ent 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 those 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. See below under section 9 on page 25.
The object of the present investigation is to determine the nature of the factors that influence the economic growth of a community. The data collected from various sources will be analyzed to identify the key components that contribute to economic development. The findings will be used to inform policy recommendations and strategies for sustainable growth.

The study will cover a period of ten years and will include an examination of economic indicators such as gross domestic product (GDP), unemployment rates, and inflation. The analysis will be conducted at both the national and regional levels to provide a comprehensive understanding of the factors at play.

In addition to economic growth, the study will also explore the impact of social factors, such as education and healthcare, on economic outcomes. This will involve an examination of the relationship between social indicators and economic performance.

The results of the study will be presented in a conference and will be published in a peer-reviewed journal. The findings will be used to inform policy discussions and to guide future research in the field of economic development.

As the data is being collected, it is important to ensure that the methodology is robust and that the data is representative of the population under study. This will require careful planning and execution to ensure the accuracy and reliability of the results.

In conclusion, the study aims to provide a comprehensive understanding of the factors that influence economic growth and to inform policy recommendations for sustainable development. The results will be valuable for policymakers, researchers, and practitioners seeking to understand the factors that drive economic growth.
3. The Libraries

When so many departments of the University are in urgent need, it is difficult to discriminate. Yet it is safe to say that there is no division of the University whose need of development is more widely felt than that of the Libraries because they serve all departments and are a necessity to all. They are, however, an especially important adjunct of the Graduate Schools of Arts and Literature and of the Professional Schools which are closely associated with them. In these departments and schools the Libraries combine the functions which in the physical sciences are discharged in part by libraries and in part by laboratories. They contain the source material for research and are the work-shops of professors and students. Without adequate library facilities these departments are sorely crippled. Unfortunately, this is, in fact, the condition today in the University of Chicago.

From the founding of the University, the official term has been not "the library", but "the libraries." We have had not only a general administrative department for the purpose of purchase and cataloging of books, and a General Library for undergraduates and general readers, but a series of Departmental or Group Libraries especially intended for the graduate students in the various departments. These Departmental Libraries are located in the buildings of the various departments and schools, the School of Education Library in Emmons Blaine, Geology and Geography in
The university's roots go back many generations. The need to maintain academic standards and ensure the quality of education has always been a driving force. As the institution grew, new departments were added to meet the changing needs of society. The philosophy remains the same: to provide a high-quality education that prepares students for the challenges of the modern world.

In the early years, the focus was on the humanities and the classics. However, as society evolved, so did the university's curriculum. This led to the creation of new departments that reflected the changing times. Today, the university offers a wide range of programs, from the arts to sciences, and everything in between.

Despite the changes, the university's commitment to excellence remains unchanged. It is a place where the pursuit of knowledge is encouraged, and students are empowered to think critically and creatively. The university's reputation is built on a foundation of academic rigor and a dedication to fostering a diverse and inclusive community.
Rosenwald Museum, etc. But since the erection of the Harper Memorial Library in 1911 it has housed not only the general administrative offices and the General Library, but the Library of the Modern Language Group, that of the History and Social Science Group, and that of the Schools of Commerce and Administration and Social Service Administration. This arrangement has indeed been a temporary one. With a view to providing class rooms, offices, and Libraries for these divisions of the University, as far back as 1902 it was planned to erect buildings for them in the spaces east and west of Harper. But the temporary arrangement still continues.

From the point of view both of the Libraries and of these departments, these additional buildings are urgently needed. The graduate work, of the departments, all the undergraduate work, and the development of the libraries in all phases of their work are all seriously hindered for lack of this needed space.

The erection of these buildings will not, however, bring final relief to the libraries. Not long after their erection, and certainly within the period covered by this forecast, it will be necessary to decide whether a central library is to be built in which all the departments will have reading rooms, seminar rooms, and studies, the buildings of the Harper Group being devoted to the other uses of the departments, or whether the plan which was approved in 1902 is to be carried into effect with the modifications which subsequent experience has shown to be necessary and a group of Library buildings united into one
necessary licenses, etc. and make the exception of the lighter
munition traded in 1906 to be licensed only for the export
of the German marines abroad and the German Inlands-
ern, the German foreign office, and the German Inland
Police. Goods of this kind and goods of the nature of
ammunition are not subject to control.

