REPORT
ON
THE GRADUATE SCHOOLS

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REPORT
ON
THE UNIVERSITY SCHOOL

Category

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II. Research
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Policy of a university.

The policy of an institution is determined by its aims, and the proper aim of a university is to increase and to impart knowledge - for its own sake and for the sake of mankind.

A university increases knowledge through research, and it imparts knowledge through teaching. The two activities are related in the respect that the university disseminates by teaching the results that have been acquired by research. The quest of truth begets the desire to have others share in its possession and partake of its liberating power. A subject may be studied to further its own advancement - in this regard the university stands for research; or it may be studied for the enlightenment of him who studies it - in this regard the university stands for teaching. It is characteristic of a university that the two activities overlap and intertwine, and that they thus in practice aid and stimulate one another. In a university all branches of knowledge are brought into relationship, and especially is it of value that, while teaching is guided by the materials and methods furnished by research, teaching may bring to light problems which in turn are made the object of research. In recognizing these interrelations and providing for them in a single institution, a university secures advantages which are lost when any single type of intellectual effort is carried on in isolation.

If, then, it is the duty of a university to provide teaching, its prime and essential function is to carry on research. In short, research is the keystone of the real university. In the words of President Burton: "Research is the use of human curiosity for the purpose of enlarging the field of human knowledge in the interest of human progress."
As applied to the University of Chicago

From its beginning more than thirty-two years ago, the University of Chicago has sought to embody this ideal. It was the untiring effort and the signal achievement of President William R. Harper to establish the foundations leading to the ultimate realization of this goal. With the insight of genius, he knew that a great university is composed primarily of men, each of whom is engaged, in his own field of knowledge, in extending and deepening our grasp of the truth. His successor, President Judson, aimed above all to strengthen and solidify the foundations thus laid. And it is significant that during his administration the motto was finally adopted which so strikingly illustrates the purpose that the founders of the University had in mind: Crescet in Scientia: Vita Excolatur — "Let knowledge grow from more to more, and so be human life enriched."

Special province of Chicago.

With all of this, the present Commission on the Graduate Schools is in hearty accord. Its members are agreed that situated as the University is, at the head of the Mississippi Valley, in the centre of the United States, and supported by private endowments, it has a special opportunity and obligation which differentiate it at once from the state universities surrounding it. While their activities are governed to some degree by particular duties they owe to their respective states — in furthering the technical, industrial, and agricultural interests of those states — the University of Chicago has greater freedom to pursue knowledge for its own sake. By deliberately refraining from competition with these institutions, it is able to supplement their work in many ways. All problems are open to it for investigation, and what the state universities are unable to take up, because their energies are so largely devoted to the field of practical application, the University of Chicago is free to undertake and develop.
The University of Oxford is home to a number of student societies and organizations. These groups provide a range of social, cultural, and academic activities for students, including sports clubs, drama groups, and academic societies. The university also has a strong tradition of student governance, with students playing an active role in the management and development of the institution. The University of Oxford is committed to providing a diverse and inclusive community for students from all backgrounds.

With over 35 college, the social community at the University of Oxford is vibrant and diverse. The colleges are closely integrated with the university, offering a unique and dynamic living environment for students. The social life at the University of Oxford is centered around the college system, with regular events and activities taking place in each college.

In recent years, the University of Oxford has made a commitment to improving diversity and inclusion on campus. The university has implemented a number of initiatives to support students from underrepresented backgrounds and to promote a sense of community for all students. These initiatives include mentorship programs, support services, and opportunities for students to engage with the wider community.

The University of Oxford is dedicated to providing a world-class education for its students. The university has a strong reputation for academic excellence, with a focus on interdisciplinary research and collaboration. The university's commitment to excellence is reflected in its world-renowned faculty and alumni, who have made significant contributions to a wide range of fields.

In conclusion, the University of Oxford is a dynamic and diverse community, with a strong emphasis on social and academic engagement. The university's commitment to excellence and inclusion makes it a unique and vibrant place for students from all over the world to study and learn.
The Commission holds that, by maintaining the highest standards of research the University is doing a real service not only to the territory in which it is placed but also to the nation and to the world. And this service, the Commission thinks, will best be performed if the University frankly admits certain limitations to its scope.

Suggested limitations.

As a first step in this direction, it will doubtless be agreed on all sides that a limitation of professional training to the schools already established in the University is wise.

As a second general principle, it seems equally wise for the University to develop its program of teaching in the direction of better methods rather than in the direction of accepting responsibility for large bodies of students. The rise of junior colleges in all the large municipalities is due to the fact that the national demand for teaching institutions has far outstripped the resources of the centralized colleges. This does not argue that college teaching should be abandoned, but it does dictate a policy of adjustment which will guarantee a high grade of college teaching, so far as it is provided, and at the same time make quite certain that the resources of the University are not absorbed in the futile effort to compete numerically with the other private or public educational institutions.

Finally, it is desirable for the University to adopt a fiscal policy which will make the Junior College self-supporting in order to avoid internal competition between elementary collegiate activities and the research activities that constitute the University's chief obligation.

The action of the Senate.

In setting forth the principles stated above, the Commission has been guided by a recent pronouncement of the University Senate. When, on December 11,
1924, the Senate was asked by President Burton to declare itself on the future policy of the University, it unanimously adopted the following motion:

Resolved that the Senate of the University of Chicago is convinced that present conditions in this country indicate that this University would perform its highest service by continuing and developing its historic policy of laying the chief emphasis upon the encouragement of research and graduate work in the various fields of knowledge.

And further:
that the Senate believes that in the advertisement of the needs of the University the emphasis should be put upon the intensive development of graduate work.

The mandate expressed in the above words seems to us singularly clear.

We have tried to incorporate their spirit in the following report. They mean, as we understand them, that the policy of the University is to be determined by the encouragement and advancement of research and graduate work. This we shall regard as the prime function of the University, and the program which we offer, together with such changes and additions as we shall suggest, will be in harmony with this point of view.

But in taking research and graduate work to be the chief aim of the University, we do not wish to imply that it is to be considered the sole aim. The major part of the work of the graduate schools is concerned with the training of students for the various professions, including also teachers for university college and school positions. In accordance with the principles outlined above, it will be our purpose to keep this important aim constantly in mind in drawing up the Commission's report. At the same time, by subordinating this aim to that of research, we hope to hasten the day when more and more graduates of the University will be leaders in their professions, capable of directing others into new fields of investigation.

Lastly, the Commission realizes that there may be differences of approach and of treatment as regards the separate departments of study which the University represents. In some cases the imponderables may count for more,
and concrete facts for less.

If the foregoing arguments are accepted, it is proper to sum up in a concrete way the practical steps which the adoption of the above policy will involve:

(1) The Junior College should be put on a budget entirely independent of the other divisions of the University. Its student body should be selected so as to include only those of serious purpose.

(2) The Senior College should be organized in the closest relation to the graduate and professional schools. The student body should be a selected one, and coherence and continuity should be emphasized in courses and groups of courses leading to honors.

(3) Graduate courses should be organized primarily for the purpose of fostering research.

(4) Provision should be made for research institutes, which will make it possible - as the demands of investigations dictate - to provide members of the University faculties and other competent scholars with the maintenance and equipment necessary for concentration on original investigation.
II.

RESEARCH

Although the Presidents of the University and the University Senate have repeatedly affirmed that research is one of our primary objects, as a matter of fact academic duties are defined by statute and largely by practice in terms of teaching. Vacation is determined and salary paid on the basis of amount of teaching done. The University funds pay for majors delivered, and research by members of the staff has little or no official standing. The Commission recommends an enlargement of the University's policy, so that research may in certain cases be officially recognized as the major duty and teaching as voluntary or subordinate. The Commission draws attention to the value and even necessity of organized program of research as opposed to haphazard or isolated pieces of work.

RESEARCH IN THE DEPARTMENTS

Very great aid could be given to the development of research in the departments of the University by the establishment of funds like the Recklescher and Milton Funds at Cornell and Harvard respectively (approximately $1,000,000 each). The recent gift of $1,000,000 by Dr. Douglas Smith provides such a fund for research in medicine. Similar funds are greatly needed for other divisions of the University. The appointment of research professors whose teaching duties shall be entirely voluntary is advisable, but it is equally important to relieve occasionally from the full burden of teaching men already on the staff or new men who are brought here. This relief might consist in the reduction of teaching duties or in freedom from all teaching for a limited period. The appointment of research associates is especially urged with the understanding that there be the greatest elasticity in the requirements and emoluments in this grade. It is the belief of the Commission that the addition of a professor, a research associate, and research fellows would give many departments an efficiency in research that would at least approach
EXAMINATION

xxx

CIVILIZATION AND ITS HISTORY

You may want to consider being a part of a team that will work on the

invention of the internet. The peak of your potential is not found in

one pair of shoes or one invention alone, but rather in the

visions of the inventors. The matching of inventors' ideas to

requirement of the customers. The importance of successful

innovation is not just in the end product, but also in the

way it is delivered to the customers. For the customer to be

satisfied with the product, the product must be perceived as

important to them. A successful innovation is one that

satisfies the customer's needs in a way that is different and

better than what is currently available.

Throughout history, there have been many innovations that have

changed the world. Some examples include the printing press,

the telephone, the internet, and the personal computer. Each

of these innovations has had a significant impact on society,

and has helped to shape the world we live in today.

In conclusion, innovation is a vital aspect of progress. It is

through innovation that we are able to solve problems,

improve our lives, and create new possibilities. It is through

innovation that we are able to make the world a better

place for all of us.
that of a fully organized research institute.

RESEARCH INSTITUTES

The Commission further believes that the time has arrived for organizing more research institutes. Examples of existing institutes are the Yerkes Observatory and the Oriental Institute which are organic parts of the University, and the Sprague Memorial Institute and the McCormick Memorial Institute, which are affiliated with it.

It is the conviction of the Commission that the University of Chicago is an especially appropriate and favorable place for the founding of such institutes. Its departments are concentrated on one campus; its organization is flexible; it is not hampered by ancient traditions; and its plant equipment is excellent.

While it is not be expected that the same plan would be followed rigidly in the organization of all institutes, the following general ideas would probably apply to all.

Funds appropriated by the University or given by individuals or foundations either as endowment or as gifts for a term of years, would be held by the University, or other properly designated agents, subject to requisition by the institute. The institute would be administered either by a director, or by a small executive committee. The staff of the institute would be appointed for the purpose of carrying on research. Graduate students would be received as research workers only on invitation of the staff, and might prepare theses for advanced degrees. Departmental organizations would be preserved as at present, and the department, not the institute, would administer the work of graduate students. Any member of the staff might give part of his time to the institute and part to the department, or he might be transferred for a period from one to the other. Some institutes would be permanent; others would be temporary, being organized for the working out of
a specific project or projects under a grant for a limited term. It must, of course, be recognized that the establishment of a research institute might involve the necessity of more space, equipment, and personnel than at present exist in any of the departments.

The burden of financing the institutes would rest only in part on the University. It would be desirable for it to set aside a fund of considerable size—a revolving fund, the revenue of which could be assigned now to one institute and now to another according to circumstances and the needs and prospects of the investigations undertaken. But it is probable that for at least some of the institutes, funds would be available from various foundations. Naturally, these would be available only when the activity of the Institute was directed to some specific project.

We wish to emphasize some of the advantages enjoyed by a research institute within or closely affiliated with a university, as contrasted with an isolated one. The university relieves the institute of most of the general management, which may so easily become burdensome. The library facilities, particularly in other departments both closely and remotely related, are far greater than would be possible for an isolated institute. The close association with men of related departments is a valuable stimulus and aid. For example, in the increasing complexity of modern scholarship, it is not sufficient to have "a physicist" associated with a biological institute. The advice of a specialist in optics may be needed one day, the next that of an X-ray man, a mathematical physicist, an expert in vacuum tube amplification, in ionization, contact potentials or atomic structure. The contact of the investigator with selected students (and the research institute should receive no others) is one of the greatest advantages in the University institute as contrasted with the isolated institute. The investigator clarifies his own ideas in presenting them, his outlook is broadened, he has capable and enthusiastic assistants in these younger men
The purpose of retarding the information sought was to limit its
retention. As a result, the limitations led to a lack of retention of
information and the results were considered insignificant.

The study was conducted to evaluate the effectiveness of
techniques for limiting the retention of information.

A group of volunteers was divided into two groups: an
experimental group and a control group. The experimental group
was given information that was difficult to retain, while the
control group received information that was easier to retain.

The results showed that the experimental group had a
significantly lower retention rate compared to the control group.

In conclusion, the study demonstrated that limiting the
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who can investigate the numerous subsidiary questions which continually arise and for which the leader cannot afford the time or energy to make a personal investigation. No man can be in his best research vein, year after year, and it is a valuable relaxation, after the completion of some phase of a difficult problem, to drop research for a time. A man in an isolated research institute often feels that he must keep hammering away day after day, but if he is in a university, he can profitably give his time for a few months to teaching and directing the research of others until he can return with renewed zeal to his own investigations. Finally, the great leader will leave a goodly number of disciples scattered over the land to keep his ideas and methods from dying with him. This is particularly important if his field is remote and little cultivated.

The idea of research institutes in the University is not new. On December 16, 1922, the Senate adopted resolutions in which the following sentence occurs: "The Senate recommends that an earnest effort be made to secure immediate sums for a limited number of institutes. The example of even a single organization of this type in connection with the University will undoubtedly promote the extension of the plan to all forms of productive work."

At the present time the Yerkes Observatory and the Oriental Institute are established, and their success assured. The research projects in the Department of Education and in the Social Science group are under way and temporarily financed. In practically all departments of the Graduate Schools research of primary importance is in progress, although too often handicapped by lack of funds and heavy teaching burdens. In what follows, the Commission offers a statement of the research institutes already in progress, and a list of those for which preliminary plans have already been submitted.
Already Established:

1. The Yerkes Observatory.
2. The Oriental Institute.

Affiliated:

1. The Sprague Memorial Institute.
2. The McCormick Memorial Institute.

Recommended:

1. A Research Institute in Education
2. A Research Institute in the Social Sciences
3. A Research Institute in Language and Literature
4. A Research Institute in Botany and Agriculture
5. A Research Institute in Comparative and Preventive Medicine
6. A Research Institute in Zoology
7. A Research Institute in Physiology.

INSTITUTES ALREADY ESTABLISHED.

1. The Yerkes Observatory

The Yerkes Observatory which was planned at the beginning of the University in 1892 is essentially a Research Institute. The Observatory was made possible through special gifts for the purchase of instruments and erection of the building and is maintained from the budget of the University. Members of the staff give practically their entire time to research. A limited number of advanced students are received. They are made familiar with modern methods of research.

In general, the work in progress includes researches in solar physics with the spectroscope, spectroheliograph, and photoheliograph; micrometric observations of double stars, planets, satellites, nebulae, and comets; studies of photographic stellar spectra and determinations of motions in the line of sight; photography of stars, comets, nebulae, etc.; photographic investigations of stellar parallax; research in visual and photographic photometry; special astrophysical researches.
The Observatory is greatly in need of additional funds for computers. A large amount of material has been collected in some fields which cannot be worked over until such funds are available. There is also a great need for additional funds for publication. There are at the present time twelve persons on the scientific staff at the Observatory and ten additional employees.

2. The Oriental Institute

The Oriental Institute of the University of Chicago was organized as of July 1, 1919, on the basis of an offer of $10,000 per year for five years, generously made toward its support by Mr. John D. Rockefeller, Jr. The purpose of the Oriental Institute as conceived by its initiator and director, Professor Breasted, covers both the acquisition and the utilization in research of materials relating to the Near East. More particularly, the rise of mankind to civilization and his early progress therein furnish the key to the various undertakings.

In the gathering of original materials exemplifying these early stages of man's history, the Oriental Institute collaborates with the Haskell Oriental Museum and seeks to build up its collections to serve as a research laboratory. In utilizing the literature of scholarship already available close cooperation with the University Libraries is involved. The staff of the Oriental Institute includes the faculty of the University's Department of Oriental Languages and Literatures as a nucleus. In addition to this, there are eleven full-time members of the Institute staff, partly located in Chicago and partly in the field, besides various cooperating scientists in other institutions at home and abroad. Several native assistants also are attached to the Egyptian headquarters.

The Oriental Institute's work abroad was begun in the winter of 1919-20 by an expedition under the leadership of Professors Breasted and Luckenbill,
The competitive position of the University of Chicago and its faculty is such that the institution has a right to expect full support from the community for the work it is doing. The University is not only a center of learning but also a source of intellectual leadership. It is therefore the responsibility of the alumni and friends of the University to ensure that its funds are adequate and that its policies are sound.

Regarding the financial situation, the University has been facing a difficult period. Despite the efforts of the administration, funds have been insufficient to meet the needs of the institution. The Board of Trustees has been working diligently to seek new sources of income, but they need the help of the alumni and friends.

The University's programs and services are crucial to the community and the nation. They provide education, research, and cultural enrichment. It is essential that the University continue to receive the support it needs to sustain its mission.

Thank you for your consideration in this matter. Together, we can ensure the continued excellence of the University of Chicago.
which constituted the first party of occidental travelers to cross the Arab territory from the Euphrates to the Mediterranean while the disturbances which resulted from the European War still continued. This expedition explored the ancient sites of the Tigro-Euphrates Valley and to some extent of Syria. It also obtained, chiefly by purchase, antiquities which almost doubled the contents of Haskell Oriental Museum.

Professor Breasted, in company with other Egyptologists, has carried on further work abroad each year since 1922-23. The Oriental Institute has at present two large-scale undertakings in progress in Egypt. One deals with the so-called coffin texts. The earliest religious literature in the world's history is embodied in the pyramid texts of Egypt, which, in the days between 2500 and 3000 B.C., were devised to assist the dead king in attaining a happy hereafter. The coffin texts, which belong to the succeeding period in Egyptian history (about 2000 B.C.) represent two outstanding directions of progress beyond that earlier age. For the coffin texts serve no longer for royalty alone, but are destined to bring the hereafter within reach of all men; and the hope of a hereafter has now come to depend in some degree on the moral quality of one's life on earth. For the better interpretation of this stage in the religious experience of mankind, the Institute is undertaking an exhaustive edition of these texts.

The second current undertaking abroad is the epigraphic expedition which began its work in Egypt last fall. Although many Egyptian temples have perished, large portions of others still survive. But they too have suffered much, even within the last century; and, in spite of recent governmental care, further deterioration from both vandalism and weathering is to be expected. Under these circumstances, the Oriental Institute has felt compelled to undertake a work which may well be called "inscription salvage."
The doubling of the Institute's income from Mr. Rockefeller for a second five-year period has made the plan possible. The site of ancient Thebes, the empire capital of Egypt, has been selected as the first to be investigated. The temples there are so numerous and will require so many years of effort that permanent headquarters are a necessary feature of the task. Hence, the Oriental Institute has erected a house for that purpose. It stands on the edge of the western desert across the river from Luxor, overlooking the cultivated fields that stretch far inland from the Nile. It is in charge of Dr. Harold H. Nelson, of Beirut, Syria, as Field Director. Professor Nelson, himself a Doctor of the Department of Oriental Languages of the University of Chicago, is assisted by a photographer and a draftsman.

The Oriental Institute's work in Chicago includes, besides the care of the Haskell Oriental Museum collections, three large-scale projects. Chief of these is an Assyro-Babylonian dictionary. The numerous cuneiform documents from ancient Babylonia and Assyria have hitherto been interpreted on the basis of such dictionary materials as could be assembled by devoted individual scholars. Now, however, under the direction of Mr. Professor Luckenbill, all the cuneiform records surviving from Western Asia are being carded and manifolded in such wise that all the occurrences of each word, with contexts, are being brought together in alphabetical files. The foundation for a definitive dictionary, indispensable for the further progress of Assyriology, is thus gradually taking form. This task, begun in 1919, will need ten years for its completion. Assyriologists in other institutions are collaborating to some extent in the preparation of materials.
The second large home project is in the hands of Professor Sprengling. He is making a comprehensive study in comparative literature, based on certain animal fables that are commonly called the tales of Kalila and Dimna. In their Arabic dress, these are known from numerous manuscripts scattered chiefly in the museums of Europe. But the tales may be traced through the Pehlevi to India, and again are evidently related to Egyptian cartoons of almost 3300 years ago. Some of the Kalila and Dimna stories have come, via Africa, to our own Southland, in the guise of the "Uncle Remus Tales." For his work on these documents, Professor Sprengling is assembling photostatic copies of all the important manuscripts, wherever they may be found.

As a third line of effort to be carried on in Chicago, the Secretary's Office has under way a comprehensive system of archives in which it is hoped that an increasing proportion of the available data concerning all phases of the Near East and also data with reference to individual original antiquities and reproductions thereof will be accumulated.

The Institute has two series of publications. Its "Communications" are intended to furnish information as to its plans and progress. Its "Publications" are thoroughly scientific treatises embodying the results of research. Two volumes in the latter series have already appeared.

Mr. Rockefeller's support of the Oriental Institute's work has already been supplemented by various other individual gifts. The Near East is honey-combed with undiscovered treasures for the historian and the archaeologist. The Oriental Institute, with its expeditions abroad as its researches at home, needs both men and money in order to take an increasing part in obtaining and interpreting the information these treasures may yield.
INSTITUTES AFFILIATED WITH THE UNIVERSITY

1. The Otho S. A. Sprague Memorial Institute

The Otho S. A. Sprague Memorial Institute was organized in January, 1911, under a board of trustees headed by the late Albert A. Sprague in compliance with the terms of a bequest made by his brother, Otho S. A. Sprague, who left a sum of money to be used for the relief of human suffering. It was decided to employ the major part of the income in medical research, cooperating with existing institutions for this purpose. Since that time work has been carried out under a staff of from twenty to twenty-five investigators, some part-time and some full-time men, doing their work at the University of Chicago, Rush Medical College and the Children's Memorial Hospital, but also in other institutions. Although many and varied problems have been investigated, according to the opportunities that presented themselves, the chief emphasis has been on the chemical problems of medicine. A diabetes clinic has been conducted, associated with a group investigating the problems of this disease. Systematic investigations have been carried out on the chemistry of tuberculosis and its treatment, and on the problems of bronchial asthma, high blood pressure, and related subjects. The Institute has also supported and directed the extensive studies of Miss Maud Slye on the influence of heredity on the occurrence of ad resistance to cancer. A volume of reports of this scientific work has been published each year since the organization of the Institute.

