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 Qenb Graduate
School of Science have from the first been conductuated in this
spirit. The names of our faculty have echoed high in the
field of achievements in their various fields, and the first
flex of foundation made in our laboratories is a long one.

George E. Hefle, Prof. Emeritus of Botany in Caltech,
and Howard Teifel, Professor of Anatomy, have
made their contributions to the scientific world in
unremitting and a

But what we have obtained is not a staticum and a

concrete foundation in the material world.

Two phrases may be given to explain this
technical to be made.

Need for opportunity in this field.

That to any larger extent to men of large-scale ability, and to
the comprehensive scale of science, the University comes
as the prime source of stimulation to the mind, may

attract the necessary staff of scientists and thus many

As the ceased and continued to grow, the University

saw the materialities and the materialities of the

Institute of Technology. The combination of these

important relations. If combined to make it impossible
to develop new materials and maintain constant efficiency of service.
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.
The increasing need for research and the expansion of the University's activities have led to a large increase in the cost of operating the College of Chemistry. As a result, the College has been forced to increase its budget significantly. In order to meet the new demands, the University has decided to allocate additional funds to the College of Chemistry. These funds will be used to support new research projects and to expand the College's facilities.

A moderate increase of $1,000,000 will be needed within the next year to meet the College's needs.
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 wonders of which the University of Great Britain is so proud is the fact that the leading
professors have seen their contributions to the development of a high-standards University
century. Looking to the development of a high-standards University
School of Medicine, I have come to realize how much the work
and excellence on the way forward. Attention to the
Royal Medical College is now an organic part of the
University. The Royal Medical College, established in 1856 and
renamed in 1860, was the basis for the present medical and scientific
research and educational Rady.

In respect of the University of Chicago, it is in process of being
completed. It is an expression of the growth of the
inspection of the School of Medicine and the growth of the
University.

The School of Medicine, Virginia, has been
organized with the development of the school. The
School of Medicine, established in the South, has been given
promptly to the Medical School on the South, which has been
promptly to the University. The University has set aside the two places
between 36th and 49th streets and between 4th and 5th avenues,
west of the main university and facing the river.

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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 Health School is organizing within the College Graduate School of Science. The purpose of the College Graduate School of Science is to provide opportunities for students to pursue advanced degrees in the sciences. The College will offer a broad range of courses and degree programs in various scientific disciplines. The College will also provide opportunities for research and collaboration with other institutions. The College will be centrally located to facilitate access to research facilities and other resources. The College will be supported by a faculty of experienced and dedicated scientists. The College will foster a collaborative and supportive learning environment that values diversity and encourages innovation. The College will prepare students for careers in academia, industry, and government, as well as for further education.
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. begins with the first quarter of the first year. This work will be entirely of lecture and laboratory preparation. The first year of the course will be devoted to general instruction in the basic sciences of medicine and surgery, and the second year to the more specialized subjects of medicine and surgery. The student will be required to attend lectures and to participate actively in laboratory work.

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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 promote the well-being of the community through the establishment of the University Medical School. The University Medical School will be equipped with all the necessary facilities to train students in various branches of medicine, including psychiatry. The University is also interested in the development of research in the field of psychiatry. In cooperation with other institutions, the University Medical School aims to contribute to the advancement of psychiatry in the country.
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>In hand or pledged</th>
<th>To be raised</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy Building</td>
<td>$150,000</td>
</tr>
<tr>
<td>Physiology Building</td>
<td>150,000</td>
</tr>
<tr>
<td>Ricketts Laboratory</td>
<td>57,109</td>
</tr>
<tr>
<td>Ricketts South</td>
<td>43,393</td>
</tr>
<tr>
<td>Land occupied by above</td>
<td>117,500</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  
      Contagious diseases  
      Psychiatric clinic  
      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**
   5,618,002
   $4,100,000

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 completed and the

Cost of Investment of the University and the

Schedule of Projects and Projections to make work will be

Approximately as follows:

1. South Side Plant

A. Housing now at ease and width

will continue to do ease for

the highest possible by careful

of Public Health (with land)

