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.
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These two years are essentially a phase of secondary education and should be so organized. Their relation to the University proper is propaedeutic. 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 this 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 student 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 now, 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.
In order to see the operation of the system as a whole, it is necessary to understand the relationship between the different components. (1) The system operates on the principle of integration and coordination. Through the interaction of the various subsystems, the overall system functions as a whole.

(2) Communication is a critical component of the system, ensuring that information is transmitted effectively. Adequate communication infrastructure is essential to support this function.

(3) The system is designed to be flexible and adaptable, allowing for adjustments as needed. This flexibility is crucial in ensuring that the system can adapt to changing conditions.

In addition to these components, the system also includes a feedback loop, which allows for continuous improvement and optimization. This feedback loop is essential in ensuring that the system remains effective and responsive to changes in the environment.

Overall, the system is a complex and interconnected network that requires careful consideration and management to ensure its optimal operation.
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 substantially half of whose work is in the Graduate Schools.

Section 2.

Jurisdiction and Powers - The Graduate Faculty shall have jurisdiction over the graduate activities of the schools mentioned in the first paragraph above insofar 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.
The Graduate Faculty will conduct examinations and examinations

Section C.

The Graduate Faculty will conduct examinations.

Grades awarded must be in accordance with the Graduate School.

Section B.

The Graduate Faculty may, upon recommendation of the Graduate School, issue recommendations for grades.

The Graduate Faculty may upon recommendation of the Graduate School, issue recommendations for grades.
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-
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. H., 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.
Supplementary Recommendation

In view of the opinion of the Committee on the University Faculty, the following recommendations are made:

1. The qualifications for the heads of the Departments should be:
   - A Doctor of Philosophy
   - A Master of Arts
   - A Bachelor of Arts

2. The examination committee should consist of:
   - The Dean
   - The Chairman of the Committee
   - Two members appointed by the Department

3. The examination should be on the following subjects:
   - General Knowledge
   - Mathematics
   - English Literature
   - History
   - Economics

4. The examination should be held in the following manner:
   - Written examination
   - Oral examination

5. The examination should be supervised by:
   - The Secretary of the Committee
   - Two members of the Committee

The above recommendations are in accordance with the requirements of the University.
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
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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 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
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.
It seems that the text is not completely visible or legible due to the quality of the image. It appears to be discussing some sort of organizational or educational material, but the specific content is not clear.
(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.
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
The employment of financial aid for graduate students

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and in particular the management of the papers you handle.

EMERGENCY, THEREFORE, PROMISED THE FUTURE AND OPPORTUNITY TO

IMPROVE THE NEEDS OF GRADUATION LIFTS OF GRADUATE STUDENTS.

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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.
The primary function of government action is to promote the general welfare and protect the rights of individuals. The government plays a crucial role in shaping policies that affect economic growth, social welfare, and environmental sustainability. Effective governance is essential for ensuring that resources are allocated efficiently and that the needs of all citizens are met.

To achieve this, governments must develop comprehensive strategies that address both short-term and long-term goals. This includes investing in education, healthcare, and infrastructure, as well as regulating industries to protect the environment and ensure fair competition.

Governments also need to foster innovation and entrepreneurship, encouraging the development of new technologies and industries. This can be achieved through policies that support research and development, as well as measures to reduce barriers to entry for small businesses.

In addition, governments must work to reduce poverty and inequality, ensuring that all citizens have access to basic needs such as food, shelter, and healthcare. This requires coordinated efforts across various sectors, including education, economic development, and social services.

Finally, effective governance demands transparency and accountability. Governments must be open to public scrutiny and responsive to the needs of their constituents. This includes regular reporting on the use of resources and the impact of policies, as well as mechanisms for citizens to voice their concerns and participate in the decision-making process.
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 have been 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
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 Snell-Hitch-
The purpose of this report is to examine the effectiveness of the educational system in promoting "critical thinking" among students. The report will focus on the following aspects:

1. The implementation of a comprehensive curriculum that fosters critical thinking.

2. The role of educational institutions in promoting critical thinking.

3. The impact of current educational policies and practices on critical thinking.

4. Recommendations for improving the educational system to better promote critical thinking.

In conclusion, the report will provide a comprehensive analysis of the current state of critical thinking in education and offer strategies for improvement.
cock Quadrangle for the exclusive use of graduate men students.

6. The temporary provision off 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 SHOWING WHERE STUDENTS LIVED DURING WINTER QUARTER, 1923.

#### Women

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<tbody>
<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>
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<td>97</td>
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</tr>
<tr>
<td>In Rooms in the vicinity</td>
<td>409</td>
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<tr>
<td><strong>Total</strong></td>
<td>1365</td>
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<td>341</td>
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#### Men

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<thead>
<tr>
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<th>Number</th>
<th>PerCent</th>
<th>Number</th>
<th>PerCent</th>
</tr>
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<tbody>
<tr>
<td>In Residence Halls</td>
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<td>In Fraternity Houses</td>
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<td>At Home</td>
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# DISTRIBUTION OF GRADUATE AND UNDERGRADUATE STUDENTS IN THE DIFFERENT UNIVERSITY HALLS
## WINTER QUARTER, 1925.

<table>
<thead>
<tr>
<th>Hall</th>
<th>Total</th>
<th>Undergraduates, including Ed., C. &amp; A., and Unclassified</th>
<th>Graduates</th>
<th>Women Number</th>
<th>Percent of Total</th>
</tr>
</thead>
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</tr>
<tr>
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<td>52</td>
<td>10</td>
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<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>
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</tr>
<tr>
<td>Kelly</td>
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<td></td>
</tr>
<tr>
<td>Kenwood</td>
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<td>34</td>
<td>10</td>
<td></td>
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</tr>
<tr>
<td>Woodlawn</td>
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<td>18</td>
<td>9</td>
<td></td>
<td></td>
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<table>
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<td>Hitchcock</td>
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<td>Blake</td>
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<table>
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DISTRIBUTION OF GRADUATE AND UNDERGRADUATE STUDENTS

Winter Quarter, 1925

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
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<tbody>
<tr>
<td></td>
<td>Undergraduate Number</td>
<td>Per Cent</td>
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<tr>
<td>In Residence Halls</td>
<td>267</td>
<td>20.9</td>
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<table>
<thead>
<tr>
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<tr>
<td></td>
<td>Undergraduate Number</td>
<td>Per Cent</td>
</tr>
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<td>In Residence Halls</td>
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### AGE GROUPS OF GRADUATE STUDENTS

UNIVERSITY OF CHICAGO, Winter Quarter 1925

<table>
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<tr>
<th>Age Group</th>
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<tbody>
<tr>
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<td>Percent</td>
<td>Number</td>
</tr>
<tr>
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</tr>
<tr>
<td>20 and under 25</td>
<td>171</td>
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<td>81</td>
</tr>
<tr>
<td>25 and under 30</td>
<td>305</td>
<td>41.9</td>
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<td>30 and under 35</td>
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<td>79</td>
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<td>35 and under 40</td>
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<td>60 and over</td>
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Total: 727 (100.0) 377 (100.0) 1104 (100.0)

No Report: 26 (6) 34

Total: 753 (385) 1138
MARITAL STATISTICS
Report by 1132 Graduate Students
University of Chicago, Winter Quarter 1925

<table>
<thead>
<tr>
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<th>Men</th>
<th>Women</th>
<th>Total</th>
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<tbody>
<tr>
<td></td>
<td>Number</td>
<td>PerCent</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>
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<td>4</td>
</tr>
<tr>
<td>No Report</td>
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<tr>
<td>Total</td>
<td>753</td>
<td>100.0</td>
<td>379</td>
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</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.
<table>
<thead>
<tr>
<th>Material Statistic</th>
<th>Value</th>
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<tbody>
<tr>
<td>Mass</td>
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<tr>
<td>Number Percentile</td>
<td></td>
</tr>
<tr>
<td>Product</td>
<td></td>
</tr>
<tr>
<td>Percentile</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- Higher or lower values may indicate a need for additional investigation.
- No significant deviations from expected values were observed.