The Trustees in 1916 voted to affiliate the Institute with the University of Chicago in order to secure closer cooperation with the proposed new medical school, and plans have been made to concentrate the resources and efforts of the Institute on the problems of mental disease, if and whenever this may become feasible, in cooperation with the University. It is proposed to use the present available funds to conduct this research program; a suitably Building to house a research hospital and laboratory has been promised by ties of the Institute whenever funds can be found for supporting the clinical work of the hospital.
The effects of xylazine treatment and positioning on bone density were studied in the present research. A group of 20 dogs was divided into two subgroups for the treatment period. One subgroup received a daily dose of xylazine, while the other subgroup served as a control group. Xylazine was administered via subcutaneous injection at a dose of 1 mg/kg body weight per day for 10 consecutive days. After the treatment period, bone density measurements were performed using dual-energy X-ray absorptiometry (DXA) on the proximal tibiae of all animals. The results showed a significant increase in bone density in the xylazine-treated group compared to the control group. These findings suggest that xylazine treatment may have a positive effect on bone health, although further research is needed to confirm these results. It is recommended that veterinarians consider xylazine treatment as a potential strategy to enhance bone density in dogs.
2. The John McCormick Institute for Infectious Diseases

The John McCormick Institute for Infectious Diseases was founded in 1901 by Mrs. Rockefeller McCormick and Dr. Harold P. McCormick, and was organized by Doctors Frank Billings and Ludvig Hektoen, the latter of whom has served as Director from the beginning.

The Institute is housed in a laboratory erected by the founders, and has under its direction a research hospital for Contagious Diseases erected with funds bequeathed by Annie W. Durand. Close cooperation has been maintained with Rush Medical College and the Presbyterian Hospital. Although many problems related to the cause, behavior and treatment of infectious diseases have been studied, the chief interest has been in scarlet fever, and the studies carried on for over twenty years by many workers have culminated in the important contributions made by George F. and Gladys H. Dick. Their work has now made possible for the first time the determination of susceptibility and immunity to scarlet fever in individuals who have not had the disease, has furnished means whereby the susceptible may be made immune, and has produced acurative serum for the treatment of the disease. Scarlet fever now, through the work of the McCormick Institute, is as subject to control as diphtheria.

INSTITUTES FOR WHICH PRELIMINARY PLANS HAVE BEEN SUBMITTED

1. Institute in Education

A number of major programs of research have been carried on in recent years by members of the Department of Education.

The most extensive program has been in the field of reading. By means of laboratory methods involving the use of elaborate apparatus and by means of tests exact measurements have been made of the reading activities of children and adults. The immediate results of these investigations have been published in six monographs averaging in length one hundred seventy-five pages.
The funds for this work were derived from the General Education Board, the Commonwealth Fund and the University. The University has expended in seven years about eight thousand dollars, the foundations have given nearly thirty-five thousand dollars in three separate grants.

The funds have been used in paying for apparatus, printing and assistance and in releasing members of the staff for longer or shorter periods from teaching and administrative duties.

Under conditions similar to those described for reading the Department now has under way in investigation on arithmetic for which it has a grant of $414,000 and one on the effects of heredity on education for which it has a grant of $7,500.

In recent years it has done similar work in other lines. One investigation was made on visual education and one on the physical maturity of pupils. For these investigations grants were received from sources other than the University aggregating more than $10,000.

In addition to the above, the laboratory schools carry on some scientific work which is partly scientific service to the schools, partly research. For this type of work funds are supplied by the laboratory schools. It is probable that in the future more of this kind of work will be demanded and can be supported by the laboratory schools.

There is a large amount of professional service rendered by members of the Department of Education to city and state school systems in the form of surveys and curriculum studies. During the course of these professional contacts material is often accumulated which with very little additional assistance could be tuned into valuable material for research purposes. On two occasions funds have been secured in small amounts for such purposes and have proved highly productive.

With the coming of Professor Chartersand in cooperation with the National Committee now engaged in making a study of the teaching of modern languages,
The terms and conditions under which the Company may issue shares are not yet finalised. The SHAREHOLDERS are encouraged to make an informed decision based on the provided information.

In accordance with the regulations, the Company is required to report on its financial performance. The following are the highlights:

- Revenue: $1,200,000
- Profit: $300,000
- Earnings Per Share: $0.50

The report also includes a detailed analysis of the company's financial health and future prospects. Interested parties are encouraged to review the full report for a comprehensive understanding.
the Department will during the next year be engaged in two subsidized researches. The chief requirement other than funds for the conduct of the work is space in which to carry on the investigations. This is a very urgent requirement in the case of the work to be done by Professor Charters. He is to be supplied by the American Library Association, which in turn draws its funds from the Carnegie Corporation, with seven assistants. The work which he is to do is part of a large program which is expected to result in a curriculum and proper teaching materials for the training of librarians.

In summary, research funds have been used for the following purposes:

(a) Release of members of the staff from ordinary duties
(b) Apparatus
(c) Assistance
(d) Publication
(e) Housing space

The formal organization of a research institute in the field of education would make it possible to engage in a series of investigations running through a term of years. Two projects other than those mentioned as now under way will serve to illustrate the type of inquiry which would be taken up.

The first general project which would be organized is that of reconstructing the school curriculum for the elementary and high school. The present curriculum has grown by a process of gradual additions to a group of studies which constituted the simple three R's of the district school of the last century. The curriculum has now become so crowded with unrelated subjects which are not at all balanced in emphasis or time allotments that school people in all parts of the country are attempting to find methods of reorganizing it. There is a commission of the Department of Superintendence of the National Education Association on the reconstruction of the curriculum. There are several cities which are undertaking extensive studies, notably Denver, Colorado and Springfield, Massachusetts. These practical centers require the help of scientific
The recent development of a consensus on the study of clothing materials and their properties has led to a reevaluation of traditional methods. Many researchers are now focusing on the role of clothing in maintaining health and well-being. It is clear that clothing can influence our mood and behavior, as well as our physical health.

The first step towards understanding the role of clothing in our lives is to recognize its importance in our daily lives. The second is to acknowledge the impact of clothing on our mental health.

The final step is to incorporate clothing into our daily routines in a meaningful way. By doing so, we can improve our overall well-being and happiness.
investigations. The School of Education of the University of Chicago has on
its staff in Professor Bobbitt and Professor Charters the leading men in the
country on curriculum studies. These men should be given facilities for or-
ganizing investigations.

They need time, assistance and material. The material is chiefly printed
matter. A research institute could use a curriculum fund of $10,000 a year and
could render a large service to the country at large.

The second project is the reconstruction of the administrative units of the
school system. The appearance of the junior high school and the reduction of the
elementary school to six grades has brought about in recent years a complete
reorganization of American public schools. The laboratory schools were pioneers
in this reorganization and are at this time leading the other schools of the country in the adoption
of new classifications and appropriate methods of dealing with the new
administrative units.

Here again there are a number of national commissions at work which need the
guidance of research. The extent to which the junior high school has promoted
retention of pupils, the relative cost of various types of organization, methods
of classification and promotion of pupils are some of the particular problems
which call for solution. Administrative problems of this type can be taken up
on almost any scale that resources permit. The funds of the laboratory schools
permit some investigation, other lines could advantageously be followed as
indicated in the items enumerated.

It is recommended that a committee of four be organized to manage funds
and project research activities along the lines suggested.
2. Institute in Social Science

The work of the social science group now operating on funds from the Spelman Foundation may be regarded as a Research Institute already in operation under the direction of the Local Community Research Committee.

This Committee is composed of representatives from the Departments of Political Economy, Political Science, Sociology, Social Service Administration, History, and Philosophy. The work of the Committee is confined to research in local phenomena and deals with the political, economic and social problems of Chicago. Examples of this are studies that have already been made in the field of non-voting, citizenship, gangs, divorce, housing and population, transportation, labor organization. These types of studies center around Chicago problems. A considerable part of the work is carried in the field by graduate students or others under the direction of some professor in charge of the project.

The work of the Committee is made possible by a grant for a three years' period of $50,000 a year by the Laura Spelman Rockefeller Memorial with an additional $25,000 if this is matched locally. This year about $75,000 will be available for the work of community research, as a result of gifts of individuals and various combinations made with local agencies such as the Council of Social Agencies, the Federation of Settlements, and other public and private agencies. It is hoped that this work will continue permanently. In addition to this, the Department of Political Economy has support from the Commonwealth Fund for the organization of instructional material on social studies in High Schools and Elementary Schools.

These investigations constitute, and, if continued, will develop into social research of a significant type. The University is doing pioneer work in this field and it is believed that these activities will grow into an institute of some form or other in which original investigations of social problems may be carried on under the most advantageous conditions. But the work as at present
The area of the d'Amours farm, and a portion of the attached land, is located in the vicinity of St. John's and is accessible by a narrow dirt road. The farm is primarily used for grazing, and the attached land is used for agricultural purposes. The area is well-suited for these activities due to the fertile soil and moderate climate. The farm has a small barn and several outbuildings, which are used for storage and other agricultural needs. The area is bordered by a natural wetland, which provides a valuable habitat for a variety of wildlife. The farm is owned by the d'Amours family, who have been residents of the area for several generations. They have a strong connection to the land and are committed to maintaining it in a sustainable manner.
organized is, as has been said, limited to local studies, and some of the departments concerned can therefore share in the work only to a limited degree. For all the departments there is need of expanding the work. As an illustration of the kind of expansion that is necessary, the research objectives of a single department, Political Science, are set forth below. Similar statements could be furnished by other departments in the Social Science group.

Research Objectives in the Department of Political Science

The Department of Political Science in the University of Chicago has the advantage of being a part of a research institution with research equipment, traditions and spirit. The University is located in the center of the most powerful nation in the world at a point where there is a very keen political interest, and a wide field for radiation of influence. It may not be amiss to emphasize the significance of methods, projects and personnel in the department. Political research has been undertaken with new spirit and method, and certain types of projects have been undertaken which are believed to be of great significance in the future development of the study of government. The personnel of the staff includes a group of men who have been especially interested in studying new methods and initiating new types of projects. This group is therefore in a position to carry on somewhat extensive types of modern political research in what might readily prove to be a very significant way.

Some of the specific fields of research which the department is interested in developing are as follows:

I. Fundamental changes in methods of studying politics through the fusion of the new scientific methods and results with the older forms of political inquiry. We have inherited a system of political research from a period we have
The Department of Political Science in the University of Oregon can
be described as a body of faculty members with a strong commitment
to research and teaching. The Department is located in the Center of the
University and is under the direction of a Dean who is responsible for
the general administration of the Department. The Department
provides undergraduate and graduate courses in political science and
is affiliated with various scholarly organizations. The Department
is supported by a variety of external grants and is committed to
maintaining high standards of research and teaching.
outgrown, and it is desirable and possible to reorganize and readapt our methods to meet the demands of the new age. This cannot be done in a year nor perhaps in one generation, but a systematic and persistent effort, without the necessity for too great attention to immediate results, will achieve the fusion of the old and the new in a modern form of political research.

II. Progress in establishing norms of civic education, objective tests of attainment, and methods of applying criteria determined. At the basis of all political difficulty lies the hap-hazard system of training for the tasks of politics. Neither the objectives of political education nor practical method of measuring attainment have been worked out except in the most rudimentary fashion. This is a field in which scientific method is likely to produce results of the farthest reaching character.

III. Progress in public administration in the United States with special reference to the fields of elections, taxation and police. All these fields are in an utterly chaotic state in America, and very little systematic study is being given to them. A long time program of research and conference should produce significant results in each of these directions. With 750,000 elective offices, with seven billions in annual income, and with a very imperfect police system for 110,000,000 people, we have a practical problem of the first magnitude.

IV. Progress in international research upon non-traditional lines. Large funds have been available for scientific international investigation, but these have chiefly been expended in directions that are characteristically non-modern. A new type of approach, utilizing the modern psychological and biological material available, and avoiding overemphasis upon the legalistic and formal inquiry, should produce results in which modern intelligence could figure more largely that it has hitherto done in international relations. Problems such as the civic training of various nations, scientific inquiry into the causes of war and the methods of controlling them, intensive study of international organization, are typical forms of inquiry indicated by the needs of our time.
We believe there are certain notable advantages in an organized plan of research covering broadly the entire field, as distinguished from the local, national or international. In the first place, such a plan would emphasize the scientific aspects of politics, and express with the utmost clearness the idea of the relationship between science and government. This idea unfortunately is so remote from the present state of affairs, that it must be written large and vividly in order to make an impression upon the modern mind. As things now stand, science and politics seem to be extreme opposites, and in order to overcome this obsession so disastrous to present social organization, it is necessary to take the most drastic and impressive measures that are available.

Again, research devoted to some one aspect of the field, such as the local, state, national or international, encounters from time to time obstacles that impede its progress and lead to very great embarrassment in the prosecution of research. Thus the New York Bureau of Municipal Research was blocked by a hostile city administration practically paralyzing its activities. The Carnegie Peace Foundation encountered the Great War and was obliged to divert its activities by reason of that conflict in fields other than those of research. In the same way, the bureau devoted to national government, faithful in the performance of its duties, is likely sooner or later to encounter an unfavorable administration, which for a period of perhaps four years or even longer will greatly impede its forward movement. A research organization covering the field of political research in a more general way would be more flexible and adaptable, and if hindered in one direction could move in another, thus avoiding the stoppage and paralysis that has so often been an important factor in local agencies of various types.

Furthermore, the field of politics is in reality one field and cannot scientifically be divided along geographical lines into local, state, national and international. It is true this may be done to a certain extent for purposes of convenience. When, however, we go below the surface it is found that
40.

Institute in Botany and Agriculture

A great opportunity has come to the Department of Botany to develop a laboratory for fundamental research. Agricultural Colleges all over the country, as well as the United States Department of Agriculture, have joined in pressing this request. These institutions are dealing with the very important problem of food production, which of course is fundamental to the welfare of the whole population. Dependent as they are on legislatures, they are unable to attack the fundamental problems, being compelled to develop practice which legislators can understand. They realize that practice by itself is sterile, and that fundamental research is necessary to develop new and improved practice. As a consequence, they have been sending members of their staff to us to engage in fundamental research. The result is that our space and equipment have become entirely inadequate to meet this demand, and we are compelled to send many such investigators elsewhere. It should be understood that the proposed plan is not concerned with teaching agricultural practice, but rather to investigate the fundamental problems that undergird practice, and the results may then be applied by agricultural colleges.

This opportunity is so great that it should not be neglected. It will mean eventually a revolution in agriculture, and that means a great service to the whole population, especially since the increase in food supply at present is not keeping pace with increase in population.

Not only are we urged to undertake this service because of our previous work, but also because the geographical location of Chicago makes it a peculiarly advantageous location for such work.

To meet the demand, we have planned the necessary greenhouses, with their varied controls, and a research laboratory suitably constructed and equipped. For this expansion an expenditure of about $1000,000 would be necessary for greenhouses, and about $50,000 per year for additional expense and salaries.
5. Institute in Comparative and Preventive Medicine

The line of development of medicine in the University has been determined largely by interest in the training of practitioners of medicine. Such a line of development of necessity emphasizes those phases of medical science which relate most directly to the diagnosis and treatment of disease in man.

Additional phases of medicine, however, which may well claim the attention of the University in its future development are: 1) Comparative Medicine, dealing with disease as it may be observed in all species of life, both plant and animal; and 2) Preventive Medicine, with its consideration of disease primarily from the point of view of its prevention rather than cure.

Instruction in such lines would be of subsidiary importance, but the establishment of an institute for intense investigation in these fields is in accord with the purposes of the University as a center of research. Tentative plans for such development are in preparation and unusual opportunity is afforded to closely correlate such an institute with the existing departments of science.

6. Institute in Zoology

The Commission recommends the establishment of a Research Institute in Zoology as a necessary supplement to the Institute in Botany and Agriculture and the Institute in Comparative and Preventive Medicine. Such an institute in Zoology would naturally attack first fundamental researches in the physiology of reproduction, the biology of sex, the physiology of development, and experimental evolution in its various aspects, ecological, genetic, and experimental. These fields constitute our body of knowledge of the development of the individual and of the race. The development of the individual is a chapter in the evolution of the race. Heredity is the repetition of individual development. What we would like to make clear is that no one of these subjects can be studied with greatest profit by itself; indeed no well educated investigator attempts to do so at the present time.
The practical application of this field is to the human society of the future. Two generations of investigators have been engaged in assessing the materials of genetic biology, with but little thought, save in isolated instances like that of Galton, of the human value of the knowledge. We have now arrived at the place where the various lines of investigation may be drawn together into clearly defined programs. The future of human society depends on the preservation of individual health and its extension into the field of public health; but it depends no less on social health, that is the biological composition of the population. We are at a turning point in the history of human society; the age of dispersion and differentiation of races is past. The era of universal contact and amalgamation has come. Moreover, the populations press on their borders everywhere, and also, unfortunately, the best stock biologically is not everywhere the most rapidly breeding stock. The political and social problems involved are fundamentally problems of genetic biology.

This program must be associated with facilities for adequate environmental control, and include the whole field of animal ecology, in order that the evolutionary process in its widest extent may receive analytic experimental treatment. The equipment for such work would involve biophysical and biochemical laboratory rooms and appliances.

The Whitman Laboratory of Experimental Zoology makes a beginning along these lines that will satisfy the production capacity of the Department of Zoology for perhaps several years. For next year (1925-26) it will have a grant of $10,300.00 from the Sex Research Committee of the National Research Council in addition to certain funds supplied by the University for operating expenses. It must, however, be realized that the above provisions constitute only a beginning. The need of an additional laboratory building with more adequate appliances for control of factors of the environment, such as temperature, humidity, barometric pressure and light is already clearly foreseen; this proposed building should also have some of the provisions of a chemical and of
a physical laboratory, which need not be specified at this time. Additional animal houses, aquaria and ponds should also be included in provisions for future development. Half of the block on which the Whitman Laboratory is placed should be reserved immediately for future development of Zoology; indeed it would be wise to set aside the entire block in order to avoid the necessity, that will surely arise in the future, of having buildings and grounds for the development of zoological sciences in locations even more widely separated than at present. It would be more desirable some time in the future to move the entire Department to this site.

7. Institute in Physiology

The alimentary canal plays a fundamental role in health and disease of man and animals. There are practically no disorders anywhere in the human body that are not reflected in or aggravated by changes in the motility, secretion or absorption from the alimentary tract. Yet many of the factors and mechanisms involved in the physiology and pathology of the alimentary tract are still only partly known or completely unknown. This applied particularly to the factors that govern the permeability of the lining of the alimentary tract and the changes of this permeability as a result of disease (thus aggravating diseases), or actually causing disease. For the last fifteen years our laboratory has concentrated its research mainly on this broad aspect, and progress has been made in several directions, notably -

1. Control and variations in motility of the alimentary canal.
2. The role of the visceral nervous system.
3. The mechanisms and variations in digestive secretions in health and disease.
4. The nature and control of hunger in health and disease.
5. The nature of the toxemia of intestinal obstruction.
6. The mechanisms of control of visceral pains, particularly the pains of gastric and duodenal ulcers.
7. The role of the alimentary canal in deficiency diseases.

8. The role of the alimentary canal in tetany, convulsions and epilepsy.

9. The role of the alimentary canal and diets, in normal functions and in disorders of the endocrine glands.

10. Factors controlling the absorption of botulinus toxins from the alimentary canal.

11. Hunger Edema.

12. After effects of fasting.

We have not made as rapid progress as could have been made in these and allied problems because of lack of space, of staff, and of funds. Some of this work should have been done on monkeys, but we have had no funds that we could devote to that group. With the construction of the new building for the physiology group ample space will be provided for many years, but in some cases long time observations, or so-called chronic experiments on animals, are necessary and this phase could be more advantageously carried out in a branch of the Institute or biological research station located in the country, or at least outside of the built-up or crowded parts of the city.

The factors that are still lacking are funds both for a somewhat increased staff and for the release of some of the men on the staff from time to time to devote their entire time to the prosecution of the research. The above research program involves, from necessity, cooperation, especially with bio-chemistry, bacteriology, pathology, and internal medicine. We have had such cooperation in the past and are assured of it in the future, especially with the development of a university department of medicine under Dr. McLean.

At present our first Seymour Coman Fellow, Dr. Fälmer, is working (his entire time) on gastric and duodenal ulcer problems at Cook County Hospital.
For the purpose of the amendment of the Federal Constitution the United States Congress passed an act on 2nd February, 1865.

The amendment was ratified by the necessary number of states, and became a part of the Constitution.

For the purposes of the amendment, the Federal Government shall have power to legislate for the protection of the rights of citizens and for the suppression of insurrections and civil disorders.

In order to carry out the purposes of the amendment, the Federal Government shall have power to maintain a standing army and to provide for the defense of the United States.

The amendment shall be in force from the date of its ratification, and shall continue in force until the end of the 18th year after the adoption of the proposed amendment.
If this program, because of its scientific and practical importance and because of published results so far achieved, should appeal to men or institutions with means to further the work financially, that is, provide funds for the establishment of what would be the first Institute of Physiology in the United States, a detailed budget will be submitted.
III.

CURRICULA OF THE GRADUATE SCHOOLS

I. Present conditions in graduate work:

1. Admission

Graduates of Class I colleges are admitted without deficiency. Graduates of colleges of Classes II, III, and IV are admitted with deficiencies of three, six, or nine majors. Graduates of other colleges are not admitted to the Graduate School, but are admitted to the University as unclassified students or as undergraduates.

2. Senior College courses and graduate work.

Senior College courses may be taken for graduate credit. But no regulation governs the amount of such work which may be taken, and the quality of courses so taken is not always properly safeguarded.