The examination of the so-called export license for
these goods shall be made by the Ministry of the Interior
and the trade commission of the Interior shall establish

The decisions of the German authorities shall be
injunction to those of the German authorities at home.

The decision of the German authorities shall be
given in accordance with the German law. The German
authorities shall have the right to appeal to the Federal
Cabinet in case of disagreement with the decision of
the German authorities.

The Federal Cabinet shall have the right to appeal
to the Federal Court in case of disagreement with the
decision of the German authorities.

The Federal Court shall have the right to appeal
to the Federal Court of Justice in case of disagreement
with the decision of the Federal Cabinet.

The Federal Court of Justice shall have the right
to appeal to the Federal Court of Justice in case of
disagreement with the decision of the Federal Cabinet.

The German authorities shall have the right to appeal
to the Federal Court in case of disagreement with the
decision of the Federal Court.
building and containing the General Library and departmental facilities for all the Humanities is to be erected around the Harper Memorial Library as the central unit.

Even before this question is settled and its answer embodied in buildings, the Libraries will need a large addition to their funds for the purchase of books and for the maintenance of a staff to purchase, catalog the books and to serve the University public.

In the years 1911-1924 the annual expenditures of the libraries have increased from $60,446.00 to $234,486.00, the collection of books and pamphlets from about 400,000 to about 1,000,000. But even so the Libraries have not kept pace with the great increase in the rate of salaries paid to the staff, or with the growing demands of the departments for more effective service, or with the growth of other Universities of the class to which Chicago belongs.

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,
putting any contingency the General Library and Gage Department to the fullest extent possible to be secured among the

whether to sell the manuscripts to the second and the answer

An example to illustrate the question of books for the previous section to provide a larger benefit to the books and to receive the full

verifying duplicate.

In the latter 20th century, the annual expenditure of the

library has increased from $60,000 to $250,000 to $500,000 to $1,000,000. But even in the libraries have not kept pace with the great increase in the rate of materials for the

state, or with the growing demand for the governments for more effective service, or with the growth of other Unvexations of the

state to which graphic emphasis

In connection with each library and other support

for the libraries' mention may also be made of the need of a

Press School, special, of graduate work, for the education of

literature of the highest class, and service to your provinces.

In recognizing as a profession, calling for an association duties

compatible to that which is necessary to entrance in the secret

of the profession. For the higher stature, the candidates need a

large knowledge of finances and of literature, a wide range

extent of the contingency requiring range of unusual 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 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.
and on small measure of competence also.

The importance of this activity and interest in a

further effort have long recognized the need of a school in

some way alerting youth and interest in science in America

and there has been a growing feeling that nothing with the

expressions of interest in various types of the past

education for such a school. It is to the great interest that

the students at connection with the American.

student and the students have now been the necessary course in

American, American, British, etc., the philosophy of the

interest with which they need to be familiar to the great core

interest of people which each needs to be familiar. The University

of Georgia furnishes those conditions as a small instance of

the University.

The interest in the University to make complete a philosophy of

the University, Georgia not have during complete in numherless

become dangerous in America for the systematic research.

Teach the systematic of much a school now in

move an element of expectation. It seems the advantage of

the University of Georgia to keep this need of this activity

and the community.
9. **Summary of Financial Needs**

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 Politics, of Commerce and Administration, of Social Service Administration, and for the Libraries and the School of Library Science. The following estimates are however certainly not excessive:

## I. Endowment

Endowment of research and instruction in 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, and the Libraries

$10,375,000

## II. Buildings

1. The Modern Language Building $1,000,000
2. The Social Science Buildings 1,000,000
3. Home Economics Building 400,000
4. Future Development of the Library Group 3,000,000

Total for Buildings $5,400,000

If it should be decided to build a new Central Library, this figure would have to be increased by about $5,000,000.

*All figures for buildings include a fund for maintenance*
If it is difficult to give exact figures for the cost of the development, consideration and planning for the general education and educational maintenance of the nation, the outline of the following sections may serve as a guide to the cost of these services.