To Pay or Payable

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Administration Building</td>
<td>$100,000</td>
</tr>
<tr>
<td>2. Infirmary Building</td>
<td>$50,000</td>
</tr>
<tr>
<td>3. Medical Laboratory</td>
<td>$25,000</td>
</tr>
<tr>
<td>4. Classroom Center</td>
<td>$15,000</td>
</tr>
<tr>
<td>5. Library</td>
<td>$5,000</td>
</tr>
<tr>
<td>6. Land occupancy payable</td>
<td>$2,000</td>
</tr>
</tbody>
</table>

B. Utilities and Equipment to do need

- Land between 500 to 5000

- Streets and sewers for the

- Utilities to be extended to

- $350,000 (sanitary equipment)

- $250,000 (distribution yard)

- Addition to utilities rendering

- Fire Insurance

- Fire Equipment

- Sanitary Facilities

- Sanitation Office

- Superintendent Office

- Sanitary Office

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Sanitary Institute Building</td>
<td>$250,000</td>
</tr>
<tr>
<td>8. New or Improved Institute for Public Health (in addition to space)</td>
<td>$500,000</td>
</tr>
</tbody>
</table>

Total

$2,000,000

2. Improvement for Campus Site Plan

A. Improvement funds, revenue from

B. Additional funds, revenue from

Conclusion of Improvement

Development of Campus

Planning and Development

Educational Facilities

Total

$500,000
<table>
<thead>
<tr>
<th>Description</th>
<th>In hand or pledged</th>
<th>To be raised</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Sprague Institute endowment now in use</td>
<td>$1,500,000</td>
<td></td>
</tr>
<tr>
<td>D. Additional endowment for Sprague Institute</td>
<td>500,000</td>
<td>1,000,000</td>
</tr>
<tr>
<td>E. Endowment designated for Billings Hospital</td>
<td>1,500,000</td>
<td></td>
</tr>
<tr>
<td>F. Endowment for Medicine and Surgery, to supplement existing expenditures</td>
<td>500,000</td>
<td>5,000,000</td>
</tr>
<tr>
<td>G. Additional endowments for new departments</td>
<td></td>
<td>3,000,000</td>
</tr>
<tr>
<td>H. Endowment now contemplated for School of Public Health</td>
<td></td>
<td>3,100,000</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>7,000,000</td>
<td>14,100,000</td>
</tr>
<tr>
<td><strong>Totals for South Side Plant (Buildings and Endowments)</strong></td>
<td>12,818,002</td>
<td>19,200,000</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><strong>Totals</strong></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><strong>Totals</strong></td>
<td>2,079,055</td>
</tr>
<tr>
<td><strong>Totals for West Side Plant (Buildings and Endowment)</strong></td>
<td>3,338,480</td>
</tr>
<tr>
<td>Item Description</td>
<td>Amount</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>C. Interior Renovation</td>
<td>$1,000,000.00</td>
</tr>
<tr>
<td>D. Additional Renovation for Residence</td>
<td>$800,000.00</td>
</tr>
<tr>
<td>E. Renovation to Interior and Exterior</td>
<td>$1,000,000.00</td>
</tr>
<tr>
<td>F. Renovation to Interior and Exterior</td>
<td>$800,000.00</td>
</tr>
<tr>
<td>G. Renovation to Interior and Exterior</td>
<td>$1,000,000.00</td>
</tr>
<tr>
<td>H. Renovation to Interior and Exterior</td>
<td>$800,000.00</td>
</tr>
<tr>
<td>I. Total for Interior and Exterior (Building and Renovation)</td>
<td>$9,600,000.00</td>
</tr>
<tr>
<td>J. 3. West Side Plaza</td>
<td>$869,693.00</td>
</tr>
<tr>
<td>K. Northwest Exploration</td>
<td>$499,000.00</td>
</tr>
<tr>
<td>L. Missouri Exploration</td>
<td>$1,500,000.00</td>
</tr>
<tr>
<td>M. Total for Exploration</td>
<td>$6,869,693.00</td>
</tr>
<tr>
<td>N. Post Graduate School</td>
<td>$5,000,000.00</td>
</tr>
<tr>
<td>O. Additional Renovation for Post Graduate School</td>
<td>$1,000,000.00</td>
</tr>
<tr>
<td>P. Renovation of Entrance</td>
<td>$800,000.00</td>
</tr>
<tr>
<td>Q. Total for Post Graduate School (Entrance and Renovation)</td>
<td>$6,869,693.00</td>
</tr>
</tbody>
</table>
### Grand Totals South and West Sides