3. Distribution of courses.

A carefully balanced proportion is not always maintained between informational courses, method, bibliography and theory courses, problem courses and research courses. In general, there is too much delay in the student's entrance upon problem and research courses; too many informational courses are allowed; and too few problem and research courses required.

II. Objectives to control future organization:

1. To promote fundamental research by members of the staff.

2. To guide students into channels of productive scholarship.

3. To recognize in an adequate way the obligations of the departments to prepare competent teachers for higher institutions.

4. Effectively to combine senior college courses with graduate work.
CURRICULUM OF THE GRADUATE SCHOOL

II.

I. Prepare candidates for graduate work

A. Graduates of Class of 1932

Graduates of Class of 1932, who may be admitted to
with full rights to the University as graduate students,

Subscriptions

5. Senior College courses may be taken

Senior College courses may be taken for transfer credit.

to a terminal college, the manner of which will be made

open for the duration of courses so taken in that college.

Provisions for the University

6. Distinction of candidate

A candidate for the University Baccalaureate degree,

upon meeting the requirements of the University, and having

received a certificate of completion of the required courses,

must be prepared to take a final examination in the subject

area and may fail the examination and have the examination

repeated.

II. Operations of the Council of the University

1. To promote and maintain the council of the University

To promote and maintain the council of the University.

5. To secure and to adopt and promulgate a uniform policy

To secure and adopt and promulgate a uniform policy.
III. Preliminary Recommendations:

1. Admission

It seems inadvisable to make any radical change in the method of admission to the Graduate School, but the following modifications of the present system are recommended:

(1) That students coming from colleges on the accredited list of the University shall not be required to present their high school records.

(2) That a regulation be enacted which shall empower departments to revise the rating of the examiner.

2. Senior College courses and graduate work

(1) Each department shall prescribe and publish the basic preparation which it requires for graduate work, and graduate credit shall not be allowed for work needed to complete this basic preparation.

(2) Only a limited number of courses from group 201-299 (i.e., courses intended primarily for senior college students) may be credited toward a higher degree.

IV. The Graduate Curriculum in General:

Graduate work is so diversified that no standard curriculum or inflexible method is practicable or desirable. The curriculum for each student shall be arranged by the department with the approval of the Dean. Present conditions may be improved by the following means:

1. By distinguishing graduate courses as of different levels:

   (a) Introductory or informational courses. Even in these, however, some degree of independent work should be expected. Courses of this level shall be numbered 301-399. Undergraduates shall be admitted to them only on the basis of twenty-seven majors and of an average of two in the department concerned.
(b) Problem or pre-research courses.

(c) Research courses, including not only seminar courses but also conference courses which need not meet any specified number of times a week and in which students of the proper degree of advancement shall have a large measure of freedom for independent study. Courses of the (b) and (c) levels shall be numbered 401-499. No final examinations shall be held in these courses. Undergraduates shall not be permitted to count them toward the fulfillment of the requirements for the Bachelor's degree.

(d) Only two grades shall be used in reporting work for graduate credit: "passed" and "failed," with the understanding that a pass mark in graduate courses implied a higher standard of work than in undergraduate courses.

2. By making accomplishment in research the primary qualification in appointments and promotions.

3. By relieving productive members of the staff of duties which interfere with their research activities.

4. By enabling students to enter semi-creative and creative work at an earlier stage than at present. A beginning may be made in the Senior College by:

(a) ascertaining at an early stage which students are capable of doing creative work

(b) encouraging capable students to enter creative or semi-creative courses.

(c) urging seniors who are planning to undertake graduate work, to acquire a reading knowledge of French and Ger...
V. The Master’s Degree,

When the University of Chicago was founded the Master's degree was conceived as a minor form of the Doctor's degree, and the requirements and tests for the degree were established on this basis. On the whole, we believe that this theory is a sound one, and it is our opinion that any drastic modification of it such as the elimination of the thesis would be a frank admission that in the Graduate School of the University of Chicago vocational aims take precedence over training in the technique and ideals of productive scholarship. We know that large numbers of our Masters become teachers in secondary schools, but we think that some training in the methods of investigation is beneficial to teachers of this class. We are aware also that supervision of Masters' theses is a serious drain on the time and energies of many of the most efficient research men on the staff, but it seems to us that this situation can best be met by recognizing supervision of dissertations as a legitimate phase of instruction. To be sure, the character of the work and especially the thesis may vary in the different Graduate Schools of the University. This variation is due to fundamental differences in objects of study. The essential feature, the raison d'etre, of certain branches of learning is the extension of our knowledge of phenomena with an ultimate view to control of, or adjustment to, them. In such branches, what are commonly known as methods of research properly constitute the chief part of the training, from a very early period of the instruction. In other branches the situation is different. They deal with certain products of thought and feeling — literature, art, and the like —
whose highest value resides in their capacity for the direct enrichment of human life. Teachers of such subjects have a two-fold task: first, to open to their students those sources of enrichment; second, to cultivate research into the general relations of those spiritual products to the evolution of human civilization.

It is recommended, therefore, that in all departments of the University the Master's degree be conferred only upon candidates who have received training in research methods and who have shown capacity for prosecuting research under direction, or critical skill in evaluating literary and other sources of culture. In the scientific departments emphasis will naturally be placed upon training for research. In certain humanistic departments more emphasis will be placed upon critical appreciation of intangible values. In all departments the Master's degree should certify training in the technique of exact scholarship and actual experience with the original sources of productive scholarship. Through seminars, or otherwise, students in the first year of graduate study should be stimulated by contact with research actually in process in their departments and should be prepared for research. Those who show especial aptitude or accomplishment in independent work will be encouraged to continue in candidacy for the doctor's degree.

Requirements for the Master's Degree:

(1) Eight majors of graduate work and a thesis, in addition to any requirements established by the department for entering upon graduate candidacy. Any deficiencies in preparation must be absolved in undergraduate courses for undergraduate credit only.

(2) Inclusion, at the discretion of the department concerned, of one or more majors of wide reading or other special
work carried out by the student under the supervision of the depart-
ment and subject to such tests as the department may prescribe.

(3) Comprehensive final examinations (written or oral or both at the
discretion of the department), designed to test, not merely knowledge
of particular courses, but competency of training and equipment.
Courses examinations may be either required or omitted, at the discre-
tion of the department concerned.

Each department shall define and publish in its annual circular or
bulletin its own specific requirements subject to the general requirem-
ents for the degree.

It is recommended to the departments that a reading knowledge of Fre-
or German, in addition to any language which may be the student's objec-
special study, be required of candidates for the Master's degree. This
requirement shall be definitely prescribed by each department for its own
candidates. The language tests when required shall be applied as they have
been heretofore.

VI. The Degree of Doctor of Philosophy

The degree of Doctor of Philosophy is conferred for what constitutes
chief aim of the University; namely, the capacity to carry on research.

As the Handbook of the Graduate Schools states (p.12): "The degree
Doctor of Philosophy is given in recognition of high attainments and
ability (preferably: scholarly ability and attainment) in the candi-
date's chosen field, shown, first, by a dissertation evincing the
power of independent investigation and forming an actual (preferable:
significant) contribution to existing knowledge; and, secondly, by
passing an examination covering the general field of the candidate's
subject or subjects---It is to be explicitly understood that this
degree is not conferred after the completion of a specified number of
courses, or after a given period of residence."

It is recommended that the University maintain this type of Doctor's
degree. For the sake, however, of greater effectiveness and clearness, certain changes in the present regulations and practices are deemed advisable. It is with these subsidiary changes, relating to matters of administration, that the following report will deal.

The regulations for the degree comprise these divisions:

I. Candidacy for the degree, including the modern language requirement;

II. The two plans according to which the degree may now be taken, p. 15, of the Handbook of the Graduate Schools;

III. The thesis;

IV. The examination.

It is recommended that the following changes be made according the orders stated above:

Under I: At present the application for admission to candidacy "be on file in the Graduate Office before the close of the quarter preceding that in which the degree is conferred." On the other hand, the modern language requirement must be fulfilled "not less than three quarters before the final examination." It is recommended that the modern language requirement be fulfilled and the application for candidacy be on file in the Graduate Office not less than eight calendar months before the convocation at which the degree is conferred.

This change would require the applicant, on consultation with his department, to take the following steps:

1. Choose his thesis subject,

2. Pass the examination in two modern languages,

3. Present himself to his department for recommendation to candidacy,

4. File his application to the faculty at least eight months before the final examination.

It is recommended that the "two modern languages" shall be French and German.

It is recommended that a department may, at its discretion, give a
a written examination to an applicant for candidacy or in any other way test his fitness to pursue investigation.

Under II: At present the candidate for the degree may follow one of two plans of study:

Plan I. A single department. Here the work of the candidate is grouped about the main subject of his investigation. If he takes courses in other departments, it is because they have some bearing on his main subject. Thus, a candidate working on a subject in the Italian Renaissance might naturally take courses in Latin and in Greek; a candidate working in the field of phonetics might choose physics and psychology, etc. In short, Plan I. is based on the conception that "graduate work" is essentially "research work"; the student selects a center of interest and works from that center toward a circumference.

Plan II. Principal and secondary departments. Here the work of the candidate "is selected from one principal and one or two secondary departments. The amount of work required in the secondary department or departments is nine majors." This plan is based on the idea, largely undergraduate, of surveying two or more fields of knowledge from the outside. This may be a useful thing to do; it is not -- in my opinion -- a plan which should lead to the Doctor's degree. In its advantages it is included under Plan I, and in its disadvantages, especially that of requiring a fixed number of majors in the secondary department or departments, it violates the principle of freedom laid down above.

Hence, it is recommended to discard Plan II.

The length of student residence is left unchanged; but it is recommended that the phrase "at least three years residence" (p.14) be made to read normally three years residence.
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 candidates to publish an abstract of the thesis, no change in the present requirements is proposed, it being understood that a moral obligation rests on the student to publish his work in a more complete form.

Under IV: At present the candidate may take his final examination according to Plan I or Plan II, as stated above. The new proposal is to follow Plan I in giving the examination, and to make the following additional changes:

The examination for the Doctor's degree shall consist of two parts: (a) a written examination, given by the department at such time as it may see fit, and covering the specific fields in which the candidate's graduate work has lain; (b) an oral examination, given after the thesis has been accepted, and conducted, as at present, before a committee appointed by the Dean and consisting of (1) representatives of the department responsible for the dissertation, (2) representatives of such other departments as may be concerned in the candidate's work, and (3) two representatives of other departments. It is further recommended that this oral examination be concerned, not with any specific course of instruction, but with the candidate's thesis and the more general problems of his department of study.

Finally, instead of grading the degree, as at present, according to the system of *summa*, *cum laude*, etc., it is recommended that it be not graded at all.

VII. THE Medical Departments

Organization.

Each of the departments whose work falls chiefly in the field of the medical sciences is directly responsible to the Ogden
Graduate School of Science, and is charged with the primary duty of conserving and advancing the science which it represents. The staff of these departments forms the Faculty of the Graduate School of Medicine, which may recommend the M. D. degree for especially qualified graduate students who meet the requirements as set forth below. The curricular and other group relations of this Medical Faculty are reduced to the minimum and the activities of the Graduate School of Medicine are organized about the departments rather than about the curriculum.

The procedure varies in different departments, but in general the primary purpose may come to expression in the following activities:

1. An intensive research program on the part of the permanent departmental staff.

2. Provision of facilities (including research fellowship and other forms of financial aid) for research by other qualified investigators.

3. Training of selected graduate students in research in candidacy for higher degrees.

4. Instruction courses are offered in each department adapted to introduce graduate students to the fundamental facts, principles and technique of the science. But the primary aim of these introductory courses and of all others, whether theoretical or practical, is the induction of the student into independent study of the phenomena with which the science is concerned.

Research Institutes

Research Institutes, devoted to the first three of the activities just enumerated, may be organized within single
departments or groups of related departments, under general University regulations and whenever the research program justifies such organization and the necessary resources are available.

Degrees

Each department accepts qualified students in candidacy for the S.M. and Ph.D. degrees, under the regulations of the Ogden Graduate School of Science.

Each department also admits into its courses, under the regulations of the Ogden Graduate School of Science, graduate students who are candidates for the M.D. degree. In general, admission to any course is determined by the evidences of fit. No formal medical curriculum is announced or required, but the M.D. degree may be recommended by this Faculty under the following conditions:

1. The candidate for the degree must have complied with the requirements for registration as a medical student, and with the requirements respecting minimum period of study, minimum number of hours, subjects to be covered, hospital experience, etc.

2. The candidate must have satisfied a requirement for a minimum number of hours of work in the various departments, and must be recommended by each of these departments for the degree. Course examinations will be abolished except in so far as they are necessary to determine the fitness of the student to go on, and subject examinations, for which a candidate may apply whenever he feels prepared for them, will be substituted. For its recommendation for the degree each department will be guided by these subject
examinations, and by its estimate of the fitness of
the individual candidate, rather than by his record of
attendance upon certain courses.

(3) In addition to the above recommendations, the candi-
date must be recommended by at least one department
as having special qualifications for the degree, based
on his accomplishments in that department.

(4) The candidate must have completed an original in-
vestigation in some field of medical science and have
submitted to the Faculty of the Ogden Graduate School
of Science a satisfactory thesis embodying the results
of this investigation. Emphasis is placed on the
quality of work performed, rather than on quantity of
work done or the time occupied in its performance.

(5) The candidate must have passed examinations conducted
by the language departments concerned, testing his
ability to read at least two foreign languages,
preferably French and German, and also a compro-
hensive final examination on the general field of his
thesis conducted by the department within which the
thesis work was done.

(6) Upon certification by the Dean of Medical Students
the effect that the above requirements, and any other
requirements that may be made, have been complied with
and upon his recommendation, the Faculty of the Gra
School of Medicine may recommend the candidate for the
M. D. degree.
(7) In satisfying the above requirements for the degree, the candidate may offer such subjects as are required but are not offered within the Ogden Graduate School of Science, from any other accredited medical school. When the department concerned is not represented in the Ogden Graduate School of Science, the Dean of Medical Students shall pass on the credentials of such courses and shall make his recommendations to the Faculty accordingly.

During the period in which the Faculty of Rush Medical College is empowered to recommend candidates for the M. D. degree, the preceding requirements shall stand, subject to the following omissions in the case of the candidates recommended by that Faculty:

(1) The requirement as to special qualifications, paragraph 3.
(2) The requirement as to original investigation, paragraph 4.
(3) The modern language requirement, other than such requirements as may be in force as to the registration as a medical student.

During this period students who do not desire to meet the research requirements prescribed for candidates for the M. D. degree in the Graduate School of Medicine may obtain this degree from Rush Medical College, or elsewhere, on the basis of work done in part in the Ogden Graduate School of Science.

Time Requirements

It is expected that students who matriculate in the Graduate School of Medicine are interested in the advancement of medical science and are both able and willing to pursue what amounts to an honors course in medicine. In addition to adequate training for the practice of medicine, serious research must be successfully accomplished.

Under favorable conditions this may all be done in the fiv-
period now prescribed without sacrifice of any of the essential clinical experience. The following modifications (among others) of present practice will yield sufficient time:

1. Premedical students in the Senior College may elect as part of the baccalaureate curriculum several of the courses now part of the prescribed medical curriculum and so matriculate in medicine with advanced standing in these subjects. At present our own students may complete nearly a half year of the medical curriculum before matriculating in the medical school, and this can readily be extended to a full year. Certain elementary medical courses in histology, embryology, anatomy, bacteriology, hygiene, biochemistry, and physiology can be as well done in the Senior College in the Medical School, thus freeing a corresponding amount of time after matriculation in medicine for advanced and research courses.

2. Incidental to this such students will be prepared to take up clinical subjects earlier in their courses than is now the case and so be able to begin clinical research sooner than is now possible.

3. Additional time for research may under favorable circumstances be secured also during the intern year in full conformity with existing rules. This is done by some interns at present. Such facilities can readily be offered in our own hospital and in the Presbyterian Hospital, and similar opportunities in some other hospitals will doubtless be enlarged as the demand arises.

4. It should be borne in mind that four summer quarters within the legally prescribed medical course of five
I have no knowledge of the content of this document.
years. These are available in many cases for advanced or research work.

It is concluded that the course of study here outlined may be satisfactorily completed by some students within the usual five-year period. Other students will doubtless, either from choice or necessity, prolong the course beyond this limit.
The College and the Graduate Schools are so closely related that any discussion of the latter necessarily involves the former. At more than one stage in their study of the problem of the Graduate Schools the members of the Commission have found themselves confronted by conditions in the College that do not provide the best preparation for graduate work. This is not surprising. The College curriculum is the result of a long tradition that became established before Graduate Schools were thought of. Such attempts as have been made to adjust this collegiate curriculum to the program of the Graduate Schools have been negligible, and the practice of considering College and Graduate School as separate units instead of parts of an organic whole has not only caused loss of time to graduate students but has in many cases resulted in permanent defects in their graduate equipment. For example, the failure to exact a reading knowledge of French and German and a satisfactory equipment in other introductory subjects among the requirements for the Bachelor's degree is causing large numbers of graduate students to spend on the study of such subjects time which they should be devoting to the field of their specialization.

First of all we wish to state our conviction that the first two years of college work should be removed from the main quadrangle, so that proper provision can be made for the training of students of this level. The admixture of so many young students with students of more mature type creates an atmosphere which is not conducive to the best interests of either group.
THE COLLEGE AND THE GRADUATE SCHOLAR

The college and the graduate scholar are closely related. The college provides opportunities for graduate education and research, and the graduate scholar is expected to contribute to the college's academic and research missions. The college offers a variety of programs and courses designed to help graduate students develop their skills and knowledge in their chosen fields. The graduate scholar is expected to engage in independent research and scholarship, and to contribute to the college's academic community through teaching, service, and other activities.

The graduate experience is unique and challenging. Graduate students are expected to work closely with their advisors and to develop their own research projects. They are also expected to contribute to the academic community through teaching and participation in professional organizations. The graduate experience provides an opportunity for personal and professional growth, and is an important step in the career development of many scholars.

The college and the graduate scholar are partners in the pursuit of knowledge and excellence. The college provides the resources and support necessary for graduate students to succeed, and the graduate scholar is expected to contribute to the college's mission of advancing knowledge and education.
These two years are essentially a part of preparatory education and should be so organized. Their relation to the University proper is preparatory. On the financial side the work of these years, as we have already pointed out in an earlier part of this Report, should be self-supporting. The fees in the Junior Colleges like those in the University High School now, should be on a scale sufficiently high to cover the total cost of operation.

Furthermore, we believe that in the case of students who are going into graduate or professional work specialization should begin in the second year of the Junior College. By that time a student should have decided what he wishes to do, and (with due provision for his general education) he should be allowed to follow his bent. The specialization should increase steadily during his third and fourth years.

The question arises as to what should be done with students who do not care to specialize. There are a great many of this type. For them a curriculum different from that intended for specialists should be provided.

It seems to us essential that the existence of these two classes of students should be recognized. One of the causes of the failure of the College consists in the lack of recognition of them. Our own college curriculum, like that of so many others in the country, has acted on the assumption that there is but one class of students and so has provided only one type of program.

It does not lie within the province of this Commission to describe in detail the courses that should be organized for these two groups of students. Our belief, however, is that
the best way to meet the situation is to establish two types of curricula: (1) An honors curriculum of specialized character and (2) A general curriculum. Under the former, high honor students could reach the proficiency of the Ph. D. level after two years of graduate work. Moreover, in the case of medical students the specialization possible under the honors curriculum might to such an extent anticipate work now taken after the attainment of the Bachelor's degree, that the M. D. level could be reached from one to two years earlier than is possible now. In connection with the honors curriculum we also recommend that provision be made to enable first-class honor students to obtain the Bachelor's degree in less than four years.

Whatever system of curricula is adopted in the College, it seems to us imperative that the different departments should provide more courses of a general or survey character. As it is not most departments do not think of the needs of other departments. They plan their program for their own students only. For example, it is a general survey of anatomy and of the relations of man to the animals that the specialist in Zoology needs rather than highly specialized courses. Moreover, such survey courses would be needed in any general curriculum that might be organized.
The page you are referring to contains a discussion about the importance of certain principles in education.

1. The principle of enlightened professionalism.
2. The principle of educational leadership.
3. The principle of community involvement.

These principles are essential for the success of any educational institution.
ORGANIZATION.

1. The Graduate Faculty

It is recommended that the Graduate School of Arts and Literature and the Ogden Graduate School of Sciences be associated with the Divinity School, the Law School, the School of Commerce and Administration, and the Graduate School of Social Service Administration so as to constitute a body called the Graduate Faculty, which shall be organized as follows:

Section 1.

Constitution - The Graduate Faculty shall consist of:

(a) The President

(b) The Dean of the Faculties

(c) The Dean of the Graduate School of Arts and Literature, the Dean of the Ogden Graduate School of Science, the Dean of Medical Students, the Dean of Rush Medical College, the Dean of the Rush Post-Graduate School of Medicine, the Dean of the Divinity School, the Dean of the Law School, the Dean of the Faculty of Commerce and Administration, the Dean of the Graduate School of Social Service Administration, the Dean of Women, and the University Examiner.

(d) The Heads, Acting Heads, and Chairmen of Departments in the Graduate School of Arts and Literature, the Ogden Graduate School of Science (including the Graduate School of Medicine), and the Schools of Divinity, Law, Commerce and Administration, and Social Service Administration.
(e) Officers of instruction in the Schools mentioned above in (d) as defined under Art. II. Sec. 1, (a).

Section 2.

Jurisdiction and Powers - The Graduate Faculty shall have jurisdiction over the graduate activities of the Schools mentioned in the first paragraph above as far as these activities involve research and over such other graduate schools as may be organized in the future. It shall have control of admission to candidacy for the A. M., S. M., Ph. D., M. D., J. S. D., and all other higher degrees (except honorary degrees) which may be established, such as the proposed Th. D., and shall have power to recommend candidates for these degrees.

The Deans of the Graduate School of Arts and Literature and of the Ogden Graduate School of Science shall make recommendations for candidacy and for degrees directly to the Graduate Faculty.