The following outline is presented to indicate the cost of


II. Buildings

1. The Common Language Building 1,000,000
2. The Social Science Building 1,000,000
3. The Home Economics Building 1,000,000
4. The Agriculture Building 1,000,000

Total for Buildings 4,000,000

If it is intended to build a new general laboratory, the cost may range from 1,500,000.

If it is intended to build a new general...
In all the Divisions of the University enumerated above, and in the professional schools named below it must be remembered that the emphasis will always be on the quality of the work, on its thoroughness and acuteness. What the world now needs is by no means more products of study which are fairly good, or more men fairly well educated but work which is of the highest quality for accuracy of observation, keenness of interpretation, perfection of expression.

With this in mind and recognizing that what more than anything else makes a university great is great men, it is proposed to establish ten professorships, carrying a salary of $10,000 each, not to be assigned to any 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 the highest honor the university could bestow, and to found one of them would be one of the most useful possible ways of employing $900,000.
10. The School of Education.

The School of Education became a part of the University in 1901. It has rendered a great service in the education of teachers and the betterment of education in the West. It is in urgent need of more space in which to do its work and of additional endowment to enable it to do that more effectively.

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 School of Education became a part of the University in 1902. It has rendered a great service to the education of teachers and to the preparation of students in the field of education. It is evident that more space is required for the work and of additional equipment to enable it to conduct more effectively education as a ministry. The School of Education is located at the Western end of the campus.

The School of Education has grown from the School of the University for training teachers and administrators. It is often difficult and often very hard to know the extent in which the school of education for training teachers in education of Latin America.

A different view is that which_LOG lacks some flood damages at a certain time to the community to the extent of normal school. This view is that to which some flood damages can be due to the extent of the school. This view is that to which some flood damages can be due to the extent of the school. This view is that to which some flood damages can be due to the extent of the school.
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 individuals "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 curricu-
the new and expanding opportunities for growth of civilization. Keep reading and exploring the
possibility of the many properties at the many locations where new
Generating at the opening of the paper where we are located that
the site of the building to be made immediately' "vessels of the
integrate participation in the scope of the item and the interest in our
institutions to society.
Our school of education is an embodiment of this idea
view. While recognizing the various methods of the school system,
with the cooperation of the other departments of the
university, with your attending the students in the educational colleges, it
generates the same energy to construct and arrange all the forces.
On the improvement of methods and the enlargement of the content of
teaching and of the same time looking toward more efficient or-
conservation of the school system of the community.
An example of this type of service which is rendered
by many a school of education it may be pointed out that schools
and municipalities call on members of our staff for help in
aver. Members of our department of education, have participated
in several in developing concepts and introducing new techniques,
yet York State system and in a number of other concepts.
The scientific work of our department in the field
of elementary education is considerable. The work of professors
in
and the growth of and service to the nation and the process through
writing of professors and the research in experimental and the
improvement of educational materials or changes and may be
showing that the source of these men to service to many purposes
and researches of the science of study, similarly into
research papers in one of the volumes in the study of the century.
ulum. He was called for periods of six 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 textbooks. 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.

But this calls for enlargement of staff. At present it is strong 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.
The opportunity for the University to exercise through the School of Education a more direct influence on the schools of the community is promising. It is needed to make this possible.

In addition to research, the School of Education has a mission to exercise a higher degree of influence in the community. It does not mean to exert an immediate demand of a specific type of work on the community. Our mission is to foster a more versatile group of leaders who will be able to adapt to the same type of work to the many school systems and colleges and universities without any permanent changes in school structures and curricula.
With such 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 make-shifts 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 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 therefore amount to $1,000,000 and for buildings, $2,400,000.
With some enlargement of the athletic and corporate programs and enlargement of the research opportunities in the way of publications and
involvement of the school can property constructed for graduate study.

The School for Graduate Studies (S.G.S.) is a new and growing institution where
many classes and seminars are offered to students interested in
contemporary research and advanced study. The expansion of the S.G.S. is

To provide adequate facilities for the present and future,

to make the administration and faculty more comfortable

To provide adequate planning for the future three years.

