administration, Politics and Library Science 9,575,000

Additional Endowment for the Libraries, for Salaries and Books $1,000,000
Building for Home Economics

For future development of the Library

Grand Total

If it should be decided to build a new
central Library, the last figure would have

to be increased. £5,000,000.

In all the Division of the University Extension
be spared. It must be remembered that the expenditure will

mean a great deal of the work on the Extension.

For the work we need to plan the work more

carefully and attend to matters which are likely to

arise and which we cannot be sure of preventing.

We shall try to make the Extension work right

from the start and make a satisfactory start to the work.

If we should be able to establish a Professorship, carrying a salary

of £1,000 each, not to be lasting to the single department,

but to be filled by men of exceptional eminence in their

respective fields, whatever they may be. To hold one of the

Distinguished Service Professorships would be an

honour for the University as a whole, and to have one of them

would be one of the most pleasant possible ways of employing

£5,000,000.
XII. Athletics.

Physical development is an essential accompaniment of the intellectual life, and sport is a natural companion of study. Indeed the present generation is recognizing as previous generations in America have not that play belongs to all periods of life. College athletics have their difficulties and intercollegiate contests have been by no means an unmixed good. Yet the remedy is not the abolition of either intramural or intercollegiate athletics, but the cultivation of both in due proportion and relationship and under proper regulations and supervision. Many a student of the University of Chicago has looked back on his college days with the feeling that athletics and Mr. Stagg did more for him than any other influence of his whole course.

Retaining the colleges and determining to bring into them the best possible influence and educational methods, carries with it the decision to retain athletics as a part of the educational equipment of the University and to administer them from the point of view of their educational value to the student body and the public.

With Bartlett Gymnasium already built on Stagg Field, and with the demand for land in the vicinity for University and other purposes rapidly increasing the University finds it necessary now to decide what its course shall be for some years to come.

With these facts in view and with the hearty concurrence of Mr. Stagg, the Board of Trustees has approved
PHYSICAL DEVELOPMENT AS AN ESSENTIAL ACCOMPLISHMENT

Ment of the intellectual life and sports as a necessary companion to study. In view of the present generation's recognition of the importance of intellectual development in America, it has been pointed out that boys and girls of all ages of the college age have been praised for their intelligence and intellectual growth, and have been praised by professors and students alike.

Yet the remedy is not the restriction of effort in intellectual efforts, or the restriction of effort in intellectual efforts. Rather, the solution is to give the student of the University of Chicago a broader outlook on the college years, with the feeling that the college years are more for him now and an effort to influence of the whole course.

Retention of the college years, and determining to make

Into them the best possible influence and intellectual growth.

With particular emphasis put upon the students

Preferably, and with the German for leading in the activity for

University in order to promote rapidly the

University those of necessity how to gather what the course

seems to be for some years to come.

With these facts in view and with the reality

consequence of the principle, the Board of Trustees has adopted
the following statement of policy:

1. The necessity of reserving land already owned by the University for the carrying into effect of its educational policy, the difficulty of acquiring additional land in the immediate vicinity, and the desirability that the Athletic Field should be in close proximity to the educational and residence buildings of the University makes it necessary that further development of athletics be on and about Stagg Field.

2. The first step to be taken is the erection of a field house north of Bartlett Gymnasium and practically filling the space between Bartlett and 56th Street.

3. Following the erection of the field house the football field shall be turned about making its main axis extend from east to west and a permanent grandstand be erected along 56th Street.

4. The present temporary stands may continue in use along the east and south sides of the field, but the former should eventually be replaced by permanent stands in front of Bartlett and the field house. The present west stand being joined up with these, there will result a U-shaped stand on the west, north and east sides, with a seating capacity in the permanent stands estimated at 51,490 seats.

5. Whatever construction is placed along the 57th Street side should be low enough to leave open the view to the south; but temporary stands may be employed on this side
The following statement of policy:

If the necessary of securing land already owned by the University for the carrying into effect of the acquisition policy the difficulties of acquiring additional land in the immediate vicinity, and the feasibility of securing the facilities necessary to place the University on a closer proximity to the educational and research activities of the University, make it necessary for further development of facilities to be continued:

Stage A.

The first step to be taken is the erection of a field house between Barden and 10th Street.

Stage B.

Following the erection of the field house, the football field shall be turned over making the main drain undesired from east to west and a permanent grass field be erected from 10th Street.

Stage C.

The presents temporary stands may continue in use along the east and south sides of the field, but the former stands eventually be replaced by permanent stands in front of the stands and the field house. The present west stand.

Stage D.

As soon as the permanent stands are established at 1510.

Stage E.

Whether construction is placed along the west street.

Stage F.

After drafting a turn to the view of the south and temporary stands may be employed on this site.
of the field, increasing by 12,000 or 13,000 the total capacity of the field.

6. This general program will be inaugurated by taking immediate steps looking toward the erection of a field house and carried forward at such a rate of progress as financial consideration and the general interests of the University make possible.

7. The cost of the field may properly be financed by the use of athletic funds. A similar plan may be followed with respect to the seating development.

8. For tennis and other similar sports space should be provided north and west and north-west of Stagg Field and on unoccupied land south of the Midway. Water sports may eventually be possible on the Midway, and baseball perhaps in Washington Park. Intramural sports should undoubtedly receive further development.