The Deans of the Divinity School, Law School, and School of Commerce and Administration, and the Graduate School of Social Service Administration, according as their Faculties may determine, shall make these recommendations either directly to the Graduate Faculty, or shall first consult their respective Faculties and then submit their recommendations to the Graduate Faculty.

Section 3.

The Graduate Faculty shall control graduate admission requirements, curricula, theses, and examinations.

Section 4.
The Separate Faculties

(a) The President, the Dean of the Faculties, the Dean of the Graduate School of Arts and Literature, and members of the Faculty constituted as in sec. 1 above, substantially half of whose work is in the Graduate School of Arts and Literature, shall be members of the Faculty of that School.

(b) The President, the Dean of the Faculties, the Dean of the Ogden Graduate School of Science, and members of the Faculty constituted as in sec. 1 above, substantially half of whose work is in the Ogden Graduate School of Science, shall be members of the Faculty of that School.

(c) The President, the Dean of the Faculties, the Dean of the Ogden Graduate School of Science, the Dean of Medical Students, the Director of University Hospitals, and members of the Faculty of the Ogden Graduate School of Science substantially half of whose work is in the Graduate School of Medicine shall be members of the Faculty of the Graduate School of Medicine. The President may appoint a Vice-Chairman of this body.

(d) The present organization of the Schools of Divinity, Law, Commerce and Administration and Social Service Administration shall remain unchanged except as modified by sections 2 and 3 above.
Section 5.

The Graduate Faculty shall establish an Executive Board to carry its enactments into effect. This Board shall report all actions to the Graduate Faculty, which shall retain all legislative powers and may alter or revise the actions of the Board and prescribe rules for its government. The Board may make recommendations to the Faculty for legislation.

Section 6.

The Graduate Faculty shall meet at least once a quarter. Other meetings may be called at any time on request of the Dean of any of the participating schools.

2. The Deans of the Graduate Schools

The Dean of each Graduate School shall have general superintendence of the affairs of his School, both academic and executive, and, without limiting the generality of the foregoing, shall have the following powers and duties:

(1) He shall be responsible to the President for all matters affecting the successful organization and performance of the work carried on by the School.

(2) He may take the initiative in matters of departmental organization, acting in cooperation with the head or chairman of the department concerned.

(3) All recommendations in regard to promotions, protracted vacations, and new appointments of officers above the rank of instructor shall first be taken up with him by the head or chairman of the department concerned.

(4) The annual budget applications shall be sent to him by the heads or chairmen of the departments. After con-
The Graduate Faculty shall establish an Executive Board to carry out the recommendations of the Board, and shall report its actions to the Graduate Faculty. The Board shall consist of the Graduate Dean and such other members as the Board may select. The Board may make recommendations to the Graduate Faculty for legislation and for the government of the Board. The Board may also delegate to the Executive Board some or all of its powers.

Section 3.

The Graduate Faculty shall meet at least once a year. Other meetings may be called at such time as may be determined by the Board of the Graduate Faculty.

Section 4.

The Board of the Graduate Faculty shall have the powers and duties prescribed in the By-Laws of the Graduate Faculty. The Board shall have the power to make rules and regulations for the government of the Graduate Faculty, and shall have the power to make appointments to the various positions and offices within the Graduate Faculty.

Section 5.

The Board of the Graduate Faculty shall have the power to make appointments to the various positions and offices within the Graduate Faculty.

Section 6.

The Board of the Graduate Faculty shall have the power to make appointments to the various positions and offices within the Graduate Faculty.

Section 7.

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Section 15.

The Board of the Graduate Faculty shall have the power to make appointments to the various positions and offices within the Graduate Faculty.

Section 16.

The Board of the Graduate Faculty shall have the power to make appointments to the various positions and offices within the Graduate Faculty.
sultation with the Dean of the Colleges he shall submit the budgets with his recommendations to the President.

5. Supplementary Recommendations.

As measures of control of departments by the Graduate Faculty the following recommendations in regard to examinations and theses are made:

(1) That all final examinations for the Master's or Doctor's degree be open to all members of the Graduate Faculty.

(2) That the examining Committee consist of all members above the rank of assistant in the department or departments concerned and two members from other departments.

(3) That copies of all theses for the degrees of A. M., S. M., Ph. D., J. S. D., and other higher degrees which may be established, such as the proposed Th.D., be on view in the office of the Graduate Faculty for at least ten days before the final examination.
enrollment with the Dean of the College of Dental Science and support the College with the recommendations of the President.

2. Supplementary Recommendations

The Senate of the University of St. Petersburg, in consultation with the General Faculty and the Academic Council, recommends the following recommendations for the admission of candidates to the

1. That all candidates for the degree of

Doctor of Philosophy

be examined by the Academic Council of the University.

2. That the examination committee consist of all members of the University.

3. That the examination committee consist of the following members:

[lists members]

4. That all candidates for the degree of

Master of Science in Dental Science

be examined by the Academic Council of the University.

[proceeds with recommendations]
VI.

THE SOCIAL LIFE OF GRADUATE STUDENTS.

Intellectual growth depends not only upon academic conditions, but upon the social environment as well. It is a proper function of the University to provide as essential elements in the life of its graduate students such agencies as will contribute to the development of the broader culture that comes not only from books but from social intercourse, from measuring oneself in association with one's fellow-students. In particular graduate students need opportunities for free informal discussion among themselves and with the members of the faculties.

The development of cultural interests through the fostering of social relations among graduate students may be encouraged in some measure by the organization of departmental clubs and small "discussion groups." But convenient and comfortable meeting-places are necessary for such groups and this need the University should meet (1) by providing a graduate clubhouse for graduate men and women and (2) by setting aside certain halls of residence for the exclusive use of graduate students.

1. The Need of a Graduate Clubhouse.

The most direct method of promoting the social contacts that bring with them an interchange of ideas and lead to cultural development would be the establishment of a clubhouse for the use of graduate men and women of the University. This recommendation does not carry with it any suggestion of a large club organization with formal meetings, papers, and speakers. What is needed is rather a building which will provide an
IV

THE SOCIAL LIFE OF GRADUATE STUDENTS

Interesting group reports not only show your social circle, they also reveal the social environment as well. If a group is open and encourages an awareness of the university, it can be a forum for the graduate student's growth and development. The intellectual and academic environment of the graduate student is a vital part of the development of the graduate college. Graduate students not only learn from the social interactions, but they also engage in meaningful discussions with one another. Graduate students need opportunities for intellectual stimulation and personal growth in addition to the academic coursework.

The development of a community of interest is crucial for the graduate student. An interest group can provide a sense of belonging and a sense of community. It is important to recognize the role that graduate students play in the academic community. Graduate students are often leaders and role models for other students. They contribute to the academic environment and are an integral part of the graduate student community. We owe it to our graduate students to foster an environment that supports their growth and development.
informal and comfortable meeting-place for graduate students of different departments and for students and members of the faculties. Such a club would also aid in fostering the intellectual association of graduate students by providing a meeting-place for graduate departmental clubs, discussion groups, and for departmental and professional school dinners.

The graduate students themselves have petitioned the President to establish such a club. More than seven hundred graduate men and women signed a petition during the Autumn Quarter, 1924, and an effort is now being made by these students to secure at least a graduate dining-room until larger facilities can be provided. As it is important that temporary quarters be provided pending the establishment of an adequate club building, it is suggested that the long room adjoining Hutchinson Commons on the southwest side would be practicable and suitable for this purpose. The smaller room, on the southeast side is now used as a "Coffee Shop" for men and women students of all departments; the long room is only used occasionally. This larger room could be used as a graduate dining-room and common room. Cafeteria equipment could be installed.

It is particularly desirable that this room be available during the Summer Quarter, when the University cafeterias are inconveniently crowded. There has been in the past vigorous complaint on the part of graduate students of the overcrowding in Hutchinson Commons and Ida Noyes, where students must stand in line for a long time to get any food at all. The opening of a smaller graduate dining-room would be liberally patronized and greatly appreciated by summer students.

While the setting aside of this room on the south side of
We are pleased to announce that our program has been expanded to include a number of new courses and workshops. These courses are designed to provide a comprehensive understanding of the latest developments in the field of education.

Our faculty of experienced educators and researchers are dedicated to ensuring that our students receive the highest quality education possible. We believe that our approach to education is unique and will provide our students with a strong foundation for their future careers.

We are excited to welcome new students to our program and look forward to working with them to achieve their goals. Thank you for your interest in our program.

Sincerely,
[Signature]
[Name]
Director of Education
Hutchinson would be a good beginning; it would be only a beginning. Much more than this is needed. A house with a large common room, dining-room, with separate lounging rooms for men and for women, with a small dining-room for special groups is an urgent need.

Various suggestions looking toward the establishment of such a graduate clubhouse have been made. One of these is the salvaging of the old Hale House opposite the old Quadrangle Club. This house will be torn down probably within two years to make way for a new building. It might be moved to the lot south of the present Quadrangle Club tennis courts or to the corner lot east of the old Quadrangle Club for a relatively small sum. Other suggestions look to the purchase of one of the houses now for sale in the vicinity of the University if funds for an entirely new building cannot be secured. No definite recommendation as to the method of securing an adequate building will be made. It is urged, however, that temporary quarters providing special dining-room privileges for graduate students be established immediately.

Such a building cannot be expected to be self-supporting. It will call for an annual appropriation from University funds. This building should, however, be looked upon as part of the educational equipment of the University since some of the finer intangible elements in education are best developed outside of the formal academic organization.

Other methods of meeting the social needs of graduate students which are already in use but which will be more widely adopted after a clubhouse is established are the organization of (a) graduate departmental clubs, (b) graduate "discussion groups", and (c) formal and informal departmental and professional school dinners.
Information wanted to make a good impression: 1. Would prefer a group sitting room. 2. A room with a fireplace is essential. 3. A bathroom, with separate toilet, you can use and let us know.

with a small sitting-room for group meetings if an absolute necessity of such a variety of room-age. Two good chairs are of much help to the sitting-room.

Dancing, performances, piano and good music, two or more to choose from the entertainment.

At this moment, it might be better to try the spaciousness of the living-room. And, for an afternoon, a smaller sitting-room for a more intimate atmosphere.

At the moment of the purchase, one of the houses has a safe in the living-room activity of the interiority of a house is an essential aspect of living. A secure, comfortable, well-furnished living-room will be needed. In this respect, however, care should be exercised.

For information, please contact your real estate agent immediately.

Should a client consider to expect to be well-supported, it will call for an actual supplementation from the interiorist's point of view.

The vantage point, however, please show me a large of the suggested improvements of the interiorist. Since some of the interiorist's suggestions are in no way the real developments in the area.

General outline of the present day's general opinion or preferences are:

1. Must include the simplicity in the overall design. The color scheme should be kept to a minimum.

(c) textured "interior" panels, and

(d) various departmental styles.
(a) Graduate Departmental Clubs. Such clubs have been for so many years a part of the life of the University and have been so successfully carried on, that no recommendations are made on this point beyond suggesting that a graduate clubhouse would provide an additional and convenient meeting-place for such clubs.

(b) Graduate "Discussion Groups". Small and informal organizations of graduate students for the kind of free discussion that can be most fruitful only in a group of smaller dimensions than the departmental "clubs" are a valuable means of promoting intellectual interests among the students. Such groups already exist in various departments and while their organization must be on the basis of student initiative they can be encouraged and fostered by the faculty. A present difficulty in the way of such groups as are now meeting is the lack of a University dining-room where students may dine together and continue their discussion during the evening. The only University dining-halls are the large Commons, which students must leave promptly. The opening of a smaller graduate dining-room or cafeteria where a more leisurely dinner is possible and where a group of graduate students may continue their discussion, might be provided immediately.

(c) Informal and Formal Departmental and Professional School Dinners. Gatherings of this sort are already used to some extent as a means of promoting departmental group interests and visiting scholars have sometimes been present as guests of honor and speakers on such occasions. The lack of adequate space for such dinners has in the past prevented the frequent arrangement of such meetings. Here again a graduate clubhouse would make possible more adequate provision for meetings that have already proved useful.
(a) Graduate Department Officers. Each course has been set up to
end烤 each phase a part of the time of the University and have been
so necessarily carried on that no course is given in any one of the
separate college and departmental meeting-places. For some courses
which are still carried on in the separate college and departmental
large and informative course.
(b) Graduate Department "graffite". The kind of the examination that
in various departments and with their organization may be
the fars of student instruction; they can be economized and teacher-
be of the faculty. A grossness of difficulty is the way of such studies
we are now meeting, in the face of invariable grading-room where
students can give free and complete their graduation cutting
the essay. The only alternative grade-writing is for the license
Common, which student may leave promptly. The obtaining of a
smaller grades in college and college of students where a more informa-
given is possible and make a rank of graduate students; and our
on short acquaintance might be playing important.
(c) Inorganic and Physical Department and Professional School
prizes. Test paper in first year, given to those who have
as a means of discovering students. Inorganic and practical
scientific work. Cincinnati students have been given courses in honor of the
in the latter department. The tendency towards a more scientific
here shows a gradation between courses. Many will probably make snobbery
education for students that have virile brains account.
2. The Establishment of Residence Halls for Graduate Students.

The present system of residence halls in the University, and in particular the management of the halls for women has proved so successful over a long period of years that it may be regarded as one of the University contributions to education organization. This system, however, has been more helpful in meeting the needs of undergraduate than of graduate students. In order to set forth the present situation as regards the housing of all groups of students, certain data have been assembled, which are to attached to this section of the report.

Dealing with the women first, these data show, for example, that during the Winter Quarter, 1925, 21% of the undergraduate and 19% of the graduate women were living in the University houses. An earlier study made by the Housing Bureau showed for the year 1923 that a large proportion of the undergraduate women (52% in comparison with 29% of the graduate students) lived in their own homes. There remained then 55% of the graduate women in contract to 30% of the undergraduate women living in "rooms". It is hardly necessary to comment upon the undesirability of such housing arrangements. Suitable rooms in the vicinity of the University are few and expensive. The life is isolated as well as uncomfortable.

A table of ages of the graduate women (see attached sheets) indicates that any of them are young enough to need the intellectual and social help that comes from properly organized group living arrangements. Approximately one-fifth of the graduate women are under twenty-five years of age, a fourth of them are between twenty-five and thirty, le another fifth between thirty
and thirty-five, leaving 30% over thirty-five. Data collected from the Graduate Office also show that 11% of the graduate women (in contrast to 30% of the graduate men) are married. There remain then a large proportion of relatively young unmarried women pursuing graduate studies in the University and living in "rooms" that do not provide either the best conditions for study nor for the kind of social life that will promote rather than retard intellectual development.

The large proportion of graduate students living in rooms is probably to be explained in part by the difficulty of securing accommodation in the University houses, since the undergraduates remain at the University for a longer time and acquire "house membership". They have, therefore, a prior claim on such housing accommodation as the University furnishes. In part, however, the situation may be explained by the fact that the graduate women prefer not to adopt living arrangements with large numbers of undergraduates. The data assembled show that the graduate women in general tend to gravitate to the houses in which they are likely to meet other graduate women.

During the Winter Quarter, 1925, there were 89 graduate women living in the various residence halls, distributed as follows: 26 in Green Hall; 13 in Kelly; Greenwood 12, Kenwood 10; Foster 10; Woodlawn 9; Beecher 6; Drexel 2; and 2 in the Maison Francaise.

The data presented seem to indicate the necessity of setting aside Green Hall, the largest of the halls in the Quadrangles, for the use of graduate women, so far as it is practicable to do so. Green Hall has at present the largest number and the largest proportion of graduate students. The newly appointed head of Green Hall will cordially cooperate with such an arrangement.
It should, however, be emphasized that the recommendation that Green Hall be reserved exclusively for graduate students does not mean that graduate women students should not be allowed to live in any of the other houses. No one hall is large enough to accommodate all the graduate women now living in the halls. If Green Hall alone is set aside there will be twenty graduate women left in the other halls who cannot be provided for in Green. We recommend therefore that all graduate women now holding house membership in other halls be permitted to live in those halls if they wish to do so; and it is recommended further that after all the Green Hall rooms have been assigned, graduate women should be given equal privileges with undergraduates in assignments to rooms in the other houses. The only alternative to this arrangement would be to set aside two halls for graduate students, for the assignment of the Green Hall space and nothing else to graduate women would be to give them less rather than more consideration than they now enjoy.

In addition to Green Hall, it is recommended that the University take over one of its adjacent flat buildings and acquire one of the houses now for sale in the 5700 block on Woodlawn Avenue, as additional residence halls for graduate women. It has already been shown that even a hall as large as Green could accommodate only 70 of the 89 graduate women now in the women’s houses. Provision should also be made for the graduate women whose applications for residence have been rejected and the other women who have objected to the old system of mixed graduate and undergraduate houses who would be glad to come in under the new system of special graduate halls. It is urged that the University look upon this matter of adequate housing as part of an edu-
cational program. Its graduate students should be enabled while they are here to get something from life as well as from books. Association with other graduate students should help to make this possible.

The housing situation is quite different in the case of the men because of the provision of fraternity houses. Statistics collected two years ago showed that 7% of the undergraduate and 18% of the graduate men lived in residence halls while 25% of the undergraduate men and 4% of the graduate men lived in fraternity houses. As in the case of the women, a large proportion of the undergraduate men (42% as compared with 27% of the graduate men) lived at home. On the other hand, 51% of the graduate men lived in rooms as compared with 27% of the undergraduates.

During the Winter Quarter, 1925, there were 152 graduate men in the University halls and in addition 25 law students who may be classed with the graduate group. The 49 divinity students are living in Goodspeed and Gates. If the two adjoining halls, Snell and Hitchcock, were set aside as rapidly as possible for the exclusive use of graduate men, the total number of graduate students now in the residence halls would be provided for.

In the case of the men as in the case of the women, there is also need of an additional residence hall to accommodate the graduate men students now living in "rooms" who have been unable to secure rooms on the Quadrangles.

MARRIED COUPLES

Attention is also called to the need of housing accommodations for married graduate students. Data compiled in the Graduate Office show that 30% of the graduate men and 11% of the graduate women students are married. In a few cases both husband and
The previous note was not legible or of sufficient quality to be included in the text.
wife are registered in one or another of the graduate schools. The situation of married students living in "rooms" is, if possible, worse than that of the unmarried men and women. The married students frequently live with their children in "light housekeeping" rooms that are very ill adapted to provide conditions under which intellectual work can be carried on. It is recommended, therefore, that the University recognize the needs of this group of students by providing simply furnished flats in the University flat buildings adjacent to the campus for married graduate students and that the needs of such students be considered in the future housing program of the University.

SUMMARY OF RECOMMENDATIONS.

In conclusion the various recommendations made may be summarized as follows:

1. The establishment of a graduate Club House for Graduate Students.

2. In case there appears to be no hope of securing such a club house in the near future, temporary provision of graduate club facilities by taking over the southwest room of Hutchinson Commons, for a graduate common room and cafeteria.

3. The encouragement through the provision of club facilities of meetings of graduate departmental and professional school clubs, graduate departmental and professional school dinners, small informal discussion groups among graduate students and a common meeting-place for interchange of ideas and the encouragement of intellectual interests.

4. The setting aside as soon as possible of Green Hall as a residence hall for graduate women students.

5. The setting aside as soon as possible of the Shell-Kitch-
cock Quadrangle for the exclusive use of graduate men students.

6. The temporary provision of the Quadrangles of two new residence halls for graduate women and another for graduate men, pending the development of an adequate housing plan for all University students.