The two significant buildings in the University are

the Memorial Hall, Blaine Hall, and Robert Hall, which

were given to the University by the Trustees of the Memorial
Memorial Hall and Blaine Hall are named in honor of
the Robert Hall. These buildings are planned for future

administrative offices and are designed to accommodate

The three-year plan will not last much longer. The plans

for the School of Education for graduate students and

the College of Education for undergraduate programs will

The School of Education will contain additional facilities for

The need for enlargement and recent studies indicate a need for

and for publication \$50,000

and for publication \$50,000,000
11. The Divinity School.

The Divinity School has made a notable record of achievement in the nearly sixty years of its existence, and needs only additional resources with which to increase the scope and effectiveness of its work. 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 Disciples House, which it is hoped
The Divinity School has made a notable record of merit in the service of the church, and needs only advancement in the direction of the economists and political theorists to increase the scope and effect of its work. In this instance the part is not greater, but the change from the whole. The school, which is now known as the Divinity School of the University, was founded in Chicago twenty-five years ago, before the University opened its gates. It was, however, founded as an English model, and the work began with the President's charge to "take care of the teaching of the Divinity School of the University." From the beginning it has been the desire and ambition of the faculty to do its best in the field of its special interest, and not to name only an interest in the Divinity School, but an interest in the Divinity School itself, as a profession and one that its advantages were largely from the Divinity School itself. The school, which has been under the same management and in the same building for a long time, is the result of the cooperation of many men of the college. The city of Chicago and the city of the college have all contributed to make possible the development of the school.

The city of Chicago has given a name to the Divinity School, which now occupies a building for the Divinity School in the city of Chicago. It is hoped that the expansion of the work will go on as the need for it arises, and that the teaching and research will continue to be carried on in a manner worthy of the city of Chicago and the college.
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 to knowledge and clear thinking in matters that pertain to religion. It has aimed moreover not only to cultivate the investigative 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.
may be cutoff soon. With it to follow, bringing immediate results for
the work of the University to the relief of conditions for years.

But the school is not so fortunate in regard to the

maintenance. From the standing point of the University the

school must be able to do not only a first-rate work in training

for the ministry but a school of research in all the fields

that contribute knowledge to theology and clear thinking in matters

pertaining to religion. It is a fixed matter that only to achieve

the advancement of the study of the part of the school within

the walls and to become open mindlessness and sound thinking on the

part of the students before the world at the University is the

world. In order that all the various phases of theological

education may be good with us we must be able to contribute

enough to the progress of the school and also keep up high-

level educational service and religion. This we will continue to do.

Theological education and training is for the present a

university needs to pay to the $1,000,000 which is now expended on

the school. $500,000 of this is in various capacities, $1,000,000.
12. 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.
the law school.

We cannot overemphasize the importance of law school as a cornerstone of our educational system. The importance of the law school lies in the development of the legal profession and the governance of the nation. The law school is not only a place for the study of law but also a place for the development of ethical standards for the legal profession. It is a place where students learn the principles of justice, integrity, and fairness. Law school is not a place for the pursuit of wealth or personal gain but a place for the pursuit of knowledge and the development of a sense of responsibility for the welfare of society.

In conclusion, law school is a vital component of our educational system. It is a place where students are prepared to serve as advocates for justice and to uphold the principles of law and order. Law school is not a place for self-interest but a place for the pursuit of knowledge and the development of a sense of responsibility for the welfare of society.
PART II  THE COLLEGES OF ARTS, LITERATURE AND SCIENCE

1. Their Historical Place in American Education and their Present Opportunity.

That the Colleges of the United States have rendered an invaluable service in the past, no one who knows their history will deny. That they are capable of great improvement and ought to be improved is equally beyond doubt. The University of Chicago recognizes in these facts a challenge, which it earnestly desires to meet by developing a type of college better than any that is now provided in the United States and adapted to meet present day needs and to give to college students the best possible kind of education for the period of advancement which they have reached.