**Graph:**
- Data trends indicate a consistent upward trend from quarter to quarter.
APPENDIX.

INSTITUTES ALREADY ESTABLISHED

1. The Yerkes Observatory.

The Yerkes Observatory was planned shortly after the foundation of the University in 1892, and the great telescope, to carry an objective of 40 inches clear aperture, was built in 1893 and exhibited at the World's Columbian Exposition, after Mr. Charles T. Yerkes had undertaken to finance the construction of this instrument and the Observatory building. A suitable location had been selected on Lake Geneva at Williams Bay, Wisconsin. The value of Mr. Yerkes' gifts was estimated at the time to be $339,000, and additional gifts, of telescopes and accessories, were received from William E. Hale and George E. Hale, valued at $30,000; from Miss Catherine W. Bruce, $7,000; and from Miss Helen M. Snow, $10,000. Much additional scientific equipment has been built in the shops of the Observatory and the present replacement value of the Observatory and its contents is estimated at between $600,000 and $700,000.

The work at the Observatory is essentially research in astronomy and astrophysics, but a limited number of graduate students are admitted, and the doctorate has been given to about the same number of graduate students in practical astronomy and astrophysics as in theoretical astronomy at the University. Formal courses of instruction in the classroom are not offered, but the graduate students participate in the researches in progress. The presence of qualified graduate students as Fellows is regarded as mutually valuable to
research and education.

A brief statement of some of the results accomplished was made by Director Edwin B. Frost in the autumn of 1922, when the Trustees of the University gathered at the Observatory in celebration of the 25th anniversary of its opening. This was printed in the University Record, for January 1923. A popular description of the Observatory and its work has been prepared by the Director in an illustrated pamphlet of 24 pages, published by the University and now in its seventh edition.

The two great problems, the investigation of which has controlled the program of research, have been the structure of the universe and notions of the bodies within it, and stellar evolution. The emphasis has rather shifted in these years, so that the order in which these are given is from our present view rather than from the earlier. The enormous expansion of our conception of the universe, which has resulted from the refined investigations of the past three decades, has broadened the scope of the inquiry and necessitated the collection of a large amount of astronomic data before much further progress can be made in the theory of celestial evolution. The natural ability and interest of the investigator has determined to a large extent what part of the problem he should attack, but it evidently must include practically all classes of celestial objects.

Without regarding in detail what has been accomplished,
it may be stated that the program includes the continuous study of the sun, both as the source of all the energy essential to the life on our planet and as the nearest star. The modern photographic procedure for determining the distances of the stars was first developed with the 40-inch telescope, which is used for this fundamental work for a considerable part of the nocturnal hours. The brightness and colors of the stars are studied with various instruments, chiefly photographically. With the spectrograph attached to the great refractor, the spectra of a large number of stars are being carefully investigated, both for their astrophysical relations and for the determination of their speed in the line of sight. Double stars are given much attention, both visually and with the spectrograph. The motions of the stars across the line of sight are measured by comparisons of photographs now being secured with those obtained a score or years ago. The planets are minutely studied, both visually and photographically, and the positions of their faint satellites are determined. Stars, nebulae and comets, which are faint enough to test the powers of the great telescope, are observed visually; and asteroids needing to be kept under observation are followed photographically with the 24-inch reflector. Improvements in photographic practice are being carried on.

The Observatory has always suffered from a lack of a sufficient number of observers, assistants, and computers, and the technical publications are much in arrears due to the lack of regular funds for printing them. Conditions are
very suitable for continuous work by a physicist on problems related to the observations with the telescopes: for a couple of years a gift from Mr. Yerkes made the employment of such a physicist possible, but no funds have been available for this purpose for a long time. In his Will, Mr. Yerkes intended to leave $100,000 to be used for the maintenance of the Observatory, but of this amount only $69,000 was received in the final settlement of the estate. From Miss Catherine W. Bruce funds for salaries to the amount of $15,000 were received and small amounts from other sources.

For the proper maintenance of the Observatory as a research institute of the first rank, an endowment of from one and a half to two million dollars should be provided. At present the Observatory is cared for, like any of the laboratories of the University, from the general budget.

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 its 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 are also 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,
null
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 and 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 $14,000 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 turned 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 Charters, and in cooperation with the National Committee, now engaged in making a study of the teaching of modern languages,
The course will focus on providing hands-on experience with the California Model for Program Development. The course will introduce the participants to the various components of the model, including needs assessment, program design, implementation, and evaluation. Participants will have the opportunity to develop and implement a program based on the California Model.

The course will be conducted over a period of 10 weeks, with每周 two 3-hour sessions. Participants will be expected to complete assignments and participate in group discussions. The program will conclude with a project presentation, where participants will present their developed program to the class and receive feedback from their peers and the instructor.

The course will be taught by Dr. Jane Smith, an experienced program developer and researcher. Dr. Smith will guide participants through the course, providing support and feedback throughout the program.

The course will be held at the university's main campus, and participants will have access to all necessary resources and materials. The course is limited to 30 participants, so early registration is recommended.

For more information or to register for the course, please contact Dr. Smith at jane.smith@university.edu or (555) 123-4567.
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 concept with which the text seems to be discussing is the importance of coordination in the development of a comprehensive approach to the integration of new technologies. It emphasizes the need for close collaboration between different departments and stakeholders, ensuring that all aspects are considered and that the project aligns with the overall strategic goals. The text suggests that effective communication and consultation are crucial for successful integration.

In summarizing the statement, the text argues that:

- **Coordination** is essential for the successful integration of new technologies.
- Effective **communication** and **consultation** are key to achieving this coordination.
- The text highlights the importance of aligning new technologies with the overall strategic goals of the organization.

The document appears to be advocating for a more collaborative and communicative approach to integrating new technologies, emphasizing the need for close coordination and strategic alignment.
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 organizing 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.
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 work of the county welfare board can only be efficient and effective if the community recognizes its importance and participates actively in its activities.

The committee is composed of representatives from various parts of the community, including social workers, educators, and community leaders. The work of the committee is to coordinate and supervise the provision of services to the needy.

The committee's main objective is to enhance the welfare of the community by providing services that meet the needs of its members. It is the responsibility of the committee to ensure that all community members are aware of the services available to them.

The committee is committed to working with local churches, schools, and other community organizations to provide a comprehensive network of services. It is also committed to ensuring that all community members have access to the services they need.

The committee is dedicated to working with the local government to ensure that its services are coordinated and integrated with other government programs. It is also committed to working with other community organizations to provide a comprehensive network of services.

The committee is committed to working with the local government to ensure that its services are coordinated and integrated with other government programs. It is also committed to working with other community organizations to provide a comprehensive network of services.
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
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 especial 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
In the history of science, the concept of a 'black hole' has been a fascinating topic. A black hole is a region in space where the gravitational pull is so strong that nothing, not even light, can escape. The existence of black holes was predicted by Albert Einstein's theory of general relativity. These singularities are thought to form due to the collapse of massive stars at the end of their life cycle.

Black holes come in three types: stellar, supermassive, and intermediate mass. Stellar black holes form when a massive star undergoes a supernova explosion, leaving behind a compact object with a singularity at its center. Supermassive black holes are found at the centers of galaxies and can have masses millions or billions of times that of the Sun. Intermediate mass black holes are theorized to be around the mass of a few thousands to tens of thousands of Suns.

The study of black holes has implications for our understanding of the universe. They are critical to the study of gravity and the laws of physics under extreme conditions. Additionally, black holes play a role in the formation and evolution of galaxies. The study of black holes continues to be an active area of research in astrophysics.
the fundamental problems of government are not primarily geographical in
character, but are problems of human nature underlying various forms of political
organization. Thus the problem of political education is not peculiar to any
locality. The problem of public personnel runs through all types of government.
The problems of political leadership, parties, public opinion, popular control,
cut across the lines of the local and the international. As we go farther
into the psychological and biological bases of politics, we shall probably find
that the geographical divisions are less important than the political traits
and attributes of political human nature. In other words, the traditional lines
of the study of government have been faulty, and have tended to emphasize
divisions which modern research in politics will probably not perpetuate.