7. The provision of special housing accommodation for married graduate students. In particular the use of some of the University flat buildings as furnished flats for such students.
<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>PerCent</td>
</tr>
<tr>
<td>In Residence Halls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At Home</td>
<td>251</td>
<td>18.4</td>
</tr>
<tr>
<td>In Rooms in the vicinity</td>
<td>705</td>
<td>51.6</td>
</tr>
<tr>
<td>Total</td>
<td>1365</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>PerCent</td>
</tr>
<tr>
<td>In Residence Halls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In Fraternity Houses</td>
<td>478</td>
<td>24.6</td>
</tr>
<tr>
<td>At Home</td>
<td>811</td>
<td>41.6</td>
</tr>
<tr>
<td>In Rooms in the vicinity</td>
<td>526</td>
<td>27.0</td>
</tr>
<tr>
<td>Total</td>
<td>1948</td>
<td>100.0</td>
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</tbody>
</table>
### DISTRIBUTION OF GRADUATE AND UNDERGRADUATE STUDENTS IN THE DIFFERENT UNIVERSITY HALLS

**WINTER QUARTER, 1925.**

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Undergraduates, including Ed., C. &amp; A., and Unclassified</th>
<th>Women Graduates</th>
<th>Number</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beecher</td>
<td>41</td>
<td>35</td>
<td>6</td>
<td>14.6</td>
<td></td>
</tr>
<tr>
<td>Foster</td>
<td>62</td>
<td>52</td>
<td>10</td>
<td>16.1</td>
<td></td>
</tr>
<tr>
<td>Green</td>
<td>70</td>
<td>44</td>
<td>26</td>
<td>37.1</td>
<td></td>
</tr>
<tr>
<td>Greenwood</td>
<td>47</td>
<td>35</td>
<td>12</td>
<td>25.5</td>
<td></td>
</tr>
<tr>
<td>Kelly</td>
<td>41</td>
<td>28</td>
<td>13</td>
<td>31.7</td>
<td></td>
</tr>
<tr>
<td>Kenwood</td>
<td>44</td>
<td>34</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Woodlawn</td>
<td>27</td>
<td>18</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drexel</td>
<td>10</td>
<td>14</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French House</td>
<td>9</td>
<td>7</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>357</strong></td>
<td><strong>287</strong></td>
<td><strong>89</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Men

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Divinity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gates</td>
<td>85</td>
<td>22</td>
<td>42</td>
<td>17</td>
</tr>
<tr>
<td>Goodspeed</td>
<td>36</td>
<td>2</td>
<td>2</td>
<td>32</td>
</tr>
<tr>
<td>Hitchcock</td>
<td>93</td>
<td>35</td>
<td>46</td>
<td>12</td>
</tr>
<tr>
<td>Blake</td>
<td>45</td>
<td>14</td>
<td>28</td>
<td>3</td>
</tr>
<tr>
<td>Snell</td>
<td>60</td>
<td>25</td>
<td>29</td>
<td>6</td>
</tr>
<tr>
<td>5750 Woodlawn</td>
<td>5</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>324</strong></td>
<td><strong>98</strong></td>
<td><strong>152</strong></td>
<td><strong>49</strong></td>
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</table>
## Distribution of Grades and Undergraduate Students

**Winter Quarter 1949**

<table>
<thead>
<tr>
<th>Department</th>
<th>Graduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>Physics</td>
<td>15</td>
<td>65</td>
</tr>
<tr>
<td>Biology</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Biology</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>Physics</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Chemistry</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>400</td>
</tr>
</tbody>
</table>

**Total**

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>30</td>
<td>60</td>
<td>50</td>
</tr>
</tbody>
</table>

**Distribution by Grade**

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>30</td>
<td>60</td>
<td>50</td>
</tr>
</tbody>
</table>
### Women

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate Number</th>
<th>Undergraduate Per Cent</th>
<th>Graduate Number</th>
<th>Graduate Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Residence Halls</td>
<td>267</td>
<td>20.9</td>
<td>89</td>
<td>18.9</td>
</tr>
<tr>
<td>Not in Residence Halls</td>
<td>1006</td>
<td>79.1</td>
<td>383</td>
<td>81.1</td>
</tr>
<tr>
<td></td>
<td>1275</td>
<td>100.0</td>
<td>472</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Men

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate Number</th>
<th>Undergraduate Per Cent</th>
<th>Including Ed., Graduate Law Divinity C. &amp; A.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Per-</td>
<td>Num-</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>Cent</td>
<td>ber</td>
</tr>
<tr>
<td>In Residence Halls</td>
<td>98</td>
<td>5.7</td>
<td>152</td>
</tr>
<tr>
<td>Not in Residence Halls</td>
<td>1628</td>
<td>94.3</td>
<td>627</td>
</tr>
<tr>
<td></td>
<td>1726</td>
<td>100.0</td>
<td>779</td>
</tr>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
## DISTRIBUTION OF GRADUATE AND UNDERGRADUATE STUDENTS

### Under Graduate 1955

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Residence Hall</td>
<td>276</td>
<td>100.0</td>
</tr>
<tr>
<td>Not in Residence Hall</td>
<td>1875</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Graduate

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Residence Hall</td>
<td>30.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Not in Residence Hall</td>
<td>98.7</td>
<td>100.0</td>
</tr>
</tbody>
</table>

---

### Graduate Law Division

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Residence Hall</td>
<td>276</td>
<td>100.0</td>
</tr>
<tr>
<td>Not in Residence Hall</td>
<td>1875</td>
<td>100.0</td>
</tr>
</tbody>
</table>
AGE GROUPS OF GRADUATE STUDENTS
UNIVERSITY OF CHICAGO, Winter Quarter 1925

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Under 20</td>
<td>4</td>
<td>0.6</td>
<td>1</td>
</tr>
<tr>
<td>20 and under 25</td>
<td>171</td>
<td>23.4</td>
<td>81</td>
</tr>
<tr>
<td>25 and under 30</td>
<td>305</td>
<td>41.9</td>
<td>104</td>
</tr>
<tr>
<td>30 and under 35</td>
<td>133</td>
<td>19.3</td>
<td>79</td>
</tr>
<tr>
<td>35 and under 40</td>
<td>70</td>
<td>9.8</td>
<td>54</td>
</tr>
<tr>
<td>40 and under 45</td>
<td>23</td>
<td>3.1</td>
<td>23</td>
</tr>
<tr>
<td>45 and under 50</td>
<td>16</td>
<td>2.2</td>
<td>26</td>
</tr>
<tr>
<td>50 and under 55</td>
<td>4</td>
<td>0.6</td>
<td>5</td>
</tr>
<tr>
<td>55 and under 60</td>
<td>1</td>
<td>0.1</td>
<td>2</td>
</tr>
<tr>
<td>60 and over</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>727</td>
<td>100.0</td>
<td>377</td>
</tr>
</tbody>
</table>

No Report: 26 (Men), 6 (Women), Total 34

Total: 753 (Men), 385 (Women), Total 1138
MARITAL STATISTICS

Report by 1132 Graduate Students

University of Chicago, Winter Quarter 1925

<table>
<thead>
<tr>
<th>Married</th>
<th>Men</th>
<th></th>
<th>Women</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>PerCent Distribution</td>
<td>Number</td>
<td>PerCent Distribution</td>
<td>Number</td>
<td>PerCent Distribution</td>
</tr>
<tr>
<td>Yes</td>
<td>229*</td>
<td>30.4</td>
<td>41**</td>
<td>10.8</td>
<td>270</td>
<td>23.8</td>
</tr>
<tr>
<td>No</td>
<td>334</td>
<td>50.9</td>
<td>268</td>
<td>70.7</td>
<td>652</td>
<td>57.6</td>
</tr>
<tr>
<td>Widow</td>
<td></td>
<td></td>
<td>4</td>
<td>1.1</td>
<td>4</td>
<td>0.4</td>
</tr>
<tr>
<td>No Report</td>
<td>140</td>
<td>18.7</td>
<td>66</td>
<td>17.4</td>
<td>206</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>753</td>
<td>100.0</td>
<td>379</td>
<td>100.0</td>
<td>1132</td>
<td>100.0</td>
</tr>
</tbody>
</table>

* Eight of these married men had wives who were also graduate students.

** Eight of these married women had husbands who were also graduate students.
MARITAL STATISTICS

Report by 1132 Graduate Students

University of Chicago, Winter Quarter 1925

<table>
<thead>
<tr>
<th>Married</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>PerCent Distribution</td>
<td>Number</td>
</tr>
<tr>
<td>Yes</td>
<td>229*</td>
<td>30.4</td>
<td>41**</td>
</tr>
<tr>
<td>No</td>
<td>384</td>
<td>59.9</td>
<td>268</td>
</tr>
<tr>
<td>Widow</td>
<td>4</td>
<td>1.1</td>
<td>4</td>
</tr>
<tr>
<td>No Report</td>
<td>140</td>
<td>18.7</td>
<td>66</td>
</tr>
<tr>
<td>Total</td>
<td>753</td>
<td>100.0</td>
<td>379</td>
</tr>
</tbody>
</table>

* Eight of these married men had wives who were also graduate students.

** Eight of these married women had husbands who were also graduate students.
### Marital Statistics

Reports of 1125 Divorce Cases

University of Chicago, Women's College 1925

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Total</th>
<th>Married</th>
<th>Percent Married</th>
<th>Percent Divorced</th>
<th>Divorced</th>
<th>Distribution per Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>1125</td>
<td>690</td>
<td>61.0</td>
<td>39.0</td>
<td>390</td>
<td>40% 35% 5% 10% 20% 5% 5% 10%</td>
</tr>
<tr>
<td>Married</td>
<td>855</td>
<td>855</td>
<td>100.0</td>
<td>0.0</td>
<td>0</td>
<td>100% 0% 0% 0% 0% 0% 0% 0%</td>
</tr>
<tr>
<td>Widowed</td>
<td>152</td>
<td>152</td>
<td>100.0</td>
<td>0.0</td>
<td>0</td>
<td>100% 0% 0% 0% 0% 0% 0% 0%</td>
</tr>
<tr>
<td>Widower</td>
<td>4</td>
<td>4</td>
<td>100.0</td>
<td>0.0</td>
<td>0</td>
<td>100% 0% 0% 0% 0% 0% 0% 0%</td>
</tr>
<tr>
<td>No Report</td>
<td>32</td>
<td>0</td>
<td>0.0</td>
<td>100.0</td>
<td>32</td>
<td>0% 0% 0% 0% 0% 0% 0% 0%</td>
</tr>
<tr>
<td>Total</td>
<td>1125</td>
<td>792</td>
<td>70.9</td>
<td>29.1</td>
<td>333</td>
<td>30% 28% 5% 7% 20% 5% 5% 7%</td>
</tr>
</tbody>
</table>

**Note:** Of those married and had children, many were also reported.
The Arthurian romances, derived from Celtic, Latin, Provençal, and Oriental sources, are a summary of many strains under the unit of chivalry. They were early appropriated for political purposes by the Normans, the Plantagenets, and the ruling houses of Belgium and Germany. One interesting branch, the Prophecies of Merlin, was deliberately exploited to serve the commercial ambitions of the Republic of Venice. The Roman Church, never a laggard in such matters, seized upon the story of the Holy Grail in order to disseminate the dogma ad to further the doctrine of "transubstantiation." Moreover, several of the Arthurian texts are richly illuminated, and quite a number of them inspired sculptors and carvers in ivory. The archivolt of the Cathedral of Modena, for example, is an early version in "romanesque" sculpture, of the Tale and Rescue of Guinevere.

The plan of publication would include all or part of the following texts: the Welsh Owain (the Lady of the Fountain); the Welsh Peredur (Perceval); the Welsh Geraint; the French Matrical Joseph, by Robert de Boron; the Perlesvaus, known to English readers as the "High History of the Holy Grail"; the so-called Elucidation, which serves as an introduction to the French Perceval story; the Prose Perceval, the Spanish Prose Tristan; the Portuguese Torre do Tombo manuscript; and several other texts related to the large Grail-Lancelot cycles.

II. Work Under Way

The University of Chicago is singularly well placed for such an undertaking. Professor Cross would contribute his knowledge of the Celtic languages and folklore; Professor Archer Taylor, who is about to join the University staff, would add his competence as a Germanic and general folklore scholar; Professor Jenkins would be an expert on Old French dialects and text construction; Professor Northup would deal competently with the Italian and Spanish versions; Professor James W. Thompson would throw light on the historical background of these romances; and Professor Nitze would contribute his knowledge of the romances in general, especially in the French field. Previous undertakings of
this nature, for instance, that of Sommer made for the Carnegie Institution, lacked the necessary cooperation of experts to make the undertaking a success.

A considerable part of the program outlined above is already under way. Professor Northup has the Vatican manuscript of the Spanish Freae Tristan in hand to publish; Professor Nitze has the text of the Matrical Jacobh half completed; and Professors Nitze and Jenkins have started on the text of the Parleuanas.

The recent publication by the University Press of Professor Pietsch's Spanish Códice Fragments is an excellent example of the type of texts that we have in mind. As the reviewer in the Revista de filología espanola (1924, p. 431) states: "It would be hard to find a study done with greater zeal, showing more regard for accuracy, and, above all, based on sounder philological preparation."

It should be added that the University has already published several important doctor's dissertations in the Arthurian field, and that at present three others are in preparation.

III. Immediate Steps to be Taken and Provisional Budget

Given the necessary encouragement and endowment we believe that the major part of this project could be carried out with success. This would involve photostat copies of various manuscripts, the study of various special problems in the form of dissertations or theses, the investigation by experts of ivory carvings and manuscript illuminations, etc. We should expect competent outside scholars to join in the enterprise. Among these would be Professor A. C. L. Brown of Northwestern University and Mr. Roger S. Loomis, an expert on Arthurian iconography who is now serving as an extension lecturer at Columbia University. The large mediaeval collections of the Newberry Library would be of additional aid in this work.

We estimate that an initial sum of $11,000 would be needed to set the work on foot. The University already has in its possession photostat copies of the Perleuanas and of the Matrical Jacobh. In order to obtain similar copies of the other documents in question we should have to have about $5,000. We should also
require the aid of a competent assistant in this manuscript work, which would involve about $1500; and we estimate that for the publication of the Parlevaux, which would be our first undertaking, the sum of $1500, making a total of $11,000, would be necessary.

(5) Balzac and Modern Fiction

Importance and Scope of the Work.

It is generally recognized that Balzac has transformed the modern novel, has endowed it with a vast sociological significance and a corresponding technique, and has had an influence on subsequent fiction that is profound, far-reaching, and still for the most part ill-defined. The work proposed would, first, by a series of monographs and larger studies, partly based upon them, demonstrate how Balzac is the fountain-head of the nineteenth century social novel; secondly, the effort would be made to study exhaustively the evolution of his technique. The Institute would then endeavor, by calling in the aid of specialists in various modern literatures, to show how the influence and power of Balzac have been exerted and how his method still offers the solid basis for present and future fiction.

Reasons Why Chicago is the Suitable Center for American Balzacians.

The Balzacians in America are an active and closely knit body. They keep in close touch by correspondence, by generously aiding one another's researches, and by endeavoring reciprocally to promote a zeal strictly according to knowledge. They have testified by word and deed that they consider Chicago the natural center of production (1) because more work is done here on Balzac than anywhere else in the country, and (2) because we have in the Croue Collection of Balzac an unrivaled field for investigation. Two gentlemen from the east were most unselfishly helpful in securing this Collection for our University, on the basis that this was the best place for it. The Collection consists of 117 volumes of early editions of Balzac's novels, nearly 60 of which are first
editions in volume form; it has already proved a mine of facts revealing to investigators much hitherto unknown regarding the processes and evolution of realistic technique. The advanced students who have participated in these researches have shown an enthusiasm and a capacity for careful and intelligent work unprecedented in the experience of the Department.

Work Achieved and Under Way.

Four doctoral theses, one of which has been so well thought of in France that it is now being published by the Presses Françaises, Paris, at their own expense.

A number of A. M. dissertations, one of which was published by the University of Chicago Press. Several of these, by the importance and weight of the investigation, rank near the Ph. D. dissertation level.

Several "Studies in Balzac" published by the present writer.

A quantity of filed reports on single novels still awaiting digestion and publication.

Investigations elsewhere in the country, indebted to some extent to the preceding list.

The fact that four members of the Department of Romance Languages have come into contact with the great Balzac collection at Chantilly, France (the Collection Spoelberch de Lovenjoul) and with its director, M. Bouteron. The latter has shown every desire to encourage our researches, and is at present

1. Ethel Preston: "Balzac's Reappearing Characters."
2. Helen E. Barnes: "A Study of the Variations Between the Original and the Standard Editions of Balzac's Les Chouans," Chicago, 1923. This dissertation has been commended as "a model of diligent and patient research...Miss Barnes renders a signal service to the true appreciation of his (Balzac) writings" (Modern Language Review July, 1924, pp. 388-89).
overseeing the activities of two of our former students who are on the ground.

Extent of Investigation and Publication Proposed.

The above section will indicate where our interests mainly lie. It would, however, be greatly to the advantage of all Balzacians to start with the publication of the excellent and unique "Century of Balzac Bibliography," compiled during the last twenty years by Mr. W. H. Royce of the Gabriel Wells' Rare Book firm, New York City. Mr. Royce has often helped us here; he was the prime mover in securing the Croue Collection, and his bibliography will furnish an essential basis for our future labors. The monographs on various Balzacian phases, particularly the studies of variations in style and technique, from edition to edition, will continue. It will be well worth while to publish such of these reports as develop into doctoral dissertations; and the best of the A. M. dissertations may well be grouped together at intervals into single volumes. The present writer hopes ultimately to summarize these results in a volume called "The Evolution of Balzac's Comédie Humaine." Apart from home material, it is believed that half a dozen other Balzacians in the country will contribute monographs along similar lines.

The second phase of the work will gradually be undertaken. I refer to the studies of Balzac's influence mentioned above. This will naturally broaden the scope of inquiry. It is believed that experts in the various modern literatures will be glad to contribute or to further contributions along these lines. We hope to enlist the local cooperation of such men as Coleman, Lovett Boynton, Schutze, and Northup.

The publication might well be entitled "The University of Chicago Studies in Balzac."

Prospective Budget.

The budget needed to set going and to maintain such an enterprise through a number of years should reasonably allow for the following items: (1) An
initial expenditure to cover unusual needs in equipment, and to aid in the publication of the first considerable book. (2) Yearly expenditures to ensure (a) the publication of the "Studies in Balzac", appearing probably not at stated intervals but at the rate of two or three a year; (b) the maintenance of an up-to-date Balzac library; (c) the services of a secretary and stenographer; this incumbent shall preferably be writing a monograph on Balzac at the same time. This might be called a "Balzac Scholar". (d) miscellaneous expenses, including the copying of material abroad.

The figures given below are approximate, and should allow a certain flexibility in their management - i.e., exchanges between the several items.

**TABULAR VIEW OF BUDGET**

<table>
<thead>
<tr>
<th>I. Initial Expenditure</th>
<th>II. Yearly Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5,000.00</td>
<td>(a) c.$1,000 for publications</td>
</tr>
<tr>
<td>(Some of this will be held for purchase of rarities, manuscripts, or editions)</td>
<td>(b) $200 for Library</td>
</tr>
<tr>
<td></td>
<td>(c) $20 for &quot;Balzac Scholarship&quot;</td>
</tr>
<tr>
<td></td>
<td>(d) 50 for miscellaneous items</td>
</tr>
</tbody>
</table>

**Total** $1,500 annually

**Conclusion.**

Thus, a gift or appropriation of $35,000 will suffice for this purpose by allowing $5,000 to start the enterprise and the remainder ($30,000) as endowment invested at five per cent. It is believed that the results will amply justify the expenditure both as regards scholarly production and in assembling here gradually many students and practitioners of modern fiction. It may be added that the need of a suitable meeting place is urgently felt. Possibly a commodious seminar room (which should be as large as an ordinary classroom) could be set aside for our library, our labors, and our meetings.
<table>
<thead>
<tr>
<th>Description</th>
<th>Quantity</th>
<th>Unit</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item A</td>
<td>100</td>
<td>Unit</td>
<td>$1000</td>
</tr>
<tr>
<td>Item B</td>
<td>50</td>
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<td>Item C</td>
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<td>Item D</td>
<td>15</td>
<td>Unit</td>
<td>$375</td>
</tr>
<tr>
<td>Subtotal</td>
<td></td>
<td></td>
<td>$775</td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td></td>
<td>$2275</td>
</tr>
</tbody>
</table>

Explanation:
- The total cost is calculated by multiplying the quantity by the unit price for each item and summing the results.
- The subtotals are calculated by summing the costs of the individual items.
- The grand total is the sum of all subtotals.

Note: Please verify the calculations and ensure all items are accounted for.
through the use of French and German text-books and documents.

V. The Master's Degree.

When the University of Chicago was founded the master's degree was
opposed as a minor form of the Doctor's degree, and the require-
ments and tests for the degree were established on this basis. On
the whole, we believe that this theory is a sound one, and it is
our opinion that any drastic modification of it such as the elimination
of the thesis would be a frank admission that in the Graduate Schools
of the University of Chicago vocational aims take precedence over
training in the technique and ideals of productive scholarship. We
know that large numbers of our masters become teachers in secondary
schools, but we think that some training in the methods of investiga-
tion is beneficial to teachers of this class. We are aware also
that supervision of masters' theses is a serious drain on the time
and energies of many of the most efficient research men on the staff,
but it seems to us that this situation can best be met by recog-
nizing supervision of dissertations as a legitimate phase of in-
struction. To be sure, the character of the work and especially
the thesis may vary in the different Graduate Schools of the
University. This variation is due to fundamental differences in
objects of study. The essential feature, the
raison d'être, of certain branches of learning is the extension of
our knowledge of phenomena with an ultimate view to control of
or adjustment to them. In such branches, what are commonly known
methods of research properly constitute the chief part of the
training from a very early period of instruction. In other
branches the situation is different. They deal with certain
products of thought and feeling — literature, art, and the like —
TABLE SHOWING WHERE STUDENTS LIVED DURING THE
SIXTH QUARTER, 1923-24

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th></th>
<th>Men</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Undergraduate</td>
<td>Graduate</td>
<td>Undergraduate</td>
<td>Graduate</td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>In Residence Halls</td>
<td>251</td>
<td>18.4</td>
<td>57</td>
<td>16.7</td>
</tr>
<tr>
<td>At Home</td>
<td>705</td>
<td>51.6</td>
<td>97</td>
<td>29.5</td>
</tr>
<tr>
<td>In Rooms in the Vicinity</td>
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<td>187</td>
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<td>341</td>
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<tr>
<td>Item</td>
<td>Number</td>
<td>Percent</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------</td>
<td>---------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>In Force at the Activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>East</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>West</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>0.00</td>
<td>0.00</td>
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<table>
<thead>
<tr>
<th>Item</th>
<th>Number</th>
<th>Percent</th>
<th>Total</th>
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<tbody>
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<td>In Force at the Activity</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>East</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>West</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>0.00</td>
<td>0.00</td>
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</tbody>
</table>
### Men

<table>
<thead>
<tr>
<th>House</th>
<th>Total</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Divinity Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gate's</td>
<td>85</td>
<td>22</td>
<td>42</td>
<td>17</td>
</tr>
<tr>
<td>Goodspeed</td>
<td>26</td>
<td>2</td>
<td>2</td>
<td>32</td>
</tr>
<tr>
<td>Hitchcock</td>
<td>95</td>
<td>35</td>
<td>46</td>
<td>-</td>
</tr>
<tr>
<td>Blake</td>
<td>45</td>
<td>14</td>
<td>28</td>
<td>-</td>
</tr>
<tr>
<td>Small</td>
<td>60</td>
<td>25</td>
<td>29</td>
<td>-</td>
</tr>
<tr>
<td>5750 Woodison</td>
<td>5</td>
<td>-</td>
<td>5</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>324</td>
<td>98</td>
<td>152</td>
<td>49</td>
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</table>

### Women

<table>
<thead>
<tr>
<th>House</th>
<th>Total</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>For cent of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breecher</td>
<td>41</td>
<td>35</td>
<td>5</td>
<td>14.6</td>
</tr>
<tr>
<td>Foster</td>
<td>63</td>
<td>62</td>
<td>10</td>
<td>16.1</td>
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<tr>
<td>Green</td>
<td>70</td>
<td>44</td>
<td>26</td>
<td>37.1</td>
</tr>
<tr>
<td>Greenwood</td>
<td>47</td>
<td>35</td>
<td>12</td>
<td>25.5</td>
</tr>
<tr>
<td>Kelly</td>
<td>41</td>
<td>28</td>
<td>13</td>
<td>31.7</td>
</tr>
<tr>
<td>Henwood</td>
<td>44</td>
<td>34</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Woodlawn</td>
<td>27</td>
<td>18</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Trenchel</td>
<td>10</td>
<td>14</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>297</td>
<td>257</td>
<td>39</td>
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</tr>
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</table>
### Table

<table>
<thead>
<tr>
<th>Date</th>
<th>Test Code</th>
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<tbody>
<tr>
<td>1.4.2</td>
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<td>2.3</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>4.5.0</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>P.9.0</td>
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<td>50</td>
</tr>
<tr>
<td>2.2</td>
<td>10</td>
<td>50</td>
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<tr>
<td>0.0.0</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>4.2</td>
<td>10</td>
<td>50</td>
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</tbody>
</table>

**Note:**
- All tests are conducted on the same day and in the same location.
- The total score is calculated by adding the scores of all tests.
- The table represents the performance of individuals on various test dates.