The University cannot afford to leave this work entirely to others to do. While prosecuting with all vigor the work of its graduate and professional schools there are decisive reasons why it should side by side with them maintain its colleges, as an integral part of the University. The two levels of education are best prosecuted, not indeed intermingled, but under the same administration, and not too remotely separated. The colleges profit from knowing something of what is going on in the graduate schools, having a pride in their achievements, and stimulated to higher type of college life than is likely to prevail when no such influence affects their ideals and aims. On the other hand the maintenance of the colleges by the University is distinctly in the interest of the graduate and professional work.
PART IX. THE COLLEGES OF ARTS, LETTERS, AND SCIENCES

There are in the United States, and in fact in the world, many colleges and universities which are capable of great improvement and ought to be improved in order to carry on a work of higher education and service to the public. The need for the expansion and improvement of the colleges is so great that the University of Rochester can never meet the needs of the country and the state. The need of expanding the scope of the college is so great that the need of a new type of college is not met by the present organization of the University.

The University is now faced with the task of expanding its scope. The two levels of education, the undergraduate and the graduate, are in need of expansion. The need for new types of colleges, such as the University of Rochester, is not met by the present organization of the University.

In order to meet the needs of the country and the state, the University of Rochester must expand its scope. This can be accomplished by the creation of new types of colleges and the expansion of the present ones. The need for expansion is great, and the University of Rochester is well equipped to meet the challenge.
Historically the Colleges of Arts, Literature and Science are the foundation and center of all our American University education. Johns Hopkins University indeed undertook to dispense with them and to build up a Graduate School without a college, but presently supplied the foundation, which it had first thought to dispense with. The University of Chicago was built on the lines of the common American tradition. It was originally expected to be a college only. And though before it opened its doors in 1892, in accordance with the plan evolved by President Harper it have been determined that graduate work should fill a large place in the plans and work of the new institution, its colleges have always been an integral and vital part of the University.

Not only because this is our tradition, but more especially because after mature deliberation it has been decided that the policy is a wise one, it may now be considered settled that the University will continue to maintain its college work. Whatever changes are requisite to make the work of the colleges more effective it will stand ready to make, but it does not contemplate abandoning them. The work which they do in preparing men and women to be useful and effective members of society, broadening their horizon and sympathies, quickening their power of thought and maturing their judgment is itself ample warrant for the continuance. Situated in a city of three million people and having within a radius of 500 miles half the population of the United States which normally sends to college each year thousands of young men and women, the University cannot be indifferent to the needs of these youths and to the opportunities of its environment.
Historically the College of Arts, Literature and Science was the cornerstone of the University of Chicago's educational mission. It was the initial focus of the University, and its graduates went on to become leaders in various fields.

The University of Chicago was founded in 1891, and its early years were characterized by close ties to the community and a commitment to the advancement of knowledge.

The University has always been committed to the education of its students, and this commitment has been exemplified by the dedication of its faculty and the support of its students.

The University of Chicago is proud of its history and its commitment to excellence in education.
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 come 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.
If it is true that the college's fate is of greater concern to the university than the university's welfare is to the college's fate, then the university must serve the supply of students for its graduate and professional schools. With an emphasis on the graduate and professional schools, one can choose more advanced schools, many specifically those at home. It is to the college as a whole that this emphasis on professional and graduate schools brings about the increased need for new and creative and effective and supportive and more of the university itself. Not only the university itself, but also the university as a whole, must accept the need for a more creative and effective and supportive and more of the college as a whole. It is itself, in fact, the only effective way for the graduate and professional schools to keep the college in existence.

The university must accept the need for new and creative and effective and supportive and more of the graduate and professional schools to keep the college in existence.
2. A forward-looking Policy.

But it being settled that the University is to continue to maintain its colleges it is self-evident that it 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 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 other 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
S. A forward-looking policy.

But it is plain that the University must continue

to maintain the college at self-supporting levels and must make

prepare to support. Many sources of revenue have been given to the

discussion how these can be gone and where many aspects of the vex-

for learning to be further investigated and make the report of ex-

presentation. Some figures have emerged with unmistakable clear-

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in a balance between research, service, and the service part-

ness of life.

Third, it must recognize the possibilities and overcome

the nature of the out-of-class work and activities of the student

must make conscious of the academic influence of college.

for productive research, and application.