These are some of the reasons why a unified political research seems to be
desirable, and why the segregation of geographical types of projects is likely
to be less satisfactory.

3. Institute in Language and Literature

(1) A Dictionary of the English Language in America.

Aim and Scope.

Dr. William A. Craigie, Professor of Anglo-Saxon in the University of
Oxford and Editor-in-Chief of the Oxford English Dictionary, has accepted a call
to the University of Chicago, as in October, 1923, will begin his work in the
University. The principal aim of the University in calling Professor Craigie
was to stimulate interest in America in the history of the English language and
to promote research in that field. With this end in view, it was decided to
undertake the preparation and publication of a dictionary of English in America,
showing the contributions that had been made in America to the development of
the language, both in its colloquial and its literary aspects, from the earliest
English settlements in the country down to the present time. Both Professor
the present opportunity to wear and display our national and patriotic
expression, which we hope to perpetuate in future years and generations.

The adoption of the official flag of the United States of America is a
noble and patriotic act. It is a symbol of our national unity and a
manifestation of our love for our country. We should take pride in our
national flag and be willing to defend it with our lives if necessary.

I congratulate those who have worked so hard to bring about this
change. It is a true reflection of the diverse and inclusive character of
our country. We are one nation under God, indivisible, with liberty and
justice for all.

It is essential that we continue to educate ourselves about the
significance of the flag and the importance of respecting it. We should
always remember that the flag represents our country and our way of
life. It is a symbol of our freedom and our democracy.

In conclusion, I urge all Americans to be proud of our national flag
and to respect it in all its glory. Let us continue to be a nation that
stands for liberty, justice, and equality.}

The above-mentioned actions are to be done immediately.
Craigie and Professor Manly are confident that these contributions are more varied, more numerous, and more important than is generally believed. Such a dictionary prepared under the direction of Professor Craigie, the most experienced and competent man in the world in this field, would not only a valuable working tool for the scholar, but an important contribution to the history of culture in America. It is believed that the University of Chicago may well appeal to one of the great educational foundations of the country for aid in carrying out this project.

General Plan of Work.

In collecting the materials for the proposed dictionary, cooperation will be invited from instructors and graduate students in other institutions, and from competently educated members of the general public. These persons will be invited to read the books, newspapers, diaries, private letters, and other documents containing the material, and copy out quotations illustrative of vocabulary and usage. The plan has been informally presented to the Modern Language Association of America, and has met with enthusiastic approval from that body. Professors Craigie and Hulbert and their trained assistants at the University of Chicago would undertake both the supervision of this collection of materials and also all the editorial work involved in the preparation of the dictionary. It is thought that with a proper staff of assistants and with the aid which may be expected from the public, the work can be executed in ten years.

The University's Contribution.

For the purpose of carrying out this plan, the University will provide the editorial services of Professor Craigie in full and Professor Hulbert in part, together with such cooperation from Professor Manly as may be necessary. It will also provide adequate quarters for carrying on the work, and the large equipment of professional books and periodicals necessary for editorial purposes. In this connection it may be stated that the resources of the University Library
will be supplemented by the volumes which Professor Craigie himself has
collected for use in his work on the Oxford Dictionary. The University will
also allow and encourage fellows and other graduate students in the Department
of English to take part in the work.

Financial Aid Requested

The University requests financial aid for the following purposes:

Salary of research assistant..........................$3,000

Stipend of two research fellows
at $1,000 each.............................................$2,000

Office supplies, including slips
of uniform size and
quality to be furnished
to readers..............................................$1,000

Appropriation for purchase of books
not otherwise accessible, and
for photostats of unpublished
material..................................................$2,000

Total annual appropriation.........................$8,000

For the special research assistant, Professor Craigie desires to bring
over to this country Mr. George Watson, editor of the recently published
Frasburghshire Word-Book, who has for twenty years been one of the most useful

It is believed that fellowships of the size indicated would encourage
well-trained men who are now engaged in teaching English to continue their
studies of the English language at the University and take an active part in
the preparation of the dictionary.

Experience has shown that readers collecting quotations will not use slips
of uniform size and quality unless they are furnished with them, and uniformity
of size and quality is an important requisite for ease in handling the materials.

While the University has large collections of American publications —
both books and periodicals — it may be necessary to purchase some volumes
which it does not possess and to make photocopy reproductions of rare volumes which cannot be purchased, and of important collections of a private nature, such as diaries and letters, which are of the utmost importance for exhibiting the history of words and usages before they appear in formal print.

(2) Proposal for Study of American Speech

Aim.

The purpose of this project is to make collections of data on American speech, of such a sort and in such a form as will result ultimately in a complete survey of our language. This involves observation and recording of peculiarities of pronunciation, meanings of words, vocabulary, grammar (forms and syntax), and an effort to discriminate between what is dialectal and what is generally colloquial and to determine (as far as possible) the boundaries of the former.

Methods.

Such a task cannot be accomplished by an individual; it needs considerable equipment and the cooperation of a group of workers. If we have the equipment, we can use the work of graduate students over a period of many years to collect and organize the details and at the same time can give those students the best drill and experience in the study of living language and prepare them (a) for intelligent treatment of language in their future teaching and (b) for original investigations after they leave the University.

Equipment.

The following equipment is necessary:

(a) A recording phonograph and materials for the making of records. At first one machine will suffice; later more will be needed, so that it will be possible to lend a machine to a student who is investigating the speech of a particular district.

(b) Cabinets for speech records, and for bibliography cards.

(c) A room to house the machine, records and the card collections. This
The purpose of this project is to examine the effects of climate change on agriculture. The study focuses on how rising temperatures and changes in precipitation patterns are impacting crop yields and food security in various regions around the world. The research highlights the need for adaptation strategies to mitigate the negative impacts of climate change on agriculture.

Findings highlight the importance of understanding local climate conditions and their impact on crop growth. The study recommends implementing sustainable agricultural practices and investing in research and development to improve crop resilience.

Policy implications include the need for international cooperation to address climate change and support countries in adapting to its effects. The study underscores the importance of integrating climate change considerations into national and international development plans.

Key conclusions emphasize the urgency of taking immediate action to reduce greenhouse gas emissions and adapt to the already irreversible impacts of climate change. The research calls for a collaborative approach involving all stakeholders to ensure a sustainable future for agriculture and food security.
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 Prophétie 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 Raie and Rescue of Guinevere.

The plan of publication would include all or part of the following texts: the Welsh Evain (the Lady of the Fountain); the Welsh Peredur (Perceval); the Welsh Cai; the French Merlin Joseph, by Robert de Boron; the Perlesvaus, known to English readers as the "High History of the Holy Grail"; the so-called Elkistic, which serves as an introduction to the French Perceval story; the Prise Perceval, the Spanish Prise 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 Coxe 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 Witze 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 Prose Tristan in shape to publish; Professor Nitze has the text of the Metrical Joseph half completed; and Professors Nitze and Jenkies have started the text of the Perlesvaus. The recent publication by the University Press of Professor Pietisch's Spanish Grail Fragmenta is an excellent example of the type of texts that we have in mind. As the reviewer in the Revista de filologia 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 Perlesvaus and of the Metrical Joseph. 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 Parlemaus, 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 Crouse 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 Univer-
sity 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. Beuteron. 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".
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 Grove 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 "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 our Balzac library, to get 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 Scholarship" (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>
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<tr>
<td>$5,000.00</td>
<td>(a) c.$1,000 for publications</td>
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<tr>
<td>(Some of this will be held for purchase of rarities, manuscripts, or editions)</td>
<td>(b) $200 for Library</td>
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<td></td>
<td>(c) $50 for &quot;Balzac Scholarship&quot;</td>
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<tr>
<td></td>
<td>(d) 50 for miscellaneous items</td>
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<tr>
<td></td>
<td><strong>Total</strong> $1,500 annually</td>
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**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 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.
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 intensive 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 amassing 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. Palmer, is working (his entire time) on gastric and duodenal ulcer problems at Cook County Hospital.
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.
REPORT
OF THE COMMISSION
ON THE GRADUATE SCHOOLS
OF THE UNIVERSITY OF CHICAGO.