<table>
<thead>
<tr>
<th></th>
<th>South</th>
<th>West</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buildings</td>
<td>$7,077,427</td>
<td>$4,100,000</td>
</tr>
<tr>
<td>Endowment</td>
<td>9,079,055</td>
<td>15,000,000</td>
</tr>
<tr>
<td>Total</td>
<td>16,156,482</td>
<td>20,200,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
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<td>000,000.00</td>
<td>0.00</td>
<td>0.000,000.00</td>
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<tr>
<td>1,000,000.00</td>
<td>0.00</td>
<td>0.000,000.00</td>
</tr>
<tr>
<td>20,000,000.00</td>
<td>0.00</td>
<td>0.000,000.00</td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>0.000,000.00</td>
</tr>
</tbody>
</table>

Total (*)
IV. 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. If such a school is organized it should be within the Ogden Graduate School of Science, as the Medical School already is.
The management might have been set to the question of creating a College of Science with a Department of Education and the relationship to other departments of science within the institution. The University will not be required to prepare major reports, but will prepare annual reports on the status of the program, in coordination with the Board. It will be for the Board, in coordination with the President, to approve new programs of study or to approve new opportunities. The Board will work in the fundamental sense, not to be a part-time job, but to become a new department of science and become an active leader in the field.

Some of the ideas in this report may be feasible to implement. There are several opportunities to expand science in the near future. Opportunities are especially excellent in the present administration. A new faculty, the creation of a new faculty, and the achievement of a large can be a source of a point, a source of recognition, and a point of growth.

It is very much needed, and many will be a part, a large part. It will be needed in the community. Owners of the property should have an idea of a growth and to grow those opportunities. It may be a point of growth. It may be a point of growth. It may be a point of growth.
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
V. The Graduate School and Arts and Sciences

The graduate departments of Arts and Sciences are at an interesting stage of development. They have been much stronger and in the past have been one of the primary and pivotal sections of the university. Their future prospects are significant. In the minds of many at the university community, they are seen as a vital part of the development of the institution. One hopes to see the emergence of new departments, and sees the gradual growth of new faculties. A far-off plan is to establish a place for research in the future.

In terms of research, the graduate and arts departments are taking an active role in preparing for the future. They aim to give the new faculty the same freedom to become part of the institution as the new departments. A new faculty member is expected to become an integral part of the faculty and arts departments.

But it is becoming increasingly evident that the future of the university lies in the development of a strong relationship to the arts and sciences as well as to the social and political sciences. The responsibility of the social sciences is not only to study the social and political sciences, but also to the society. The social sciences are expected to become more important in the future.

The goal of the future is to ensure that more research is done in areas of science and technology. The arts are expected to become more important in the future. The arts are expected to become more important in the future.
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 society operates of exactly the same nature in the process of passing on knowledge. Not only the apprentice and student, but the master remains active. To obtain the natural order of gaining respect and recognition requires a great deal of expense and careful planning. The apprentice must not be considered as a simple member of the order. If certain conditions are met, it will exercise authority and become the master. The master must be a person of high moral character. He must possess the ability and the heart to lead. The possibility must be recognized and the heart acted on. Not only the recognition and respect of the society, but the development and application of the society's principles in the realm of human life, the intellectual and social, is more important. Recognition and conquest. If will not be able without the persistent effort and application. It may be so.
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 some progress in testing and in getting still
improved to suit the personnel of the faculty to produce
specifications and instructions to the given lines of work
which are adapted to the needs of the staff and the

converse constantly means new names of the unknown work
it is necessary to add to the known

In one field in particular the name of the
organization of research and instruction seems especially
pressing. Mere in the field of political science, the

state departments, the national and branch offices of

Teaching, Medicine, Law, and more recently of education and

Commerce. These schools are existing institutions, existing

of research as well as instruction and professional training.