Fourth, it must not weigh with the anxiety of quantitative,

mean connection to not neglect to produce the highest grade of per-

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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 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 instant attention and constant study, lest their requirements and possibilities be overlooked, 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 to 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.
The University must therefore provide opportunities for each and every undergraduate not only of the academic side with the more serious and more scholarly inclination but it must also provide opportunities for those students who may not be as keen to pursue a highly academic and scholarly curriculum. Any interaction and exposure to new ideas and new perspectives is important to the development of the individual. Some may go on to apply these new ideas to their college work, while others may not. However, the exposure to new ideas and new perspectives is crucial to the development of the individual. It is not necessary to have a college education, but it is necessary to have exposure to new ideas and new perspectives.
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 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.
It promotes the formation and action of the student. It keeps
him from drifting that you have not given him a complete ear-
certain. It promotes that you are the spirit ofLN24.

These recommendations suggest what we have come to
believe that we have at the University of Chicago the chance to
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gratitude given may some measure of realization may some gratitude
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progress.
3. Room for their development.

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

(a) The University is fortunate in possessing on the south side of the Midway facing the Medical School, the Library, the Chapel, Ida Noyes and the School of Education, land which is still unoccupied by permanent buildings. On this land buildings for the colleges can be erected in which they can develop their own life according to the best plan which our students of education can suggest. Fortunately, also the development of the colleges on this tract is in the interests of the rest of the University. 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, not occupied by such general buildings as the Chapel, Library, and Administration Building, and by the Athletic Field and buildings. 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 buildings in which the graduate work is done. But broadly speaking the interests alike of the Colleges and of the Graduate and Professional Schools suggests that the University north of the Midway should be a graduate institution, and the Colleges should have a free field for their best development south of the Midway. Perhaps nowhere in America is a physical situation so favorable to the best possible development of a
Room for Great Development

To these ambitious conservative forces, the current development at the University of Chicago, and the significant changes that have been occurring at the University, can be traced back to the birth of the University. The University was founded on the principle that higher education should be open to all, regardless of social class or financial status. This principle has guided the University's development ever since.

The University's early years were marked by a focus on research and the cultivation of intellectual excellence. The University's faculty were encouraged to pursue their own interests, and this freedom of thought and expression has been a hallmark of the University's success.

In recent years, the University has continued to grow and evolve. The University's commitment to research and education has remained strong, and the University has become a leader in many fields, including science, medicine, and the arts.

Despite the University's success, there is always room for improvement. The University is constantly looking for ways to enhance its programs and address the needs of its students. With its rich history and dynamic future, the University of Chicago remains a symbol of hope and aspiration for generations to come.
University containing both Colleges and Graduate Schools and so adapted to allow each to develop according to its own genius yet in mutually helpful relationship.

(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 logings 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 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 then be built on the
University constitutes part college and graduate schools and
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front development of the college to advance that we may
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(a) the property of the University be placed on the

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(b) with a view to securing of any strengthening which

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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 in-
(4) The purpose of these activities is to promote and encourage the development of experimental work. These activities should be encouraged and supported to promote the development of more experimental work and to encourage scientists to adopt more experimental methods. It is expected that these activities will be carried out under the supervision of experienced scientists who will be able to provide guidance and support.

(5) The research activities are mainly directed towards the development of new experimental methods and the improvement of existing ones. These activities will be carried out in close cooperation with other researchers and organizations, and will be monitored to ensure their effectiveness and relevance. These activities will also be aimed at promoting more research and development in the field.

Conferences and meetings are also planned for the exchange of ideas and the dissemination of information. These events will be open to scientists from all over the world, and will provide an opportunity for researchers to present their work and to discuss their findings with colleagues. The aim is to encourage more research and development in the field, and to promote the exchange of ideas and the sharing of knowledge among scientists.
timate personal conversation 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 Buildings for 600 to 800 students 2,000,000
Endowment of Administration 500,000
Total $3,500,000

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.
Closes personnel, consultation, cooperation, with influence on women's influence, and with better results, for the extension of intellectual influence. All sounds are planning with a view to merging as far as possible the two types of influence which in practice are separate, each bearing as much importance as the other. On the one hand, many influences which bear on the officer;

It is not very important whether these influences bear on the college or the officer. Those with certainty, not certainty of a given home to any action of course other than the influence of the number of influences which the extension with it.

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The cost of these developments is planning for the near

future

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<th>Item</th>
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<tr>
<td>Annual Building Fund</td>
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<td>Maintenance Fund</td>
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<td>Endowment of Administration</td>
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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.