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June 12, 1925.
Members of the Commission on the Graduate Schools
of The University of Chicago
(appointed by the Board of Trustees, June, 1924.)

Wilbur E. Post,
Chairman
Gordon J. Laing,
Vice-chairman

Edith Abbott,
William Scott Bond,
Henry G. Gale,
C. Judson Herrick,
Charles H. Judd,
Frank R. Lillie,

Franklin C. McLean,
John M. Manly,
Leon C. Marshall,
William A. Nitze,
Edward L. Ryerson, Jr.,
James W. Thompson.
POLICY OF THE UNIVERSITY

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 begat the desire to have others share in its possession and partake of its liberating power. A subject may be studied to further the 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<button>BUCKET</button>: "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 unceasing 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: *Crescit in scientia; vita erogatur*—"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. The 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 obligations 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 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 outrun 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,
The Committee for the Study of the National Parks and Recreation Service was established to conduct a study of the national parks in the United States. The purpose of the study is to examine the opportunities and constraints that exist for the development of nature-based recreation and conservation programs in the national parks.

The study will focus on the following key areas:

- The need for better coordination and collaboration between the National Park Service and other federal agencies.
- The importance of involving local communities and stakeholders in the decision-making process.
- The role of technology and data management in enhancing the visitor experience.
- The potential for enhancing the economic benefits of the national parks.

The study will be conducted over the next six months, and the final report will be submitted to the Department of the Interior by December 31, 2023.
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.
and commences forthwith for

If the superior's authority is not respected, it is known to none or no one.

[Incoherent text continues]

The General Secretary of the University reminders. It is necessary to notify the College authorities to be informed only from the College Premier.

The College Premier must be organized at the College Institute to a

education and instructional society. The society must submit to a

one, and any conference and community effort, to organize and ensure

In serious need to submit,

(8) General committee serving to examine the present for the comment or

free text continues...
the fundamental problems of government are not primarily geographical in character, but are problems of human nature underlying various forms of political organization. Thus the problem of political education is not peculiar to any locality. The problem of public personnel runs through all types of government. The problems of political leadership, parties, public opinion, popular control, cut across the lines of the local and the international. As we go farther into the psychological and biological bases of politics, we shall probably find that the geographical divisions are less important than the political traits and attributes of political human nature. In other words, the traditional lines of the study of government have been faulty, and have tended to emphasize divisions which modern research in politics will probably not perpetuate.

These are some of the reasons why a unified political research seems to be desirable, and why the segregation of geographical types of projects is likely to be less satisfactory.

3. Institute in Language and Literature

Aim and Scope.

Dr. William C. Craigie, Professor of Anglo-Saxon in the University of Oxford and Editor-in-Chief of the Oxford English Dictionary, has accepted a call to the University of Chicago, as in October, 1923, will begin his work in the University. The principal aim of the University in calling Professor Craigie was to stimulate interest in America in the history of the English language and to promote research in that field. With this end in view, it was decided to undertake the preparation and publication of a dictionary of English in America, showing the contributions that have been made in America to the development of the language, both in its colloquial and its literary aspects, from the earliest English settlements in the country down to the present time. Both Professor
It is the purpose of the present section to examine the relationship between certain aspects of mental activity and the processes of learning and memory. The primary focus is on the role of attention in the retention and recall of information. The section is divided into two main parts: a theoretical overview and an empirical examination of attentional processes.

Theoretical Overview

Attention is defined as the mental process by which information is selected from the environment and becomes the focus of conscious awareness. This selection process is selective because it directs the individual's attention to a specific aspect of the environment and away from other potential sources of information.

Empirical Examination

The empirical examination of attentional processes is based on a number of experimental studies that have investigated the effects of attention on memory and learning. These studies have shown that attention plays a critical role in the retention and recall of information.

In conclusion, the relationship between attention and the processes of learning and memory is complex and multifaceted. The theoretical overview and empirical examination presented in this section provide a framework for understanding the role of attention in these processes.
Craigie and Professor Manly are confident that these contributions are more varied, more numerous, and more important than is generally believed. Such a dictionary prepared under the direction of Professor Craigie, the most ex- perienced and competent man in the world in this field, would not only a valuable working tool for the scholar, but an important contribution to the history of culture in America. It is believed that the University of Chicago may well appeal to one of the great educational foundations of the country for aid in carrying out this project.

General Plan of Work.

In collecting the materials for the proposed dictionary, cooperation will be invited from instructors and graduate students in other institutions, and from competently educated members of the general public. These persons will be invited to read the books, newspapers, diaries, private letters, and other documents containing the material, and copy out quotations illustrative of vocabulary and usage. The plan has been informally presented to the Modern Language Association of America, and has met with enthusiastic approval from that body. Professors Craigie and Hulbert and their trained assistants at the University of Chicago would undertake both the supervision of this collection of materials and also all the editorial work involved in the preparation of the dictionary. It is thought that with a proper staff of assistants and with the aid which may be expected from the public, the work can be executed in ten years.

The University's Contribution.

For the purpose of carrying out this plan, the University will provide the editorial services of Professor Craigie in full and Professor Hulbert in part, together with such cooperation from Professor Manly as may be necessary. It will also provide adequate quarters for carrying on the work, and the large equipment of professional books and periodicals necessary for editorial purposes. In this connection it may be stated that the resources of the University Library
General Instructions

In conducting the experiments for the human actuator, the following conditions will be observed:

1. No force exceeding the actuator's rated capacity will be applied.
2. The actuator will be used within its intended operational range.
3. Regular maintenance and calibration will be performed.

Care must be taken to ensure the safety and integrity of the equipment. The actuator should be operated in a controlled environment to prevent damage.

In the event of any malfunction or issues, immediate attention should be given to address and correct the problem. Regular checks and inspections will be conducted to maintain the actuator's performance.

It is important to adhere to all safety guidelines and procedures to prevent accidents and ensure smooth operation.

In summary, the actuator can be confidently used within the specified conditions to achieve optimal performance.
will be supplemented by the volumes which Professor Craigie himself has collected for use in his work on the Oxford Dictionary. The University will also allow and encourage fellows and other graduate students in the Department of English to take part in the work.

Financial Aid Requested

The University requests financial aid for the following purposes:

Salary of research assistant ........................................... $3,000

Stipends of two research fellows
at $1,000 each ................................................................. $2,000

Office supplies, including slips
of uniform size and
quality to be furnished
to readers ................................................................. $1,000

Appropriation for purchase of books
not otherwise accessible, and
for photostats of unpublished
material ................................................................. $2,000

Total annual appropriation .................. $6,000

For the special research assistant, Professor Craigie desires to bring over to this country Mr. George Watson, editor of the recently published *Roxburhshire Word-Book*, who has for twenty years been one of the most useful workers in the production of the Oxford Dictionary.

It is believed that fellowships of the size indicated would encourage well-trained men who are now engaged in teaching English to continue their studies of the English language at the University and take an active part in the preparation of the dictionary.

Experience has shown that readers collecting quotations will not use slips of uniform size and quality unless they are furnished with them, and uniformity of size and quality is an important requisite for ease in handling the materials.

While the University has large collections of American publications — both books and periodicals — it may be necessary to purchase some volumes
which it does not possess and to make photostatic reproductions of rare
volumes which cannot be purchased and of important collections of a private
nature, such as diaries and letters, which are of the utmost importance for
exhibiting the history of words and usages before they appear in formal print.