### Summary

- **Total Tests:** 10
- **Total Score:** 500

---

**Legend:**
- **10:** Perfect score
- **0:** Lowest possible score
### DISTRIBUTION OF GRADUATE AND UNDERGRADUATE STUDENTS

**Winter Quarter, 1925**

#### Women

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>In residence halls</td>
<td>267 20.9</td>
<td>69 13.9</td>
</tr>
<tr>
<td>Not in residence halls</td>
<td>1006 79.1</td>
<td>363 86.1</td>
</tr>
<tr>
<td></td>
<td>1275 100.0</td>
<td>472 100.0</td>
</tr>
</tbody>
</table>

#### Men

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Law</th>
<th>Divinity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>In residence halls</td>
<td>98 5.7</td>
<td>152 19.5</td>
<td>25 7.9</td>
<td>49 39.4</td>
</tr>
<tr>
<td>Not in residence halls</td>
<td>1628 94.3</td>
<td>627 60.5</td>
<td>232 92.1</td>
<td>112 60.6</td>
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<tr>
<td></td>
<td>1726 100.0</td>
<td>779 100.0</td>
<td>517 100.0</td>
<td>161 100.0</td>
</tr>
</tbody>
</table>

*Data from the Housing Bureau*
## AGE GROUPS OF GRADUATE STUDENTS

University of Chicago, Winter Quarter, 1925

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Men</th>
<th></th>
<th>Women</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td></td>
<td>Number</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Per Cent Distribution</td>
<td></td>
<td>Per Cent Distribution</td>
<td></td>
<td>Per Cent Distribution</td>
</tr>
<tr>
<td>Under 20</td>
<td>4</td>
<td>0.4</td>
<td>1</td>
<td>0.3</td>
<td>5</td>
<td>0.5</td>
</tr>
<tr>
<td>20 and under 25</td>
<td>171</td>
<td>23.4</td>
<td>81</td>
<td>21.5</td>
<td>252</td>
<td>22.3</td>
</tr>
<tr>
<td>25 and under 30</td>
<td>206</td>
<td>41.9</td>
<td>104</td>
<td>27.5</td>
<td>409</td>
<td>37.0</td>
</tr>
<tr>
<td>30 and under 35</td>
<td>133</td>
<td>18.3</td>
<td>79</td>
<td>21.0</td>
<td>212</td>
<td>19.2</td>
</tr>
<tr>
<td>35 and under 40</td>
<td>70</td>
<td>9.9</td>
<td>54</td>
<td>14.3</td>
<td>124</td>
<td>11.2</td>
</tr>
<tr>
<td>40 and under 45</td>
<td>28</td>
<td>3.1</td>
<td>23</td>
<td>6.1</td>
<td>46</td>
<td>4.2</td>
</tr>
<tr>
<td>45 and under 50</td>
<td>16</td>
<td>2.2</td>
<td>25</td>
<td>6.9</td>
<td>42</td>
<td>3.8</td>
</tr>
<tr>
<td>50 and under 55</td>
<td>4</td>
<td>0.6</td>
<td>5</td>
<td>1.3</td>
<td>9</td>
<td>0.8</td>
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<tr>
<td>55 and under 60</td>
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<td>0.1</td>
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<td>0.5</td>
<td>3</td>
<td>0.3</td>
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<tr>
<td>60 and over</td>
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<td>2</td>
<td>0.5</td>
<td>2</td>
<td>0.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>727</td>
<td>100.0</td>
<td>377</td>
<td>100.0</td>
<td>1104</td>
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No report: 26, 8, 34

Total: 753, 385, 1138
<table>
<thead>
<tr>
<th>Year</th>
<th>Import</th>
<th>Export</th>
<th>Net</th>
<th>The State</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950</td>
<td>9</td>
<td>8</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>1951</td>
<td>10</td>
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<td>1952</td>
<td>11</td>
<td>10</td>
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<tr>
<td>1953</td>
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<td>16</td>
</tr>
<tr>
<td>1959</td>
<td>18</td>
<td>17</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>1960</td>
<td>19</td>
<td>18</td>
<td>1</td>
<td>18</td>
</tr>
</tbody>
</table>

**Note:** The data for 1950 to 1959 is shown, and it appears to be consistent, indicating a steady state in trade for that period.
# Marital Statistics

Report by 1132 Graduate Students

University of Chicago, Winter Quarter, 1925

<table>
<thead>
<tr>
<th>Married</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent Distribution</td>
<td>Number</td>
</tr>
<tr>
<td>Yes</td>
<td>229*</td>
<td>30.4</td>
<td>41**</td>
</tr>
<tr>
<td>No</td>
<td>364</td>
<td>50.9</td>
<td>268</td>
</tr>
<tr>
<td>Widow</td>
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<td>1.1</td>
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<tr>
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<td>140</td>
<td>18.7</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td>753</td>
<td>100.0</td>
<td>379</td>
</tr>
</tbody>
</table>

* Eight of these married men had wives who were also graduate students.

** Eight of these married women had husbands who were also graduate students.
When a graduate student attempts to qualify for an advanced degree he finds himself confronted by a type of requirement wholly different from that which was imposed upon him at the time of his admission to the graduate school. The candidate for the doctor's degree is told explicitly that this degree "is given, not on the basis of the completion of a certain amount of time spent upon a specified program, but as the recognition and mark of high attainments and ability in the candidate's chosen province." Admission to the graduate school, on the other hand, is described as conditioned upon the possession of the Bachelor's degree and this degree is officially defined in the following terms: "the Bachelor's degree is conferred when the student has completed thirty-six majors and obtained at least seventy-two grade-points exclusive of required work in physical culture."

Briefly put it may be said that the graduate degree depends on quality of intellectual attainment and general command of a field of knowledge;
New a graduate student attempts to develop
for an advanced degree in finite mathematics.
A type of research work, which differs from
what was typical of the time at the end
mission to the graduate school. The candidate for
the doctor's degree is told explicitly that the
degree is given upon the passing of the comprehensive
of a certain amount of time about month a special
problem, but as the recognition and work of high
attainments and aptitude in the comprehensive course
pronounced admiration to the graduate school. No
the other hand, as considered in conjunction with
the possession of the Pedagogy's degree and this
degree in itself attain a religion at the following
time: the Pedagogy's degree in correlation with
the student has completed fifty-five semester hours
opposing at least seventy-two graduate courses.

"It is of imperfect work in practical studies.
Perhaps but it may be very part the graduate
degree depends on difficulty of intellectual effort.
ment and general command of a field of knowledge.
admission to the graduate school depends on a certain quantity of more or less scattered and loosely related credentials in a variety of subjects.

Another way of describing the situation is to say that the requirement for the graduate degree is viewed from the point of view of its completion. It is looked at from the finish. The Bachelor's degree is thought of as gradually achieved by taking a series of steps, each step being carefully supervised and recorded. Attention is on the process of reaching the end, the end itself is not defined and very often fails of results which the successive steps were vaguely expected to insure.

The predominantly quantitative definition of the Bachelor's degree is modified in a measure by certain requirements which call for sequences of courses in one or more fields. It is true, however, of these undergraduate sequences that they are often made up of units which are not closely interrelated and the tests imposed for the degree, even in the sequences, are tests imposed
substitution to the graduate school gap, and a certain curiosity of more or less secreted and
possibly related occasionally to a variety of

Another way of grasping the situation in
to say that the department for the graduate ge-

gre in advance from the point of view of the

completeness. It is looked at from the standpoint of
the department's place as a member of the educational
society in taking a series of steps, each step
being carefully investigated and recorded. After

an it is on the process of receiving the and the

and finally to not putting and very often latter

of resources which the succession steps were normally

expected to frame.

The department's characteristic of the department's gesture at modifying in a message

by constant department with call for resources

deriven to one or more telling. It is time

removal of these unnecessary resources that

may be operational make up of units with the not

depending interconnected and the facts imposed for

the general, now in the resources, an era.
on particular units or single courses rather than on the sequence as a whole.

The discrete or atomic character of the curriculum leading to the Bachelor's degree is due in no small measure to the demand clearly formulated in the minds of college faculties that students should have broad general contacts with many fields of knowledge. This demand for wide distribution of the students' interests and contacts is especially characteristic of the curriculum of the early years of the college. It is also characteristic of the curriculum of the high school which prepares the student for college.

The foregoing considerations make clear one of the most fundamental difficulties in academic organization. The high school aims to give a highly diversified education and marks the students' progress by counting the number of separate units which are accumulated. At the other extreme is the graduate school which requires training in fields of knowledge in the hope of securing original productive thinking
on particular units or single course topics.

The character of some courses in the curriculum leading to the bar exam's concept of the student's progress to fake in no small measure to the student's preparation to make the decision to enter college. The student who has been a leader in previous courses in the subject, and who has command of many facts of knowledge, is more likely to be successful in college than one who has no contact with the subject. If we are to prepare the student for college, we must prepare the student for college. The student for college.

The logical combination of these values on the most fundamental attributes in a training program of high school time to give a logical and well-coordinated education and make the student better prepared for college. This is achieved by combining the number of separate units within the curriculum. At the college extreme, there is an emphasis on habits of inductive thinking, while at the high school extreme, there is an emphasis on habits of deductive thinking.
based on complete mastery. Between the high school and the graduate school stands the college which follows in the main the plan of the high school in counting units, but is conscious in some measure of the desirability of enforcing at least toward the end of the period of college training independent concentrated work.

The undefined character of the college program is often defended on the ground that college students require four years beyond high school in which to find themselves; that the period of general rambling education is none too long and that students lack maturity until they are of the age at which the Bachelor's degree is commonly received.

On the other hand it is very easy to point out numerous considerations which show that the present college program works serious harm.

First, the graduate school receives many students who do not know what independent concentration means. Many of these students are lacking in bodies of knowledge which they need
between the high school and the graduate school, with a plan of study that follows in the main the plan of the high school, to complete matriculation and to express at some measure of the capacity of the student to prepare for college the training in general education.

The essential character of the college program is to offer opportunities on the one hand for the graduate student to develop his capacity for the senior year and also for graduate students to function at the senior level, to gain experience in the research, teaching, and administrative work.

The academic year, to a large extent, is the product of the academic year, and the academic year is the product of the academic year, and the academic year is the product of the academic year.
for higher work in the field of their choice. Because they have followed a desultory college program they have formed habits of scattered attention and they are lacking in adequate preparation for serious attack on graduate problems. The graduate school is obliged, to its serious disadvantage, to undertake corrective training for the majority of its students.

Secondly, the antithesis between graduate and undergraduate modes of work and organization of programs of study brings chaos into the efforts of departments to organize their courses. The demands of the college for general isolated courses and the demands of the graduate school for intensive sequential work lead to all kinds of complications. Departments which are dominated by the idea of preparing specialists shut the door to students who want a general introductory insight in their fields and departments which are dominated by the college attitude of isolated courses often overlook the obligation to train independent workers by
for further work in the field of their choice.

Because they have followed a general course of

focal programs they have taken part in

selected activities and gain the feeling in

adequate preparation for selecting their

graduate program at

The Graduate School to

apply, to the graduate humanities, to music,

true competence exacting for the majority of

the student.

Secondly, the relationship between graduate

work and undergraduate work and organization

of programs of study which arise from the use of

for the purpose of the college for general training

the careers of the college for the general training

career and the careers of the graduate school

for intensive educational work faced to all kinds

of concentration. Departments which are go-

in concentration on the field of the major subject

part and the goal to students who want a general

integrated training in their lives and go-

parts which are combined in the college

attitudes of those who the graduate students in

the application to carry fundamental work...
intensive concentration.

The present chaos is undoubtedly due in very large measure to the fact that our educational institutions are trying to accommodate two wholly different classes of students while departments find it necessary to administer with as much economy as possible a single program. The two groups of students can be described as general students who attend high school and college without serious desire to concentrate or undertake independent constructive study and students who aim to reach the highest levels in some clearly defined special fields. A given student sometimes passes at various stages of his career from one of these groups into the other. Much of our American Educational organization is determined in character by the desire to give the general student who decides late in his schooling to transfer to the group of students who are specializing, as much credit as possible for all that he has done during the period of his rambling excursion through the many fields of broad training.
The present paper attempts to demonstrate that a very large segment of the student body at many of the large universities do not fully benefit from the resources available to them. Two widely different classes of students with different needs and interests are found in most institutions today. It is necessary to administer with as much economy as possible a single program. The two groups of students can be grouped as general students who attain high school and college without specific career goals or to concentrate on specialized fields of study and training. A new student sometimes becomes aware of a field of interest while taking a course in some subject, but usually not. Most of the students have not been informed in advance of the organization of the university. The general student who has not been given the opportunity to learn the requirements and expectations of the various fields of study may feel that he has been given too much credit as because he will fall into the field of teaching examination without the work of the teaching examination.
There can be no doubt that it will be highly advantageous for productive scholarship in America if an institutional organization can be set up which will carry the graduate type of thinking and study down as far as possible into what is now the college period. Such an institutional organization must safeguard all of the real values which come from general training and must at the same time provide that the student who is going forward to productive work of the higher type be selected and intensively trained as early and as consistently as possible.

For the purposes of this report let the graduate type of program be considered for the moment as though it were entirely separated from all other types. Later this assumed segregation of independent students will be reconciled with the kind of university organization which will include other students as well.

If the graduate type of students could be segregated early it is clear that there would be great gain in directing them into courses where they would secure special training at a period
There can be no doubt that if it will be

rightly administered, the profession can
in America if institutions are adequately
be set on proper paths. Thus can the beginner's eye of

thinking and speech grow as far as possible into

what is now the college pattern. Such an institution

university administration much more akin to the

real classes which come from secondary education

and belong to the same time having that the

students who are going forward to professional work

of the highest type as scattered and institutionalized

trained as early as possible and consistently as possible.

For the purposes of this report only the

beginners type of program is considered for the

moment as though it were entirely separated from

other types. It is, however, necessary to

the kind of university administration with which

include other students as well.

If the beginners type of students can be

encouraged early to open their eyes wide

exact entry to institution from high competence where

just money would be better spent in training at a beginning.
much earlier than at present. It is probably true that most students who have serious intellectual interests begin to be conscious of these interests at the beginning of what now constitutes the junior year in college.

It will be well to meet at once an objection that may be raised to specialization at the beginning of junior year. It is not necessary to assume that a student is to be cut off by his specialization from all intellectual interests not directly related to his particular field. Indeed he should be encouraged to have some intellectual avocations. But these should be viewed both by himself and by the institution as side issues. He should not be required to do elaborate tasks of reporting and study in these fields. He should be free to come and go and treat general courses as general.

In his special fields on the other hand he should be encouraged by every possible device to cultivate independence and concentration. He
much material from that of present.

Some of the most outstanding who have served in
collegiate interests begin to be conscious of
these interests at the beginning of what now
constitutes the junior year in college.

It will be well to meet at once an op-
tee that may be related to specialization
at the beginning of junior year. If at not
necessary to assume that a student at to be
able to the life of the specialization from all intel-
lectual interests not directly related to his
particular field. Indeed, he should be able to
conceive of some intellectual activities
that these might be viewed with interest and
by the intellectual as a theme. He should
not be reducing to the adequate taste of to
porting and study in these fields. He should
be free to some and go on from general courses
as General.

In the special it is of the other hand to
not only be encouraged by every possible source
to cultivate interest and concentration.
should be allowed to continue in these special courses only when he shows real and successful mastery of problems. In specialization the student should be expected to show a kind of initiative which will carry him forward without constant surveillance and prodding.

At the end of two or three years, that is, at the point where now the Bachelor's degree is awarded or at the point where now the Master's degree is awarded there should be a first general evaluation of the student's achievement in his special field. Each department in the University should describe clearly in terms of mastery expected what will be demanded of its students at this stage. This description of expectations should be clear and detailed. It should not be quantitative and there should be no rigid requirement as to the exact length of time during which the student had been studying in order to reach this first general goal. If it seems wise to prescribe a minimum period of residence this can be done. Students should be
announced to continue in these special

concerns only when the opinion and success

meet of problems. In recent years, efforts have been made to show a kind of

initiative which will certainly help in forming without

contentment and perseverance and progress.

At the end of two or three years, that is

at the point where now the Research's a geese in

a reading at the point where now the Research

neatly established as the student's development

of the especial field. Both department in the

University study general science as in terms of

meetings expects which will help manage or the

abundance of this stage. The presentation of

expectations should be clear and explicit. The

don't not be descriptive and these should be

doing just to improve the exact tendency to

time amount which the student had been producing.

In order to keep this line that General cost.

It seems wise to proceed a minimum period of

residence time can be done. Expectations would be
hospitably received from other institutions
at any stage of the period here under discussion.
They should be placed in courses which suit
their preparation. Permission to go on to the
Doctor's degree should be rigidly conditioned
for all students on their demonstration of
their mastery of the requirements of knowledge
prescribed for this first period of graduate
study.

The requirements for this first stage of
graduate study should include ability to use all
of the general tools of intellectual work. The
student should be able to formulate in good
English and with clearness the materials which
he is called on to present. He should be able
to use foreign sources so far as they are re-
quired in his work. He will need in some
subjects mathematics, in other training in the
use of documentary materials.

Each department will by its definition of
its requirements put itself publicly on record
as to its standards. It will also be obligated
to provide the opportunities of training necessary
to carry out its program.
potentially leading to other interpretations.

At any stage of the breeding phase when deviation
They may be placed to continue with unit

Doctor's absence should be slightly conditioning
for all students on their demonstration of
their mastery of the fundamentals or knowledge
presenting for their first period of examination

Finally

The fundamentals for the first phase of
examine should include material to use for
the General course of entomology work

Student should be able to attend to study
highly and with openness the materials with
be to call on to present. He should be able
to join together someone to talk as they are to-
during in the work. He will need to some

subjects material to note material to the
use of the demonstration material
Keep department with on the identification of
the fundamentals but never presented on location
as to the fundamentals. It will also be apportioned
to promote the opportunities or training necessary

to carry out the program.
The social and intellectual group constituting a department will become at once a compact, clearly definable unit of workers and a unit within the university organization readily open to inspection.

The senior college curriculum here assumed for this group of students who are specializing will be a part of the graduate scheme and students who undertake this type of work will be in charge primarily of the graduate school authorities.

At this point we leave the specializing students and the courses which they are taking for the degree which will stamp them as successful and consider the students who at the end of junior college are not desirous of beginning to specialize. For these students a program of general courses can readily be provided. These students should in most cases, probably in all cases, be taken into courses which are distinct from those in which specializing students are given intensive training. The courses provided for general students will be for the most part lecture courses and reading courses. They should be open to all comers much as the courses in
The Society and Instructional Group

attaining a department will become at once a
concept, clearly generating much of work and a
unit within the ministerial organization directly
open to inspection.

The content college curriculum here examined
for this group of students who are specializing
will be a part of the undergraduate course and an outline
who understands this type of work will be in course
primarily at the graduate school curriculum.

At this point we leave the specialization
students and the courses which they are taking
for the degree which will accord them as successful
and competent the students who are the men of the future.

college are not geriatric or preparatory to specialization
for these students a program of general courses can
really be planned. These students belong to most
courses, properly in all cases, to fall into courses
which are graduated from the same in which specialization
students the finest foundation training. The content
branches for general students will be far more
part because courses and teaching courses. They
ought to show a number of the courses which are the courses in
European institutions are. At the end of each general course an examination should be set and after a student has passed a certain number of such examinations he should be given a degree. This degree should not be recognized as giving him any rights whatsoever of admission to advanced graduate work. If a general student while pursuing the courses here under discussion finds himself and wants to begin specializing, he should be allowed to begin specializing. He will thus be able to change his status at any time and he can make as rapid progress as his ability and energy permit toward that other degree which marks his acceptance as a successful graduate student.

It was suggested in an earlier paragraph that the specializing student might be awarded either the Bachelor's degree or the Master's degree. It probably would be more in keeping with our American practice to award the Bachelor's degree to general students who complete a certain quota of courses and the Master's degree to the
Emphasis in education may be placed on each student's needs through examination and testing. Once a student has passed a certain number of examinations, he may be given a degree. This degree may not be recognized as giving him any higher preference or advantage to any avenue or profession. It is a general student who pursues the coarse of study he deems advantageous. The purpose and means to begin specialized study are the student's problem to solve at any time and he can make as many changes as he deems necessary.

Graduates with this degree may choose any occupation as a necessary graduate student.

It was suggested in an earlier paragraph that the specialized student might be prepared better for the reception of the master's degree. It is properly made to bring the student's knowledge and experience to a certain point of knowledge and for general education to complete his education and take the master's degree.
specializing student. In that case the Bachelor's degree could be awarded two years after the end of junior college. The Master's degree would come whenever the student could take the broad tests. The brilliant student might achieve it at the end of two years, the less able after longer periods.

If we adopted the English custom, the Bachelor's degree could be used for both classes of students, but the general student would receive the degree as a "pass" degree and the specializing student would receive an "honors" degree.

In such a case the Master's degree would probably develop into a specialized teachers degree no longer related to progress toward the doctorate.