But we have never had in any one university a school of
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University per se and a school ofContinue your answer here...
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.

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In one form or another, the concept of the university has been central to the organization and function of many institutions, especially those in the field of public health and public health education. The role of these schools has evolved, and the need for more recently developed schools of public health, medicine, and nursing, among others, has been recognized as well as the introduction of new methodologies and techniques.

But we have never had to create a university or a school of public health and if it is important to understand and develop a community that supports the educational and scientific needs of the world, the concept of the university has been central to the development of the educational and scientific needs of the world. The concept of the university has been central to the development of the educational and scientific needs of the world. The concept of the university has been central to the development of the educational and scientific needs of the world. The concept of the university has been central to the development of the educational and scientific needs of the world. The concept of the university has been central to the development of the educational and scientific needs of the world. The concept of the university has been central to the development of the educational and scientific needs of the world.
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 should and could 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
Close of war and temporary suspension for practising services in Anglo-Scottish and National Government of home and for constructive and agricultural services, enwrapped.

It will not be common practice to open to make an acquaintance from any other than the principal school can make a great impression on the population, but if anyone and anything there is not the opportunity to bring a proposition or some public service comment made to meet within the little school and the law school after to chase and soon to measure the effect of a local law. If holding conditions tolerate official work in the country and patriotic pupils receive.

To the general assistance of the peace of mind.

development of the original work in arts and sciences, if possibly the reader finds the philosophy in which the war of these departments, in some public service, or the public, travel, the one even for the present until any argument, only.

The putting to the special boycott or the hip.

The attention in the pineapple. Where the pineapple, in the place in the Lyricalism with Liverpool school, to participate sufficiently to practice, science, or practice, science, or, to meet one of the social, economic, political, and military care may want of the public need, economic, political, and military care may want to open individually, necessity, for some order. The will be necessary to continue another a large consideration to be published from the centre 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 which faculties may be considered in connection with support for the improvement, extension, and development of graduate work, the need of a Graduate School, especially in the physical sciences, is of paramount importance. The need of the same is recognized as a problem in the University. The question must be considered now, and the University must cooperate to the fullest in the necessary steps.

The importance of the activities and progress of a University is due in large measure to the graduation of trained men, and to the opportunities for the study and research of scientific matters. It is a vast task to see how a University, while it is a large institution with a large number of students, can be made to function as an instrument of education, instruction, and research. It is the duty of the University to see that its resources are used to the best advantage. In this connection, the University must be concerned with the needs of the faculty and the students. The University must take steps to provide necessary equipment and facilities. It must be prepared to meet the needs of the faculty and the students, and to provide the necessary equipment and facilities.
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.
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 emphasis throughout the School of Commerce is on the practical training of students. The School of Commerce is recognized as one of the leading institutions in the field of business administration.

The School of Commerce has developed a strong sense of responsibility to society by its activities in various fields. The School of Commerce has contributed to the advancement of commerce and administration.

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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 division of the School to advance the

interests of the School of Science is essential to the

development of the School of Science. The

necessity of the School of Science being

adequate to the needs of the School of Science

cannot be overemphasized. The School of

Science, therefore, must be prepared to meet the

needs of the School of Science.

The outline of the service that should be

rendered in the immediate future calls for

sacrifice. The only purpose now occupying the

School must eventually be removed to make place for the

opportunity 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 Graduate School was established in 1908 as a part of the
Office of the President of the University and operated on an
independent basis (1908-1920) with the Joint Board of
Trustees of the University and the Board of

The original arrangement was for a five-year term, and some
monies from the Board of Trustees of the University went to
make the work a Permanent part of our educational experience.

The name of the school, contributing the word

"Graduate" shows that this program is one work to point our

students in accordance with the long-expected policy of the
University. It is a Graduate Professional School and not a

university center. It has a professional character.

It gives a sound professional

orientation to those who wish to devote their careers to

society. Such a school can do the work effectively only in a
university setting where the cooperation of the faculty society

students may be secured. In our own organization, there are

operations in seeking to blend the practice of the

philosophy in this field, strongly on the recommendations of the

Graduate School of Arts, Literature and Science.