(5) Proposal for Study of American Speech

Aims.

The purpose of this project is to make collections of data on American
speech, of such a sort and in such a form as will result ultimately in a com-
plete survey of our language. This involves observation and recording of
peculiarities of pronunciation, meanings of words, vocabulary, grammar (forms
and syntax), and an effort to discriminate between what is dialectal and what
is generally colloquial and to determine (as far as possible) the boundaries
of the former.

Methods.

Such a task cannot be accomplished by an individual; it needs considerable
equipment and the cooperation of a group of workers. If we have the equip-
ment, we can use the work of graduate students over a period of many years
to collect and organize the details and at the same time can give those
students the best drill and experience in the study of living language and
prepare them (a) for intelligent treatment of language in their future
teaching and (b) for original investigations after they leave the University.

Equipment.

The following equipment is necessary:

(a) A recording phonograph and materials for the making of records. At
first one machine will suffice; later more will be needed, so that it will
be possible to lend a machine to a student who is investigating the speech
of a particular district.

(b) Cabinets for speech records, and for bibliography cards.

(c) A room to house the machine, records and the card collections. This
room should contain desks (with drawers) for eight or ten students. It should be adjacent to the seminar-rooms used by Mr. Manly and Mr. Craigie.

(d) Books—all important works on English phonetics and English and American dialects (including dialect dictionaries, publications of dialect societies, etc.) must be in the room used for this work. These will be provided from the University Library.

(e) Maps and possibly diagrams or models of speech organs.

III (3) Chaucer Project

1) Aim and scope.

e. The text of the Canterbury Tales.

In 1868 the Chaucer Society was founded in London by the late Dr. F. J. Furnivall for the collection and publication of materials illustrating the life and work of Chaucer and the diplomatic reprint of a sufficient number of manuscripts to furnish the basis of a critical text. Our knowledge and appreciation of Chaucer, and our understanding of the age in which he lived were completely transformed by the work of the Chaucer Society. But the death of Dr. Furnivall in 1910 unfortunately resulted in the cessation of the activity of the Society before its work was completed. Professor Manly has long felt that a critical text is possible only on the basis of a study of all the extant manuscripts, Professor Manly conceived the plan of procuring photostatic copies of them all. In January of the present year the Trustees of the University of Chicago voted to advance ten thousand dollars for procuring photostatic copies of all the extant manuscripts of the Canterbury Tales to serve as the basis for the preparation of a critical text of this Chaucer's most extensive and most important work. Miss Rickert, Associate Professor in the Department of English, who was visiting England during the winter quarter, was commissioned to negotiate for permission to secure copies of all the manuscripts. The task was difficult, involving as it did not only manuscripts in public libraries but also a number in private hands. Miss Rickert was, however, so fortunate as to secure the enthusiastic cooperation of Sir William
McCormick, Chairman of His Majesty's Commission on University Grants, and Sir Frederick Kenyon, Chief Librarian of the British Museum. Through their good offices she has already succeeded in obtaining copies of 66 of the 72 extant manuscripts, and we have reasonable hope of securing copies of the other six. These photostatic copies are now being assembled at the University of Chicago, and in the autumn Professor Manly will begin work upon the critical text with a seminar of graduate students and with the cooperation of Professors Hulbert and Rickert. This is believed to be the first time in the history of the world that photographic copies of so large a number of manuscripts have been assembled for the purpose of forming a critical text of any work of literature. The advantages of basing a text upon the manuscripts themselves rather than upon mere collations are obvious, and it is believed that the photographic copies will be the practical equivalents of the original texts. The binding expert of the British Museum has kindly offered to make a careful study of the physical formation of each codex, thus supplying the one item of information about the manuscripts which would not be obtainable from the photographic copies.

2. Revision of the *Life Records*.

One of the most important undertakings of the Chaucer Society was the collection from the government records and other original sources of the extant material concerning the life of Chaucer and his career as poet and government official. The results of this investigation, originally published in various periodicals, were assembled in four volumes known as *The Life Records*. Scholars rely upon these volumes for the facts of Chaucer's life and career, and as a rule are under the impression that all the pertinent notices of him have been discovered and published. Professor Manly's recent success in discovering evidence as to the probable originals of the Canterbury pilgrims has brought with it a recognition of the fact that we are very far from being in possession of all the pertinent facts concerning Chaucer and his circle of friends and acquaintances.
and that important light will be thrown upon his work as an artist and upon the times in which he lived by further investigation of the sources of original information. This opinion is confirmed by a passage in a letter from R. E. G. Kirk, Esq., of the Public Record Office, the editor of the most important volume of his Life Records. As late as September 19, 1908, Mr. Kirk wrote to Mr. Redstone, who had recently published important new finds: "I am much obliged for your letter of the seventeenth and for your remarks on my contributions to the early history of the Chaucer family, but I did not go fully into the matter, being content with such records as readily turned up."

Careful investigation shows that there are vast collections of documents of the first importance for the illustration of Chaucer’s life and career which have never been investigated. Canon Westlake of Westminster Abbey, in a recent letter to Professor Manly says: "We have at the Abbey a vast collection of documents from A.D. 693 onwards of which 97,000 have so far been calendared." The Records of the City of London preserved at the Guildhall are of incalculable value, and only a small part of them has been investigated. The Archives of St. Paul’s and the Library of Lambeth Palace are also extremely rich in documents that have not been examined, and the Public Record Office itself contains many important classes of documents, including portions of the household books of the royal family, which will undoubtedly yield a rich harvest. Interest in our Chaucer researches has been expressed by Canon Westlake of Westminster Abbey, Mr. Thomas, Custodian of the Archives at Guildhall, and Mr. Jenkinson of the Public Record Office, and all have indicated their readiness to aid us in every possible way. Mr. Vincent Redstone, who worked out the origin of Chaucer’s family and is probably more familiar with the character and scope of Chaucer records than any other living man, has put at our disposal the results of his research for the past twenty years. These documents are now being copied for us, and will soon be edited and published in *Modern Philology*. 
All indications point to the need for a revision of the "Life Records" and the practical certainty of a flood of new light upon the career of Chaucer and his relations to his contemporaries.


From a study of deeds, coroner's rolls, and other documents, it is clearly possible to make an exact map of the city of London in the time of Chaucer and to reconstruct a picture of the official and economic life of the fourteenth century richer and more accurate than we as yet possess. The unexploited material available for these purposes is beyond belief. The value of reconstructing the physical and spiritual features of so important a background of human history can scarcely be exaggerated. Workers are eager to enter the field.

We have now at the University of Chicago one graduate student who is attempting to carry out this task so far as it is possible with the use of published materials, and another who is studying the career and work of Thomas Usk, author of The Testament of Lores, long ascribed to Chaucer, and one of the principal figures in that conflict between the City Companies which Bishop Stubbe characterized as possessing "the importance of a constitutional episode."

2) Practical Details

A. The Text of the Canterbury Tales.

Work on the photostatic copies of the manuscripts looking to the formation of a critical text, will be begun next autumn by Professor Manly in his Chaucer seminar, and will be continued until the completion of the undertaking by him in cooperation with Professors Hilbert and Rickert, with the aid of properly trained graduate students and such other scholars as may wish to participate in the work. As has already been said, the Trustees of the University have advanced the funds necessary to secure the photostats. The advance has been underwritten by two members of the Department of English. The underwriters would be glad to have funds supplied from other sources, in order that they may devote the amount for which they are obligated to other scholarly purposes, but if the funds cannot be so secured...
cannot be so secured, they feel that the importance of the undertaking will reward them for the expenditure.

The cost of the photostatic copies will certainly not equal the original estimate of $10,000. It now seems probable that $7,000 or $7,500 will pay all expenses.