The parallel programs of instruction and study thus laid out for general students and specializing students do not preclude a junior college of any type that may be found desirable. It is evident, however, that the junior college which effectively provides students with those forms of training which will give them an ample basis for
If we expand the theory of the pecuniary student, the pecuniary student's career could be marked as follows. After the end of junior college, the pecuniary student, after having overcome the financial obstacle of the first two years of college, might take the board exams. The pecuniary student might receive one of the two years of college as a "pecuniary" student only if he has been able to receive "pecuniary" student grants.

If in the case of the pecuniary student, the pecuniary student's grants were properly developed into a pecuniary student's career, no longer related to progress towards the doctorate, the pecuniary student's program of instruction may also gain time and may require a junior college of some sort which may be taken advantage of. Nevertheless, however, part of the junior college which attracts poorly trained students with some forms of training may not give them an adequate foundation.
intelligent choice of fields of specialization at as early a date as possible will be the junior college most economical of the students' opportunities.

It is not a matter of indifference to the Commission on Graduate Instruction by any means how the schools below the senior college are organized. The interests of graduate study will be greatly promoted if the lower schools can be organized as compactly as possible with a view to preparing students of good ability to begin specialized study at the beginning of what is now the junior year of college. There is evidence that a proper organization of the lower schools can deliver students of good ability at the end of the junior college by the end of their eighteenth year. The senior college can then begin specialized training. Through properly organized programs this specialized training can be in the direction of professional education in medicine or law, or it can be in the direction of the first stage of graduate research.

The plans here outlined open up certain very
desirable administrative possibilities. The junior college contemplated in the foregoing paragraph should have a fiscal and instructional organization of its own. Its function in a University organization should be recognized as wholly distinct from that of the senior college and graduate school. Its physical location should doubtless be separate from the rest of the University.

The senior college and graduate schools, on the other hand, belong together so far as they deal with specializing students. That branch or division of the senior college which deals with general courses and with students mature in years but not desirous of preparing for specific advanced work should be treated as distinct in fiscal management and administration from the senior-college-graduate division of the University. General students should be charged a tuition high enough to make possible the maintenance of the courses which they attempt without encroachment on the endowments of the University. The physical separation of the general senior college from the senior college for
The senior college and graduate school

On the one hand, the senior college performs as a producer of specialized students, while the graduate school of the senior college, which deals with general competence and graduate students, meets the needs of society and the training of new generations.

The integration of the senior college and the graduate school is an essential part of the University's general educational objective. It prepares students to play a significant role in society, and it prepares the maintenance of the community, which cannot be served without the continuous improvement of the educational system of the University.

General senior college from the senior college to
students who are specializing does not seem to be necessary. Indeed there will be an advantage in allowing specializing students to have access to the general courses in order that a few of these general courses may be taken as side issues.

The conduct of all of these enterprises under a single university organization opens up the possibility of maintaining under proper regulations all the non-academic activities which may be found desirable. It makes readily possible also the recognition of individual differences in ability and desires to an almost unlimited degree. It gives unity to a great educational organization by providing devices for securing legitimate differentiation of different types of activity and their evaluation in terms of the widely different ends at which these activities are aimed.

It may be proper to add in conclusion that the general plan proposed brings the American college and university organization much more nearly into line with the organization of European institutions
The concept of all of these approaches may be a single matrix-activity organization open to the possibilities of retaining existing programs while expanding all the non-academic activities with the recognition of integral differences in ability and the desire of each student to have an optimum degree.

If given with a great enthusiasm of purpose, the provision of different types of activity may result in a following system of differentiation in terms of the work of the individual.

It may be proper to add in conclusion that the concept of a new progressive program for American colleges may not rest so much on the organization of productive interaction...
than are our present high school, college, university and professional schools. The plan provides for progress on the part of able students at ages which correspond closely to the ages at which European students enter on the corresponding stages of their education.
If the general principles discussed in the foregoing statement are accepted, a concrete program can be worked out as follows:

First, a junior college program will be drawn up including the requirements that are to be absolved partly in the high school and partly in the junior college. These requirements will follow the general lines of the present entrance requirements of the University but will include also the requirements that are now laid down for our junior college. The student who has met all of these requirements will have taken some work in each of the main divisions of academic work. He will have had an opportunity in this way to come in contact with the major sub-divisions of science and letters and ought to be prepared by the end of this general curriculum to determine with some assurance the lines in which he is to specialize.

Second, the various departments of the University which award the Master's degree and the Doctor's degree and the professional schools will
If the General Principles are accepted, the concrete statement can be worked out as follows:

First, a Junior college program will be organized and integrated into the existing structure of the junior college that is to parallel the junior college. These departments will follow the general lines of the present structure of the University with the inclusion of the liberal arts and sciences. The student who has taken some work at these departments will have taken some work in at least two of the major departments of the junior college. He will have had an opportunity to study and develop in one or two major departments. The student may transfer and continue to be benefited by the opportunity to study in some departments while he is at the junior college.

Second, the various departments of the University will be organized into the junior college's general and the doctor's degree and the professional school. If
be called upon to state in detail the various lines of work which they propose to require of anyone who is admitted to candidacy for the higher degrees. For example, the Medical School ought to state the different subjects in which a student is to have training if he is to be admitted as a candidate for the medical degrees. The Department of Physics or the Department of Romance Languages ought in like fashion to lay down a prescribed series of courses to be required before students can become candidates for the higher degrees.

When the requirements of the various departments have been laid out in this fashion, a General Committee of the Graduate Schools should canvass the matter and work out a plan of equalizing measurably the various requirements. If a department is so organized that its requirements are very heavy, this Central Committee should be in a position to transfer some of the requirements into the graduate curriculum. If on the other hand a department makes so slight a requirement that the program for the senior college work is not equal to that required in the other departments, the General Committee
should prescribe additional general courses. After these adjustments have been made, the requirement for senior college work may be regarded as determined for all those students who are going to go forward into professional or graduate courses.

Third, among the opportunities presented to those who are intending to specialize in programs of the type described in the foregoing paragraphs, there should be a certain latitude for general courses in fields in which the student is not specializing. The departments of the University should be canvassed so as to determine the number and character of such general courses. There might be, for example, a course in physics for students specializing in literature and a course in history of English literature for science students. These general courses provided by the various departments will furnish the basis also of the curriculum open to students in the senior college who do not intend to specialize.

Fourth, the requirements for graduation for pass students, or students who do not intend to
After these arrangements have been made, the re-arrangement for senior college work may be
regarded as determined for all those students
who are going to go forward into professional
or technical courses.

Taking some the opportunities presented
to choose who are interested to specialize in
particular of the fields described in the fore-
time paragraphs, these are bound to a certain
extent for general courses in order to widen
their knowledge of the University ambition to carry
as to determine the number any apprehension of such
general courses. These might be, for example, a
course in physics for students specializing in
interference and a course in physics of matter.

Interference for science students. These general
courses dealing with the various departments with
particular the part into of the curriculum open to
students in the senior college who go not intend to
specialize.

Concerning the recommendations for qualification for
please students of who go not intend to
specialize, should be made out by the Central Committee, which after consultation with various departments will determine the number of courses and the grouping of courses constituting a reasonable curriculum for the general Bachelor's degree.

The foregoing outline of procedure requires, it will be seen, the cooperation of the departments. In some cases it may be desirable for small departments which now work separately in the University to unite in groups. But it certainly is not desirable that there should be any such grouping of departments as that which is now permitted in the, so-called, social science sequence where students are allowed to take a large number of elementary courses and regard themselves as specializing in the social studies. In order that the boundaries of departments may be properly adjusted in the arrangement of curricula, the Central Committee dealing with graduation requirements should have the right to approve or veto combinations when proposed by the various departments and should also have the right to initiate combinations which seem desirable in order to make coherent graduate requirements.
speculative, amounting to mere conjecture, to the Committee. The Committee, which after consultation with the above departments, will determine the number of the Committee and the amount of the Committee's participation in the General Election's. 

The prospective outcome of the General Election.

It will be seen the cooperation of the departments will be necessary to some extent, if we are to illustrate that these matters are any such question in the cooperative and collaborative sciences. Science and scientific researches and the social sciences, in order that the cooperation of the various departments may be properly subjected to the consideration of the Committee. The Committee, with its departments, may have the right to approve or veto the proposals made by the various departments and may have the right to influence the proposals which seem satisfactory in order to make effective the results.
II.

RESEARCH

Although the Presidents of the University and the University Senate have repeatedly affirmed that research is one of our primary objects, as a matter of fact, academic duties are defined by statute and largely by practice in terms of teaching. Research is, in most cases, voluntary, and vacation is determined and salary paid on the basis of amount of teaching done. The University funds pay for majors delivered, and research by members of the staff has little or no official standing. The Commission recommends an enlargement of the University's policy, so that research may not only be regarded as a legitimate activity, but that in certain cases it be explicitly recognized as the major duty and teaching as voluntary or subordinate.

Very great aid may be given to the development of research in the University by funds which will make it possible to relieve a man from his teaching duties at any time when an important piece of research demands his entire attention. The appointment of research professors whose teaching duties shall be entirely voluntary is undoubtedly advisable, but it seems still more important to relieve occasionally from the full burden of teaching men already on the staff or new men who are brought here. This relief might consist in the reduction of teaching duties or in freedom from all teaching for a limited period. Such relief would be arranged for with the President by the Head or Chairman of the Department concerned. The appointment of research associates is especially urged with the understanding that there be the greatest elasticity in the requirements and enrollments in this grade. It is the belief of the Commission that the addition of a research professor, a research associate, and research fellows would give many departments an efficiency in research that would at least approach that of a fully organized research institute.
II

EXPLANATION

It appears the importance of the University and the University Councils to the present and future of the University is one of the primary objectives of the University. In order to achieve this, the University Councils must be able to function effectively and efficiently. The Councils are responsible for the management and control of the University, and their role is crucial in ensuring the University's success.

The University Councils consist of representatives from various faculties and departments of the University, as well as external members who bring a different perspective to the decision-making process. The Councils are also responsible for the development and implementation of policies that affect the University's operations.

The University Councils play a vital role in ensuring that the University's activities are in line with its mission and objectives. They are responsible for approving budgets, setting tuition fees, and making decisions on academic matters. The Councils also have the power to appoint and remove University officials, including the President and Vice-President.

In conclusion, the University Councils are essential to the University's success. They ensure that the University remains committed to its mission and objectives, and they play a critical role in the development of policies that guide the University's operations.
The Commission further believes that the time has arrived when additional Research Institutes should be organized, either similar to the Oriental Institute, which is an organic part of the University, or like the Sprague Memorial Institute and the McCormick Memorial Institute, which are affiliated.

We wish to emphasize some of the advantages enjoyed by a Research Institute within, or closely affiliated with, a University, as contrasted with an isolated one. The University relieves the Institute of most of the general management, which may so easily become burdensome. The library facilities, particularly in other departments both closely and remotely related, are very much greater than would be possible or desirable for an isolated Institute. The close association with men of related departments is a valuable stimulus and aid. In the increasing complexity of modern scholarship, it is not sufficient to have "a physicist" associated with a biological Institute for example. The advice of a specialist in optics may be needed one day, the next that of an X-ray man, a mathematical physicist, an expert in vacuum tube amplification, in ionization, contact potentials or atomic structure. No one man keeps thoroughly up to date in all phases of modern physics to-day. The contact with selected students of high quality, and the Research Institute should receive no others, is perhaps the one thing of greatest value in the University as contrasted to the isolated Institute. The investigator clarifies his own ideas in presenting them, his outlook is broadened, he has capable and enthusiastic assistants in these younger men who can investigate the numerous subsidiary questions which continually arise and for which the leader cannot afford the time or energy to make a
personal investigation. No man can be in his best research vein, year after year, and it is a valuable relaxation, after the completion of some phase of a difficult problem to drop research for a time. A man in an isolated Research Institute often feels that he must keep hammering away day after day, but if he is in a University, he can perhaps profitably give his time for a few months to teaching and directing his research of others until he can return with renewed zeal to his own investigations. Finally, the steady great leader, especially if his specialty is abstruse or if his program leads away from the accepted highways, will leave a goodly number of disciples scattered over the land to keep his ideas and methods from dying with him. This is particularly important if the field is abstruse and little cultivated.

The Commission believes that the University of Chicago is an especially appropriate and favorable place for the founding of Research Institutes.

While it is not to be expected that the same plan would be followed rigidly in the organization of all Institutes, depending on the nature of their inception or affiliation, the following general ideas would probably apply to all.

Funds appropriated by the University or given by individuals or Foundations either as endowment or as gifts for a term of years, would be held by the University, or other properly designated agents, subject to requisition by the Institute. The Institute would be administered either by a Director, or by a small executive Committee. Funds either for special projects or for endowment would be solicited by the University or by the Institute itself. The primary duties of the staff would be voluntary.

Graduate students would be received as volunteer research workers only on invitation of the staff, and might prepare theses for advanced degrees.
under these conditions. Departmental organizations would be preserved as at present, and the work of graduate students would be in most cases in the Department rather than in the Institute. Any member of the staff might give part of his time to the Institute and part to the Department, or he might be transferred for a period from one to the other. Some institutes would be permanent, and others perhaps temporary, while working out a specific project or projects under a grant for a limited term.

It must be recognized that the establishment of a research institute involves the necessity of more space, equipment, and personnel than at present exists in any of the departments concerned. If, however, the plan of moving from the campus the first two years of college work is carried out, and if the new buildings included in the programme as the Committee on Development are erected, the problem of space would be for the most part solved. So far as personnel is concerned, it is assumed that members of the departmental staffs who have distinguished themselves in research would be drafted at least partly into the Institutes, and so some additions to the staff would be necessary. These, however, need not be many, as it is improbable that even professors who are devoting most of their time to the work of their institute will desire to do some teaching, both for their own benefit, and for the benefit of advanced students who will be attracted to the field of every successful scholar. The number of additions to the staff may also be kept down by reducing the number of formal courses required from students.

The burden of financing the institutes would rest only partly in the University. It would be necessary for it to set aside a fund of considerable size — a revolving fund, the revenue of which could be assigned now
to one institute and not to another according to circumstances and the
needs and prospects of the investigations undertaken. But it is probable
that for at least some of the institutes funds would be available from
the various educational or philanthropic foundations. Naturally, these
would be available only when the activity of the Institute was directed
to some specific project.

The idea of Research Institutes in the University is not new. On
December 18, 1922, the Senate adopted resolutions in which the following
sentence occurs: "The Senate recommends that an earnest effort be made
to secure immediate sums for a limited number of Institutes. The example
of even a single organization of this type in connection with the
University will undoubtedly precede the extension of the plan to all
forms of productive work."

At the present time we may regard the Oriental Institute as
established, and its success assured. The work in Education and in the
Social Science group is under way and almost partially financed. In
practically all departments of the Graduate School research of primary
importance is in progress, although too often handicapped by lack of
funds and heavy teaching burdens. In that follows, the Commission offers
a statement of the Research Institutes already in progress, and a partial-
list of those which should be established at the earliest possible date.
A. Already Established

B. Affiliated

1. The Sprague Institute

2. The McCormick Memorial Institute

C. Recommended:

1. A "Research Institute in Education"
2. " " " the Social Sciences"
3. A "Research Institute in Language and Literature"
4. A "Research Institute in Botany and Agriculture"
5. A "Research Institute in Comparative and Preventive Medicine"
6. A "Research Institute in Zoology"
7. A "Research Institute in Physiology"
RESEARCH

Although the Presidents of the University and the University Senate have repeatedly affirmed that research is one of our primary objects, as a matter of fact academic duties are defined by statute and largely by practice in terms of teaching. Vacation is determined and salary paid on the basis of amount of teaching done. The University funds pay for majors delivered, and research by members of the staff has little or no official standing. The Commission recommends an enlargement of the University's policy, so that research may in certain cases be officially recognized as the major duty and teaching as voluntary or subordinate. The Commission draws attention to the value and even necessity of organized programs of research as opposed to haphazard or isolated pieces of work.

RESEARCH IN THE DEPARTMENTS.

The University of Chicago owes its high rank among universities to the research work that has been done by the various departments of the Graduate Schools. In practically all departments research of primary importance is in progress, although too often handicapped by lack of funds and heavy teaching burdens. It seems to the Commission that this research in the departments should be still further developed. Some of the measures
REMARKS

Appendix A: The Investigation of the University and the
University's Senate have requested that the
inquiry be conducted on the premises of the State
Archives and Records. Any evidence or material
found during the inquiry shall be gathered by officers
and clerks of the archives and records.

The records of the university shall be preserved and
considered confidential. Any unauthorized access or
takeaway of documents will result in disciplinary
action.

The investigation shall be conducted with full
cooperation from all parties involved.

The findings shall be presented to the university
administration and the local authorities.

REMARKS IN THE DESCRIPTION

The Department of Education, once the files
removed from the archives of the Department of
Education, shall be released to the local authorities.

The committee shall have access to all records
related to the investigation.

The findings of the investigation shall be
released to the university administration and the
local authorities.
through which this can be done are as follows:

(1) The establishment of funds like the Heckscher Fund at Cornell and the Milton Fund at Harvard (approximately $1,000,000 each). The recent gift of $1,000,000 to the University of Chicago by Mr. Douglas Smith provides such a fund for research in medicine. Similar funds are greatly needed for other divisions of the University. The income from such funds would not be incorporated in the regular budget of the University but would be used wherever needed in support of special projects. It could be applied to the cost of an investigation or the publication of the results.

(2) The appointment of research professors whose teaching duties shall be entirely voluntary. It is probable that such appointments would be rare, but provision should be made for the appointment of a man of outstanding ability and achievement who would devote his entire time to research.

(3) The occasional relief from the full burden of teaching of men already on the staff or new men who are brought here. This relief might consist in the reduction of teaching duties or in freedom from all teaching for a limited period.
The purpose of this project is to improve the efficiency of the transportation system. The project involves the development of new technologies and transportation infrastructure to reduce congestion and improve service. This includes the construction of new roads, the implementation of advanced traffic management systems, and the promotion of public transportation options.

In addition to improving transportation, the project also aims to reduce environmental impact. This is achieved through the use of renewable energy sources and the implementation of fuel-efficient technologies. The project is expected to have a significant positive impact on the economy, with increased job opportunities and reduced transportation costs for businesses and individuals.

The project is being funded through a combination of government grants, private investment, and public-private partnerships. This diverse funding base ensures that the project can be implemented on a large scale and that it will be sustainable in the long term.

Overall, the project represents a significant investment in the future of transportation and a commitment to improving the quality of life for all those who rely on the transportation system.
(4) The appointment of research associates with the understanding that there be the greatest elasticity in the emoluments of this grade.

(5) The extension of the policy of welcoming and appointing research fellows, in the expectation of encouraging an increasing number of selected doctors of philosophy to commit themselves to a research career.

(6) Adoption of the policy that accomplishment in research shall be the primary qualification in appointments and promotions.

(7) The provision of adequate clerical assistance for productive members of the staff so that interference with their research activities may be reduced to a minimum.

Many departments in the University now have a degree of productivity that equals that of a research institute but it is the belief of the Commission that their efficiency can be greatly increased by the adoption of some or all of the measures recommended above.

**RESEARCH INSTITUTES**

The Commission believes that the time has arrived for the organization of a group of research institutes within the University. At present the statutes of the University defining the duties of members of the faculties deal explicitly with matters of instruction but leave research to
null
individual initiative. The financial organization of the University also emphasizes the principle that salaries are paid for teaching rather than research. The result is that funds and time for research usually have to be secured after the primary demands of instruction have been met. Research is consequently in many cases seriously delayed through competition with routine.

The best method of promoting the interests of both research and teaching is to recognize both as proper functions of the University and to make adequate and clearly defined provision for each. The present departmental organizations, with such modifications as are recommended in a later section of this report, seem to provide adequately for the teaching function. Research institutes will supply the added organization necessary to foster and support research.

There are two examples in the present organization of the University which indicate the advantages of special funds and special equipment for research. They are the Yerkes Observatory and the Oriental Institute. These two divisions of the University illustrate by their productivity the success of a plan which makes definite appropriations for research in particular lines.

Wherever a plan of scientific or literary investigation has been matured to the point where it shows promise of results, provision should be made to supply the energy and equipment necessary to carry forward such a plan. This
may mean that some member of the faculty will be released for a time from teaching. It may mean the appointment of one or more research assistants or the purchase of special equipment. The provision of such research facilities is the justification for the organization of research institutes. Such institutes are not made up of separate bodies of men distinct from those who make up the departments of the University. The institutes are administrative devices for promoting that phase of the University work which is not fully taken care of by the teaching organizations; they are devices for the carrying forward of definite lines of investigation.

As recognized agencies for the performance of particular research functions the institutes may be expected to attract funds. Indeed, there are examples of research projects now being carried forward within the University which show that special subventions can be secured for enterprises which are entirely distinct from classroom activities. The Commonwealth Fund is now supporting three major researches in the field of education. The Laura Spellman Foundation is supporting studies in the social sciences.

While it is not to be expected that the same plan will be followed rigidly in the organization of all institutes, the following general ideas probably apply to all.
Funds appropriated by the University or given by individuals or foundations either as endowment or as gifts for a term of years, would be held by the University, or other properly designated agents, subject to requisition by the institute. The institute would be administered either by a director, or by a small executive committee. The staff of the institute would be organized and readjusted from time to time for the purpose of carrying on research. Graduate students would be received as research workers only on invitation of the staff, and might prepare theses for advanced degrees. Departmental organizations would be preserved as at present, and the department, not the institute, would administer the work of graduate students. Any member of the staff might give part of his time to the institute and part to the department, or he might be transferred for a period from one to the other. Some institutes would be permanent; others would be temporary, being organized for the working out of a specific project or projects under a grant for a limited term. Whatever the variations in detail, the institutes will represent organized research. They will be the centers around which will be gathered the special research equipment and research activities of the University.

The burden of financing the institutes would rest only in part on the University. It would be desirable
The series of instructions for the preparation of the manuscript only
for it to set aside a fund of considerable size - a revolving fund, the revenue of which could be assigned now to one institute and now to another according to circumstances and the needs and prospects of the investigations undertaken. But it is probable that for at least some of the institutes funds would be available from various foundations. Naturally, these would be available only when the activity of the institute was directed to some specific project.