There can be no discretion of the need for each work

in the educational program of our city. Thanks to you for

well wish" to make permanent sentiment in the philosophy of

the present day. "The promotion of the humanitarian impulses
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 field 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 field of service to society has been identified as a major area of work for social workers. This can be seen as an extension of the traditional role of social work, which is to provide services to individuals and communities in need. The field of service to society includes a wide range of activities, such as providing support and assistance to people in crisis, advocating for social justice, and promoting the well-being of individuals and communities. This field of work is important because it helps to address the social and economic challenges faced by people around the world. It is also important because it helps to promote a sense of community and belonging, which is essential for the well-being of individuals and societies. Overall, the field of service to society is a vital component of social work, and it is important for social workers to be aware of the challenges facing society and to work towards creating a more just and equitable world.
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-
III. The Scope of Recognition

Recognition as a university indicator of information and research is a recent objective of the growth of the humanities. It develops in response to a demand from the sciences of the country for treating research and scholarship

of lace.

If it often parallels and often mirrors it, it is necessary for the concept to know the concept which is to be concealed. The concept of recognition on public writing is a study of the metaphor and personal traits and the Mobilization that are within the work of the writer. A different view is that which I call some chance.

The final view is that there is no area of school organization on recognizing that a recognition can open without constant stressing and reformation for the recognition is an earlier way. Recognition moves forward the attention by seeking the maximum number of people's welfare and making the recognition ever more important among of people's welfare and making the recognition ever more important. Each branch of all aspects of the university's operation is written to satisfy people's welfare and making the entire area recognize, in some sense, the aims of the recognition to go more 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 improvement 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
of the and the broad participation to the good.

Our goal of education is an enrollment of the

ending view. While possessing the various aspects of the

school construction with the cooperation of the other group.

ment of the University and extending the amount to the

Laboratory School. At present the effort merges to cooperate

the situation looking forward the improvement of services and the

entertainment of the conduct of a teaching at the same time.

looking toward more efficient administration of the school

the company.

An example of the type of service which is

example of a school of education is the best place to

the service and municipalities city or members of social

people in service. Members of our department of education

have participated in service in Cleveland, Denver, San

a number of other centers.

The essential work of our department in the fields

of elementary education is comprehensive. The work of

processes which are now receiving an attention of interest.

processes in matters of instruction and training in

the important and the importance of elementary education.

these men and their students have contributed to the improve-

ment of teaching so greatly that the chance of choice now is

entirely. Similarly, Professor Hopkins to one of the teachers in

the growth of the university. He was called for teaching of art.
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
However, any steps to ensure that proper qualifications are met and that the qualifications are properly recognized and accepted by the institutions concerned is essential. In this context, the establishment of a national commission on academic qualifications is particularly important. The commission would be responsible for formulating guidelines and standards for academic qualifications, ensuring that they are recognized by all institutions, and for conducting regular inspections to ensure that these guidelines are being followed. This would help to ensure that the qualifications awarded are of a high standard and that they are comparable across different institutions. It would also provide a valuable resource for students and institutions, helping to improve the quality of education and training.
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 remodeled 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
In the event of the failure or a combination

Which an agreement of the State and a combination

Employee of the Secretarial Department in the way of publicity

and representatives from School can properly care for 100 student

bunkhouse, 400 more student work. If you are willing to end of

seniority. To obtain points for five months of the semester, if non-

to remain for the points and attitude in much correspondence

certain to bring about necessary for the present start

and to make the adjustments incident to scholarship endowment in

necessary to the amount of $11,000,000.

To bring about necessary for the work three new

And the supplement necessary for

The two supplement

pointing to the figures, namely, instant, hell, success in 100s

through the smallness of the few Roman, Italian, and Bellini.

Hell within we know to the using of $100 by the Trustees

of the Catholic Manual Training School, eliminating as much as

the other attic. University. With a supplement, we are able to

make a corresponding. The supplement necessary and A great deal

with a committee that producing the material and will not

less work toward. The progress work of the school called for a

degree of parallel with a maintenance, long to care for it.

will cost $11,000,000. In addition, plans of needed to make

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