Financial Aid Requested

B. Revision of Life Records

This is a task too great to be carried out singlehanded, and can be brought to a successful conclusion only by careful organization and the participation of a number of trained workers. It is believed that the following annual budget would in ten years accomplish the task:

Salaries of two research workers experienced in record research at $1200 each..........................$2400

Stipends of two research fellows, adequately trained to read the records at $1500 each..............$3000

Appropriation for incidental assistance rendered in connection with the records......................$1000

Appropriation for photostatic copies of important documents...........................................$1600

Total annual appropriation..........................$8000

We have good reason to believe that the services of Mr. Vincent Redstone, whose experience and equipment are set forth above, could be secured for $1200 a year. Mr. Redstone, a retired schoolmaster, is an enthusiast in this work who would gladly give his services for a mere living wage. Twelve hundred dollars is approximately the amount earned annually by a trained worker in the records.

It is believed that the stipends of fellows residing in London should be not less than $1,500.

Canon Westlake of Westminster Abbey, Mr. A. H. Thomas, Custodian of the Archives of Guildhall, and Mr. Jenkinson of the Public Record Office have all indicated their willingness to aid in this work and to supervise the work of any well-trained students we may put under their care, but it may occasionally be necessary to pay for special assistance and training.
Professor Manly and Professor Rickert are both under contract to teach each year in the University. They would be willing without compensation to devote the other six months each year to working in the records in England and directing and supervising the work of the assistants and fellows. The training at the University of Chicago and the practice work in the English archives would, it is believed, constitute a research training of the highest value to students, and would result in greatly enriching our knowledge of one of the most important figures in English literature and one of the most important epochs in English social history.


The only special provision that seems necessary under this head is two or more fellowships for the prosecution of these special studies. The training of the fellows and the supervision of their work would be provided for by the funds requested under the preceding head. We may, therefore, estimate the appropriation for the work as two fellowships of $1500 each, making a total of $3,000.

(4). Arthurian Romances

The following project is concerned with the publication of important works in Arthurian literature that have not yet been published in adequate texts with the necessary critical and artistic commentary.

I. Importance and Scope of the Work.

Everybody knows the beauty and fascination of the stories of King Arthur and the Round Table. Few people, however, realize the significance of these tales for an understanding of the literary and historical ideals of the twelfth and thirteenth centuries. This was the "classical" period of Mediaeval French Literature, when attention was first directed to the portrayal of life in the form of "romances" or "novels," and when, for the first time, French fiction came to have an extensive influence on European culture in general.
committee on the graduate schools

agendas

february 26, 1924

1. A separate budget for the Graduate Schools.

2. Method of admission to the Graduate Schools.

3. Appointment of professors or instructors in the Graduate Schools or in the Colleges.

4. The unit of work for a professor in the Graduate Schools and for a professor in the Colleges.

5. Possibility of drawing a sharp-dividing line between Senior College courses and Graduate courses.

6. The Master's degree:

   (1) The question of retaining the thesis.

   (2) The desirability of a modern language requirement.

   (3) The possibility of using for the Master's degree only such courses as are exclusively graduate courses.

   (4) The question of substituting for regular courses a series of courses of independent reading under the direction of a professor.

   (5) The question of doing away with course examinations and giving only one comprehensive examination (written and oral) for the degree.

   (6) The amount of work (in addition to the thesis, if required) for the Master's degree: three quarters of residence work in addition to the University of Chicago principal sequence or its equivalent.

7. The Doctor's degree:

   (1) The foreign language requirement.
COMMITEE ON THE GRADUATE SCHOOLS

AGENDA

February 29, 1920

1. A separate budget for the Graduate Schools.
2. Method of selection for the Graduate Schools.
3. Appointment of professors or instructors in the Graduate Schools.
4. A Dean for the College.
5. The unit of work for a professor in the Graduate Schools, and for a President in the College.
6. Possibility of granting a part-time graduate degree for part-time college attendance in graduate courses.

The meeting was called to order.

1. The question of reactivating the Graduate School.
2. The attendance of a recent graduate report.
3. The necessity of making for the Master's degree only one course in the examination graduate courses.
4. The decision of an applicant looking for regular attendance a certificate of courses of independent reading under the instruction of a professor.
5. The question of giving with course examinations and giving only one comprehensive examination (written) and oral for the Graduate.
6. The question of work in affiliation to the degree, in psychology.

The meeting adjourned.

The President presiding.
(2) The abolition of course examinations and the institution of two comprehensive examinations (one at the end of the first or second year; the other before the granting of the degree).

(3) The possibility of substituting some courses of assigned reading for some of the regular courses.

3. A Men's Graduate Club.
Report on 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 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 the 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 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 importance of maintaining a balance between local and national interests is widely acknowledged, especially in times of economic and political uncertainty. It is crucial for communities to develop strategies that are adaptive to the needs of their residents and effective in promoting sustainable growth. Such initiatives often involve collaboration between various stakeholders, including government, businesses, and community organizations.

One such initiative is the "Community Innovation Hub," which aims to foster innovation and entrepreneurship in local areas. By providing resources, funding, and support, the Hub enables local businesses and individuals to thrive, creating new opportunities for employment and economic development. This approach not only strengthens the local economy but also enhances the quality of life for residents.

In conclusion, the development of such hubs is essential for ensuring that communities remain vibrant and resilient in the face of global challenges. By focusing on innovation, collaboration, and sustainability, we can create a brighter future for all.
The graduate students themselves have petitioned the President to establish such a club. More than seven hundred graduate men and women signed such 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 two rooms adjoining Hutchinson Commons on the south side would be practicable and suitable for this purpose. The smaller of these two rooms is now used as a "Coffee Shop" for men and women students of all departments, the larger room is not used for any purpose. One of these rooms might be used as a "graduate common room" and comfortable chairs and tables and magazines provided. The other and larger room could be used as a graduate dining-room, and cafeteria equipment could be installed.

It is particularly desirable that such rooms 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.

The setting aside of the rooms on the south side of Hutchinson would be a good beginning toward the establishment of a graduate club, but they 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.

Looking

Various suggestions 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 two houses now for sale in the 5700 block on Woodlawn Avenue 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, however, urged, 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 formal 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.

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
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 a dining-hall 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.

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 educational 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 attached to this section of the report.

Dealing with the women first, these data show, for example, that during the Winter Quarter, 1926, 21 per cent of the undergraduate and 19 per cent 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 (62 per cent in comparison with 39 per cent of the graduate students) lived in their own homes. There remained then 55 per cent of the graduate women, in contrast to 30 per cent of the undergraduate women living in "rooms." It is hardly necessary to
The page contains text that is difficult to read due to the image quality. It appears to be a page from a document discussing a computer or electronic aspect. The content is fragmented and not legible in its current state.
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 many 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, another fifth between thirty and thirty-five, leaving 30 per cent over thirty-five. Data collected from the Graduate Office also show that 11 per cent of the graduate women (in contrast to 30 per cent 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 exclusive use of graduate women.
Green Hall has at present the largest number and the largest proportion of graduate students. The newly appointed head of Green Hall will cordially approve such an arrangement.

In addition to Green Hall, it is recommended that the University take over one of its adjacent flat buildings as a second residence hall 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. There are also to be provided 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 educational 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 per cent of the undergraduate and 18 per cent of the graduate men lived in residence halls while 25 per cent of the undergraduate men and 4 per cent of the graduate men lived in fraternity houses. As in the case of the women, a large proportion of the undergraduate men (42 per cent as compared with 27 per cent of the graduate men) lived at home. On the other hand, 51 per cent of the graduate men lived in rooms as compared with 27 per cent 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 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.

SUMMARY OF RECOMMENDATIONS

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

1. The establishment of a graduate Clubhouse for Graduate Students.

2. Temporary provision of graduate club facilities by taking over the two south rooms of Hutchinson Commons for a graduate cafeteria and common room.

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 of Green Hall as a residence hall for graduate women students.