We wish to emphasize some of the advantages enjoyed by a research institute within or closely affiliated with a University, as contrasted with an isolated one. The University relieves the institute of most of the general management, which may so easily become burdensome. The library facilities, particularly in other departments both closely and remotely related, are far greater than would be possible for an isolated institute. The close association with men of related departments is a valuable stimulus and aid. For example, in the increasing complexity of modern scholarship, it is not sufficient to have "a physicist" associated with a biological institute. The advice of a specialist in optics may be needed one day, the next that of an X-ray man, a mathematical physicist, an expert in vacuum tube amplification, in ionization, contact potentials or atomic structure. The contact of the investigator with selected students (and the
research institute should receive no others) is one of
the greatest advantages in the university institute as
contrasted with the isolated institute. The investiga-
tor clarifies his own ideas in presenting them, his out-
look is broadened, he has capable and enthusiastic as-
sistants in these younger men who can investigate the
numerous subsidiary questions which continually arise
and for which the leader cannot afford the time or energy
to make a personal investigation. No man can be in his
best research vein, year after year, and it is a valuable
relaxation, after the completion of some phase of a diffi-
cult problem, to drop research for a time. A man in an
isolated research institute often feels that he must keep
hammering away day after day, but if he is in a university,
he can profitably give his time for a few months to teach-
ing and directing the research of others until he can re-
turn with renewed zeal to his own investigation. Finally,
the great leader will leave a goodly number of disciples
scattered over the land to keep his ideas and methods from
dying with him. This is particularly important if his
field is remote and little cultivated.

The separate institute has grown up in America because
of the absence within universities of the proper administra-
tion devices for the protection of research from the compet-
ing demands of teaching. The funds of a separate institute
do not have to be used to support classroom activities and
The current situation regarding education in the universities is currently being discussed in connection with the proposed legislation. The problem is not just a matter of increasing fees, but also the need for more resources to improve the quality of education. The issue of faculty salaries and student loans is also being debated. This is a crucial time for the educational system, and it is important that we address these issues in a comprehensive manner.
investigators in such separate institutes are not distracted by the routine duties of classroom management and student discipline. The research institutes here recommended have the advantages of the separate institutes without suffering from their limitations.

The idea of research institutes in the university is not new. On December 18, 1922, the Senate adopted resolutions in which the following sentence occurs: "The Senate recommends that an earnest effort be made to secure immediate sums for a limited number of institutes. The example of even a single organization of this type in connection with the University will undoubtedly promote the extension of the plan to all forms of productive work."

Furthermore, as indicated in foregoing paragraphs, there are at the present time numerous examples of organized research activities within the University which could without extensive changes take on the form of research institutes.

In addition to the Yerkes Observatory and the Oriental Institute it is recommended that the following institutes, for which preliminary plans have already been submitted, be organized. The list is of course provisional:

1. A Research Institute in Education
2. A Research Institute in the Social Sciences
3. A Research Institute in Language and Literature
4. A Research Institute in Botany and Agriculture
5. A Research Institute in Comparative and Preventive Medicine
6. A Research Institute in Zoology
7. A Research Institute in Physiology.
The concept of reassembly in the context of the experimental approach to
the problem of recognizing patterns in visual perception

recognizes that in an environment, the ability to recognize
patterns within a limited number of features is essential
to the success of the recognition process. This example of a
specific application of this type of recognition with the

intrinsically self-organized patterns, the extraction of the
features of all forms of biological motion.

Furthermore, the application of the concept of recognition
within the framework of the experimental approach to

recognizes that in an environment, the ability to recognize
patterns within a limited number of features is essential
to the success of the recognition process. This example of a
specific application of this type of recognition with the

intrinsically self-organized patterns, the extraction of the
features of all forms of biological motion.

In addition to the original orientation of the problem,

recognizes that in an environment, the ability to recognize
patterns within a limited number of features is essential
to the success of the recognition process. This example of a
specific application of this type of recognition with the

intrinsically self-organized patterns, the extraction of the
features of all forms of biological motion.

Given the importance of these patterns and their potential
application in a variety of biological systems, it is important
to approach their recognition in a systematic and profound
manner.
In order to exhibit somewhat more fully the possibilities of organizing certain institutes and as justifications for its recommendations, the Commission has collected statements from a number of members of the faculties who are engaged in research and has added these to this report in the form of exhibits. (See Appendix, pp. 54 - 91)
In order to exploit properly solar power, the potential can be maximized.

The act of integrating solar energy generation into existing infrastructures

can lead to improved efficiency. The utilization of renewable energy

sources such as solar power can significantly reduce the

dependence on conventional non-renewable energy sources.
CURRICULA OF THE GRADUATE SCHOOLS

I. Present conditions in graduate work:

1. Admission

Graduates of Class I colleges are admitted without deficiency. Graduates of colleges of Classes II, III, and IV are admitted with deficiencies of three, six, or nine majors. Graduates of other colleges are not admitted to the Graduate School, but are admitted to the University as unclassified students or as undergraduates.

2. Senior College courses and graduate work.

Senior College courses may be taken for graduate credit. But no regulation governs the amount of such work which may be taken, and the quality of courses so taken is not always properly safeguarded.

3. Distribution of courses.

A carefully balanced proportion is not always maintained between informational courses, method, bibliographies and theory courses, problem courses and research courses. In general, there is too much delay in the student's entrance upon problem and research courses; too many informational courses are allowed; and too few problem and research courses required.

II. Objectives to control future organization:

1. To promote fundamental research by members of the staff.

2. To guide students into channels of productive scholarship.

3. To recognize in an adequate way the obligations of the departments to prepare competent teachers for higher institutions.

4. Effectively to combine senior college courses with graduate work.
III. Preliminary Recommendations:

1. Admission

It seems inadvisable to make any radical change in the method of admission to the Graduate School, but the following modifications of the present system are recommended:

(1) That students coming from colleges on the accredited list of the University shall not be required to present their high school records.

(2) That a regulation be enacted which shall empower departments to revise the rating of the examiner.

2. Senior College courses and graduate work

(1) Each department shall prescribe and publish the preparation which it requires for graduate work, and graduate credit shall not be allowed for work necessary to complete this basic preparation.

(2) Only a limited number of courses from group 201-299 (i.e., courses intended primarily for senior college students) may be credited toward a higher degree.

IV. The Graduate Curriculum in General:

Graduate work is so diversified that no standard curriculum or inflexible method is practicable or desirable. The curriculum for each student shall be arranged by the department with the approval of the Dean. Present conditions may be improved by the following means:

1. By distinguishing graduate courses as of different levels:

   (a) Introductory or informational courses. Even in these, however, some degree of independent work should be expected. Courses of this level shall be numbered 301-399. Undergraduates shall be admitted to them only on the basis of twenty-seven majors and of an average of B in the department concerned.
(b) Problem or Pre-research courses.
(c) Research courses, including not only seminar courses but also conference courses which need not meet any specified number of times a week and in which students of the proper degree of advancement shall have a large measure of freedom for independent study. Courses of the (b) and (c) levels shall be numbered 401-499. No final examinations shall be held in these courses. Undergraduates shall not be permitted to count them toward the fulfillment of the requirements for the Bachelor's degree.
(d) Only two grades shall be used in reporting work for graduate credit: "passed" and "failed", with the understanding that a pass mark in graduate courses implies a higher standard of work than in undergraduate courses.

2. By enabling students to enter semi-creative and creative work at an earlier stage than at present. A beginning may be made in the Senior College by:
(a) ascertaining at an early stage which students are capable of doing creative work,
(b) encouraging capable students to enter creative or semi-creative courses,
(c) urging seniors who are planning to undertake graduate work, to acquire a reading knowledge of French and German,
through the use of French and German text-books and doc-
ments.

V. The Master's Degree.

When the University of Chicago was founded the master's degree was
perceived as a minor form of the Doctor's degree, and the require-
ments and tests for the degree were established on this basis. On
the whole, we believe that this theory is sound one, and it is our
opinion that any drastic modification of it such as the elimination
of the thesis would be a frank admission that in the Graduate School
of the University of Chicago vocational aims take precedence over
training in the technique and ideals of productive scholarship.

We know that large numbers of our Masters become teachers in secondary
schools, but we think that some training in the methods of investiga-
tion is beneficial to teachers of this class. We are aware also
that supervision of Masters' theses is a serious drain on the time
and energies of many of the most efficient research men on the staff,
but it seems to us that this situation can best be met by recog-
nizing supervision of dissertations as a legitimate phase of in-
struction. To be sure, the character of the work and especially of
the thesis may vary in the different Graduate Schools of the
University. This variation is due to fundamental differences in the
objects of study. The essential feature, the
raison d'être, of certain branches of learning is the extension of
our knowledge of phenomena with an ultimate view to control of
or adjustment to them. In such branches, what are commonly known
methods of research properly constitute the chief part of the
training from a very early period of the instruction. In other
branches the situation is different. They deal with certain
products of thought and feeling -- literature, art, and the like --
The text on the page is not legible due to the quality of the image. It contains a paragraph of text that appears to be discussing a topic, but the content is not clear enough to provide a natural text representation.
whose highest value resides in their capacity for the direct enrichment of human life. Teachers of such subjects have a two-fold task: first, to open to their students those sources of enrichment; second, to cultivate research into the general relations of these spiritual products to the evolution of human civilization.

It is recommended, therefore, that in all departments of the University the master's degree be conferred only upon candidates who have received training in research methods and who have shown either (1) capacity for prosecuting research under direction, or (2) critical skill in evaluating literary and other sources of culture. In the scientific departments emphasis will naturally be placed upon training for research. In certain humanistic departments more emphasis will be placed upon critical appreciation of intangible values. In all departments the master's degree should certify training in the technique of exact scholarship and actual experience with the original sources of productive scholarship. Through seminars, or otherwise, students in the first year of graduate study should be stimulated by contact with research actually in process in their departments and should be prepared for research. Those who show especial aptitude or accomplishment in independent work will be encouraged to continue in candidacy for the doctor's degree.

Requirements for the Master's Degree:

(1) Eight majors of graduate work and a thesis, in addition to any requirements established by the department for entering upon graduate candidacy. Any deficiencies in preparation must be solved in undergraduate courses for undergraduate credit only.

(2) Inclusion, at the discretion of the department concerned, of one or more majors of wide reading or other special
work carried out by the student under the supervision of the department and subject to such tests as the discretion of the department, designed to test, not merely knowledge of particular courses, but competency of training and equipment. Courses examinations may be either required or omitted, at the discretion of the department concerned.

Each department shall define and publish in its annual circular or bulletin its own specific requirements subject to the general requirements for the degree.

It is recommended to the departments that a reading knowledge of French or German, in addition to any language which may be the student's object of special study, be required of candidates for the Master's degree. This requirement shall be definitely prescribed by each department for its own candidates. The language tests when required shall be applied as they have been heretofore.

VI. The Degree of Doctor of Philosophy

The degree of Doctor of Philosophy is conferred for what constitutes the chief aim of the University; namely, the capacity to carry on research.

As the Handbook of the Graduate Schools states (p.12): "The degree of Doctor of Philosophy is given in recognition of high attainments and ability (preferably: scholarly ability and attainment) in the candidate's chosen field, shown, first, by a dissertation evincing the power of independent investigation and forming an actual (preferably significant) contribution to existing knowledge; and, secondly, by passing an examination covering the general field of the candidate's subject or subjects....It is to be explicitly understood that this degree is not conferred after the completion of a specified number of courses, or after a given period of residence."

It is recommended that the University maintain this type of Doctor's
As the cause of death of Professor...

The causes of death of Professor...

In the process of the professor's death, the county medical examiner called the coroner to the scene of the accident and took the body to the morgue. The professor was found dead at his desk, with a broken neck and a bullet wound in the head. The coroner ruled the death a suicide.

The professor had been under a great deal of stress at work and had been struggling to keep up with the demands of his job. He had been working long hours and had been neglecting his family.

The coroner's report stated that the professor had been struggling with depression and had expressed thoughts of suicide in the past. The family of the professor had been aware of his struggles and had sought help for him, but had been unable to prevent the tragic outcome.

The case was sealed and the family was left to grieve the loss of their beloved family member.
degree. For the sake, however, of greater effectiveness and clearness, certain changes in the present regulations and practices are deemed advisable. It is with these subsidiary changes, relating to matters of administration, that the following report will deal.

The regulations for the degree comprise these divisions:

I. Candidacy for the degree, including the modern language requirement;

II. The two plans according to which the degree may now be taken, p. 15, of the Handbook of the Graduate Schools;

III. The thesis;

IV. The examination.

It is recommended that the following changes be made according to the orders stated above:

Under I: At present the application for admission to candidacy "be on file in the Graduate Office before the close of the quarter preceding that in which the degree is conferred." On the other hand, the modern language requirement must be fulfilled "not less than three quarters before the final examination." It is recommended that the modern language requirement be fulfilled and the application for candidacy be on file in the Graduate Office not less than eight calendar months before the convocation at which the degree is conferred.

This change would require the applicant, on consultation with his department, to take the following steps:

1. Choose his thesis subject,

2. Pass the examination in two modern languages,

3. Present himself to his department for recommendation to candidacy,

4. File his application to the faculty at least eight months before the final examination.

It is recommended that the "two modern languages" shall be French and German.

It is recommended that a department may, at its discretion, give a
The association for the selection of teachers.

I. Committees for the selection of teachers.

II. The president.

III. The association.

If it is necessary that the following principles to be made:

1. The association shall have no power to exclude any member who shall have satisfied the requirements of the association to be in agreement with the regulations of the association.

2. The association shall have no power to exclude any member who shall have satisfied the requirements of the association to be in agreement with the regulations of the association.

3. The association shall have no power to exclude any member who shall have satisfied the requirements of the association to be in agreement with the regulations of the association.

4. The association shall have no power to exclude any member who shall have satisfied the requirements of the association to be in agreement with the regulations of the association.

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11. The association shall have no power to exclude any member who shall have satisfied the requirements of the association to be in agreement with the regulations of the association.

12. The association shall have no power to exclude any member who shall have satisfied the requirements of the association to be in agreement with the regulations of the association.

13. The association shall have no power to exclude any member who shall have satisfied the requirements of the association to be in agreement with the regulations of the association.

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a written examination to an applicant for candidacy or in any other way
test his fitness to pursue investigation.

Under II: At present the candidate for the degree may follow one
of two plans of study:

Plan I. A single department. Here the work of the candidate is
grouped about the main subject of his investigation. If he takes
courses in other departments, it is because they have some bearing on
his main subject. Thus, a candidate working on a subject in the
Italian Renaissance might naturally take courses in Latin and in Greek;
a candidate working in the field of phonetics might choose physics and
psychology, etc. In short, Plan I. is based on the conception that
"graduate work" is essentially "research work"; the student selects a
center of interest and works from that center toward a circumference.

Plan II. Principal and secondary departments. Here the work of
the candidate "is selected from one principal and one or two secon-
dary departments. The amount of work required in the secondary depart-
ment or departments is nine majors." This plan is based on the idea,
largely undergraduate, of surveying two or more fields of knowledge
from the outside. This may be a useful thing to do; it is not -- in our
opinion -- a plan which should lead to the Doctor's degree. In its
advantages it is included under Plan I, and in its disadvantages,
especially that of requiring a fixed number of majors in the secondary
department or departments, it violates the principle of freedom laid
down above.

Hence, it is recommended to discard Plan II.

The length of student residence is left unchanged; but it is
recommended that the phrase "at least three years residence" [p.14] be
made to read normally three years residence.
Under III: Since the University at present requires all candidates to publish an abstract of the thesis, no change in the present requirements is proposed, it being understood that a moral obligation rests on the student to publish his work in a more complete form.

Under IV: At present the candidate may take his final examination according to Plan I or Plan II, as stated above. The new proposal is to follow Plan I in giving the examination, and to make the following additional changes:

The final examination for the Doctor's degree shall be oral and shall cover the fields in which the candidate's work has lain. This examination shall be conducted before a committee appointed by the Dean and consisting of (1) representatives of the department in which the degree is being taken, and (2) representatives of such other departments as may be concerned in the candidate's work, and (3) two representatives of other departments. Doubtless in many departments a preliminary examination is advisable. This, however, is left to the discretion of the department.

Finally, instead of grading the degree, as at present, according to the system of rite, cum laude, etc., it is recommended that it be not graded at all.

VII. The Medical Departments

Organization.

Each of the departments whose work falls chiefly in the field of the medical sciences is directly responsible to the Ogden
Graduate School of Science, and is charged with the responsibility of conserving and advancing the science which it represents. The staff of these departments forms the Faculty of the Graduate School of Medicine, which may recommend the M. D. degree for especially qualified graduate students who meet the requirements as set forth below. The curricular and other group relations of this Medical Faculty are reduced to the minimum and the activities of the Graduate School of Medicine are organized about the departments rather than about the curriculum.

The procedure varies in different departments, but in general the primary purpose may come to expression in the following activities:

1. An intensive research program on the part of the permanent departmental staff.
2. Provision of facilities (including research fellowships and other forms of financial aid) for research by other qualified investigators.
3. Training of selected graduate students in research in candidacy for higher degrees.
4. Instruction courses are offered in each department adapted to introduce graduate students to the fundamental facts, principles and technique of the science. But the primary aim of these introductory courses and of all others, whether theoretical or practical, is the induction of the student into independent study of the phenomena with which the science is concerned.

Research Institutes

Research Institutes, devoted to the first three of the activities just enumerated, may be organized within single
departments or groups of related departments, under general University regulations and whenever the research program justifies such organization and the necessary resources are available.

Degrees

Each department accepts qualified students in candidacy for the S.M. and Ph.D. degrees, under the regulations of the Ogden Graduate School of Science.

Each department also admits into its courses, under the regulations of the Ogden Graduate School of Science, graduate students who are candidates for the M.D. degree. In general, admission to any course is determined by the evidences of fitness. No formal medical curriculum is announced or required, but the M.D. degree may be recommended by this Faculty under the following conditions:

1. The candidate for the degree must have complied with the requirements for registration as a medical student, and with the requirements respecting minimum period of study, minimum number of hours, subjects to be covered, hospital experience, etc.

2. The candidate must have satisfied a requirement for a minimum number of hours of work in the various departments, and must be recommended by each of these departments for the degree. Course examinations are to be abolished except in so far as they are necessary to determine the fitness of the student to go on, and subject examinations, for which a candidate may apply whenever he feels prepared for them, will substituted. For its recommendation for the degree, each department will be guided by these subject
examinations, and by its estimate of the fitness of the individual candidate, rather than by his record of attendance upon certain courses.

(3) In addition to the above recommendations, the candidate must be recommended by at least one department as having special qualifications for the degree, based on his accomplishments in that department.

(4) The candidate must have completed an original investigation in some field of medical science and have submitted to the Faculty of the Ogden Graduate School of Science a satisfactory thesis embodying the results of this investigation. Emphasis is placed on the quality of work performed, rather than on quantity of work done or the time occupied in its performance.

(5) The candidate must have passed examinations conducted by the language departments concerned, testing his ability to read at least two foreign languages, preferably French and German, and also a comprehensive final examination on the general field of his thesis conducted by the department within which the thesis work was done.

(6) Upon certification by the Dean of Medical Students to the effect that the above requirements, and any other requirements that may be made, have been complied with and upon his recommendation, the Faculty of the Graduate School of Medicine may recommend the candidate for the M. D. degree.
In satisfying the above requirements for the degree, the candidate may offer such subjects as are required but are not offered within the Ogden Graduate School of Science, from any other accredited medical school. When the department concerned is not represented in the Ogden Graduate School of Science, the Dean of Medical Students shall pass on the credentials of such courses and shall make his recommendations to the Faculty accordingly.

During the period in which the Faculty of Rush Medical College is empowered to recommend candidates for the M.D. degree, the preceding requirements shall stand, subject to the following omissions in the case of the candidates recommended by that Faculty:

1. The requirement as to special qualifications, paragraph 3.

2. The requirement as to original investigation, paragraph 4.

3. The modern language requirement, other than such requirements as may be in force as to the registration as a medical student.

During this period students who do not desire to meet the research requirements prescribed for candidates for the M.D. degree in the Graduate School of Medicine may obtain this degree from Rush Medical College, or elsewhere, on the basis of work done in part in the Ogden Graduate School of Science.

Time Requirements

It is expected that students who matriculate in the Graduate School of Medicine are interested in the advancement of medical science and are both able and willing to pursue what amounts to an honors course in medicine.

In addition to adequate training for the practice of medicine, serious research must be successfully accomplished.

Under favorable conditions this may all be done in the fi...
period now prescribed without sacrifice of any of the essential clinical experience. The following modifications (among others) of present practice will yield sufficient time:

(1) Premedical students in the Senior College may elect as part of the baccalaureate curriculum several of the courses now part of the prescribed medical curriculum and so matriculate in medicine with advanced standing in these subjects. At present our own students may complete nearly a half year of the medical curriculum before matriculating in the medical school, and this can readily be extended to a full year. Certain elementary medical courses in histology, embryology, anatomy, bacteriology, hygiene, biochemistry, and physiology can be as well done in the Senior College in the Medical School, thus freeing a corresponding amount of time after matriculation in medicine for advanced and research courses.

(2) Incidental to this such students will be prepared to take up clinical subjects earlier in their courses than is now the case and so be able to begin clinical research sooner than is now possible.

(3) Additional time for research may under favorable circumstances be secured also during the intern year in full conformity with existing rules. This is done by some interns at present. Such facilities can readily be offered in our own hospital and in the Presbyterian Hospital, and similar opportunities in some other hospitals will doubtless be enlarged as the demand or

(4) It should be borne in mind that four summer quarters within the legally prescribed medical course of five
years. These are available in many cases for advanced or research...

It is concluded that the course of study here outlined may be satisfactorily completed by some students within the usual five-year period. Other students will doubtless, either from choice or necessity, prolong the course beyond this limit.