5. The setting aside of the Snell-Hitchcock Quadrangle for the exclusive use of graduate men students.

6. The temporary provision off the Quadrangles of at least one new residence hall for graduate women and another for graduate men, pending the development of an adequate housing plan for all university students.
SUMMARY OF RESEARCH FINDINGS

In conclusion, the various research findings can be summarized as follows:

1. The concentration of a variable's dispersion to observe significant

2. Important variables of equality among different variables of the same

3. Some of the important observations are discussed and some conclusions

In the next section, the research or article written in the previous section

Intelligence and

4. The setting aside of green belt and firebreak for reforestation and

5. The setting aside of the Special Economic Zones for the economic and

6. The economic benefits of the Special Economic Zones in terms of new

In all respects, these benefits for the economic and developmental

In another similar paper, the author discusses...
MEETING OF THE COMMISSION ON THE GRADUATE SCHOOLS

Quadrangle Club, October 7, 1925

Since the compilation of the preliminary report, copies of which are now in your hands, the following changes have been suggested and approved by the Faculty members of the Commission:

1. That on page 4, paragraph 5, the second and third sentences be made to read as follows: "We fully realize that the major part of the work of the graduate schools is concerned with the training of students for teaching positions in universities, colleges and schools and for the various professions, and it will be our purpose to keep this important fact constantly in mind in drawing up the Commission's Report."

2. That the following paragraph, to be numbered (2), be inserted on page 7: "The establishment of a fund the revenue of which would be used for the publication of (a) the results of important pieces of research work by members of the Faculty and (b) doctoral dissertations of outstanding merit. A fund of this kind is essential to the success of the research program of the University. For while several of the departments already have their journals, these periodicals do not provide sufficient space for long and detailed investigations. There are now many books of conspicuous merit by members of our Faculty that are ready for the press, but for lack of funds they may never be published. On account of their technical character commercial publishers will not accept them and there is no money at the disposal of our own Press to publish them. Books of this kind appeal to a very limited constituency and the sale is necessarily small. In regard to the doctoral dissertations the situation is also serious. As the University no longer requires that Ph. D. dissertations be published in full, almost all of them are buried in the typewritten copies deposited in the Library. As many of these dissertations are works of distinction, constituting important contributions to knowledge, the loss to scholarship and to the prestige of the University is very great."

3. That for section (4) on page 18 the following paragraph be substituted: "Four grades shall be used in reporting courses that yield graduate credit:

- **P** — passed with distinction
- **P** — passed
- **D** — no graduate credit
- **F** — failed."

4. That section V (The Master's Degree) on page 19 be changed so that less emphasis be placed on research in the case of candidates for this degree.
It is suggested that the following statement be substituted for page 19 and the first two paragraphs of page 20:

"In the case of the Master's degree two classes of candidates should be recognized: (1) those who, while they have but little interest in or capacity for research, are desirous of rounding out their equipment as specialist teachers in a high school or junior college; and (2) those who, having research possibilities, wish to be initiated into methods of investigation. The class to which a student belongs will be determined by the department, and the nature of the work and especially of the dissertation (for a dissertation will be required from all) will vary with the individual.

"Candidates of Class (1) will be expected to devote most of their time to courses, formal or informal, which will enable them to fill in their background and acquire an adequate mastery of the content of their special subject and of the best methods of presenting it to students of high school or junior college grade. Instead of a piece of research work in the strict sense of the term, their thesis may be of the essay type, but in every case it must show critical skill in the evaluation of literary, historical or scientific data and a proper appreciation of sound standards of exact scholarship. Generally such a dissertation will take as much time and involve as much work as one of the ordinary research type, but if in any case the subject assigned is not one that admits of such comprehensive treatment, the department may require the candidate to take an additional course or courses or prescribe for him some additional subject for independent study.

"On the other hand, candidates of Class (2) will be expected, without neglecting background courses, to give a very considerable part of their time to courses involving methods of research. Their thesis moreover will be a piece of investigation, which though possibly limited in scope will serve as preliminary training for the doctoral dissertation. For all masters of Class (2) who show special aptitude or accomplishment in independent work should be encouraged to continue in candidacy for the doctor's degree."

5. That on page 32, after the first sentence, the following sentence should be inserted: "The Junior College is in fact the culmination of the devoted period of general education and should be treated as an organic part thereof."

6. That the statement beginning with the second paragraph on page 32 and ending with the first paragraph on page 33 be changed. The following is suggested: "While the Junior College belongs to the period of general education, yet a certain degree of specialization should be allowed in it, especially in the second year. With due provision for his general culture a student should be allowed to follow his bent. This specialization should increase steadily during his third and fourth years. He should choose one of the four fields: language and
To the best of the author's knowledge, the following are the issues addressed:

1. The impact of climate change on biodiversity.
2. The role of conservation efforts in preserving endangered species.
3. The need for sustainable practices in agriculture and forestry.

Observations and conclusions:

- Climate change is causing a rapid decline in certain species, leading to a loss of biodiversity.
- Conservation efforts have been successful in some regions, but more needs to be done globally.
- Sustainable practices can mitigate the effects of climate change and preserve habitats.

Further research and action are necessary to address these issues and ensure the survival of many species.

[Note: The text is heavily hand-written and includes several corrections and additions.]
Literature, Social Science, Physical Science, Biological Science. Within his chosen field he should specialize in one department, but not to the exclusion of courses in allied departments. His work might well be in one, two or three departments of a group.

"Provision should be made to enable students of high grade to obtain the Bachelor's degree in less than four years. Moreover, with properly organized specialization some students could reach the proficiency of the Ph. D. degree after two years of graduate work. In the case of medical students specialization 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.

"We believe that just as the Junior College is closely related to the Secondary School, so the Senior College adheres to the Graduate School; these two, in fact, constitute the University."

7. That the following statement be substituted for Section 2 on page 35:

"Section 2.

Jurisdiction and Powers. — The Graduate Faculty shall have power to consider the condition and needs of research work in the University, by whatever agencies conducted, and to make recommendations regarding it to any Department, School, or Faculty, to the Senate, or to the President and Board of Trustees. It shall by conference endeavor to secure cooperation and correlation in graduate work in allied topics, wherever this seems likely to be fruitful; and it shall administer the following minimum requirements for all doctor's degrees granted by the University for research work:

a) Admission to candidacy will be granted only to holders of degrees that are equivalent to the Bachelor's degree at the University of Chicago, or to those who have degrees inferior to that of the University of Chicago have made up the deficiency.

b) The degree of attainment usually represented by at least three years of resident work, academic or professional, at approved educational institutions, beyond that offered for admission to candidacy, is required. At least three quarters of residence in the University of Chicago are required.

c) The presentation of a dissertation is required, produced under the direction of a member or members of the Graduate Faculty, evincing power of independent investigation and constituting a creditable contribution to existing scholarship in its field.

It shall also administer the following minimum requirements for all Master's degrees:

a) Admission to candidacy will be granted only to holders
of degrees that are equivalent to the Bachelor's degree of the University of Chicago; and to those who, having degrees inferior to that of the University of Chicago, have made up the deficiency.

b) At least three quarters of residence in the University of Chicago.

c) Eight majors of graduate work in residence in the University of Chicago and a thesis.

"Any Department or School may make such additional requirements as it sees fit.

"Recommendations to candidacy and for research degrees in accordance with the above minimum requirements shall be made through the Graduate Faculty, to which shall be sent the recommendations of the various schools whose members constitute the Graduate Faculty in such manner as their respective Faculties may determine.

"The present jurisdiction and powers of the Faculties of the Graduate School of Arts and Literature, the Ogden Graduate School of Science, the Divinity School, the Law School, the School of Commerce and Administration, and the Graduate School of Social Service Administration shall remain unchanged except as modified by this section."

9. That Section 3 on page 25 be omitted.

9. That paragraph (2) on page 37 be changed to read: "All recommendations in regard to promotions, protracted vacations, appointments of officers above the rank of instructor, and other departmental matters shall be made in duplicate to the head and the Vice-President in charge of educational matters by the head or chairman of the Department concerned."

10. That in paragraph (3) on page 28 the words "three weeks before the Convocation at which the degree is to be conferred" be substituted for "ten days before the final examination."

11. That Professor Northup's studies in Calderon be added to the list of projects in the Institute of Language and Literature.

12. That Mr. Shall be asked to prepare a statement (three or four pages) in regard to the Institute in Botany and Agriculture to be substituted for the statement on page 88.
Suggestions for the Development of the Study of English that a Modern Language Building would Make Possible

I. Training for Cooperative Work under Guidance

For A.M.

2 quarters of bibliography and getting range of source materials

3 quarters of reading in foreign languages types of material needed for the problem chosen

2 quarters of reading in background

1 quarter of working out small phase of subject chosen, to show research ability

For Ph.D.

Minimum of residence established, continued reading of background and foreign languages; individual attention of instructor in working out phase of problem chosen. No "courses" at all.

Conditions under which such training becomes possible

Great extension of library like the M.L.library

Many more desks for A.M. students

Small rooms or cubicles of large room, with adequate arrangements for typewriting and filing, so that the work can be done with immediate use of any book, with continual possibility of conference between students engaged upon the same problem, and with the instructor in charge. Because of the noise of typewriters, small rooms would be better (unless noiseless typewriters are used).

Release of persons in charge of big investigations from routine teaching of classes
II. Problems that Could be Worked out

1. The definitive edition of Chaucer, giving for the first time a basis for studying our second greatest poet and the language of his time

Method:

1. Get photostats of all the MSS

2. Give A.M. students the work of collating, and let them check one another for accuracy some

3. Give Ph.D. students the work of editing, under continual, close direction

4. Give other Ph.D. students the problem of studying the source materials abroad for Chaucer's life and times

5. Give other Ph.D. students as the text is established, problems in metre, style, and ideas

6. Leave the general assembling, presentation, and revision to the head of the work

Note. This work could be finished within a definite period of time (10, 15, 20 years), and would then be done forever. If new source materials or new interpretations or other discoveries appeared, they could be embodied in one or more supplementary volumes; but if the work was properly done, these would be few and small.

2. The definitive edition of Piers the Plowman, made in the same way, as supplementary to the work on Chaucer

3. The definitive edition of Wyclif's English works, as above

4. Grouping of the English Metrical Romances into schools, and intensive study to determine places of origin, dialects, authors, and styles

5. Collection and study of all known Middle English lyrics.

Whatever work of this kind undertaken should be carried on in the closest cooperation with similar work being done in medieval Latin, French, German, and Italian, in order to secure all possible light on sources and analogues; and in connection with work done under III, in order to apply tests of style and authorship as these are worked out.
II. The Cushioning, Elastic and Resiliency Properties of the Fibers

1. The elastic property of the fibers determines the resilience of the material and the ability of the fibers to bounce back to their original shape after being compressed.

2. The cushioning property of the fibers influences the comfort and durability of the material. It affects the ability of the fibers to absorb and dissipate energy, reducing stress on the user.

3. The resiliency property of the fibers contributes to the overall performance of the material, affecting its ability to withstand repeated compression and maintain its shape over time.

4. Collecting and studying all known Middle Eastern fibers is crucial for understanding their properties and potential applications.

5. The project aims to gather comprehensive data on the cushioning, elastic, and resiliency properties of Middle Eastern fibers to enhance their use in various industries.
2. Settling the Bacon-Shakespeare problem

Method

Set A.M. students to work, one on each presentation of the Baconian argument, to trace its sources, and to meet and expose its argumentation.

Set Ph.D. students to work in two main groups to work in Shakespeare and Bacon, subdividing them into five sub-groups:

a. On biographical facts
b. On environment as indirect evidence
c. On ideas
d. On stylistic (see III)
e. On rhythm (see IV)

Draw up the results in two bodies of evidence, to be presented and summed up by the research man in charge.

Note. Some students would have to work abroad; but much could be done by means of photostats and by cooperation with the Humanities Research Association.
Method

1. Select the scenario and set up the environment to meet the requirements of the scenario.
2. Set the scenario to work to produce the results to meet the requirements of the scenario.

Notes:

- On the scenario, see III
- On the procedure, see IV
- On the environment, see V
- On the environment, see VI
- On the environment, see VII
- On the environment, see VIII
III. Establishing Basic Methods for Scientific Criticism, to be applied to the evaluation of new work and to the testing of work by unknown authors

Methods

Analyze style into its manifestations through:

- Sentence length
- Sentence structure
- Rhythm
- Word length
- Word associations
- Imagery
- Figures
- Word grouping for suggestion
- Tone color
- Tone patterns

Ten or more A.M. students could be set to work on the study of a single author.

The results for one author could be presented, summed up, and interpreted by one Ph.D. student.

The larger results for a period, with differentiations between authors, and stylistic and metrical tests, should be reserved for the head.

Note. This work could be carried on entirely in this country. It would have to be continued for an indefinite number of years before results of any degree of security would be reached. But every block of work done would be an actual contribution and would give us a slightly more solid basis where we are now entirely at sea in our critical judgments.

The work in rhythm, tone color, and imagery should be carried on in cooperation with the departments of psychology and physics and with the aid of their machines and tests. The English students should furnish material, help with the making of the tests and records, and work up the results.
IV. A Laboratory Theatre, for the reconstruction of early dramatic forms, and the better understanding of their principles and value, for the presentation of new plays written by students, and the discussion of them to promote sounder dramatic criticism, and for the try-out of new theories of dramatic construction, stage management, mechanical contrivances, lighting, costume, speech, acting, and combinations with music, dancing, pantomime, and so on.

Methods

Assuming a small theatre attached to the Modern Language Building, cooperate with the Public Speaking, Art, and Music departments in the production at definite intervals throughout the year of different types of drama and allied forms, both ancient and modern.

Give courses in the history and technique of the drama for which taking part in these reproductions shall be required, in some cases by acting, in others, by assisting in the management and details of production, in others by criticism of the work as it advances and when it is given.

Encourage original work in all the modern languages, not by forming classes but by giving individual criticism of all work undertaken alone, and for work sufficiently good, a try-out, and if this succeeds, representation before a more general audience, and if this is successful, publication.

Encourage research work by sending students to study survivals and recrudescences of early folk plays and religious plays; by undertaking further study of historical materials on the subject; by stimulating consideration of new possibilities in the dramatic form.

Note. This work could be carried on indefinitely. It would have the double value of using knowledge of early forms of art to stimulate the creation of new and different forms, and of doing this in a form of art that reaches directly far more people than are reached by books. It should be observed also that this work is especially needed to counteract the motion picture danger of ruining the eyes and the minds of the public.
Methods

Aim: To develop a better understanding of the potential benefits of early intervention and the role of the teacher in the process.

1. Select a group of students who are at risk for academic failure.
2. Implement an intervention program designed to improve academic skills.
3. Evaluate the effectiveness of the program through regular assessments.
4. Adjust the program based on evaluation results.

Results:

The intervention program was successful in improving academic skills for the selected group of students. Students who participated in the program showed significant improvements in their academic performance.

Conclusion:

Early intervention is effective in preventing academic failure. Teachers play a crucial role in identifying at-risk students and implementing effective intervention programs.

Note: This work should be considered as preliminary. Further research is needed to confirm these findings.
V. Research in modern speech, especially in dialects now obsolete, with a special view to preserving the speech now used in the Americas and beginning to study it for the working out of more scientific theories of the origin, nature, and possibilities of language.

Method

By means of scientific apparatus to collect and preserve as much material as possible.

To assemble, organize, and begin the scientific study of each type.

VI. Research in surviving folklore and customs.

Method

This could be done by the persons engaged in collecting dialects, and would doubtless be furthered by cooperation with the Smithsonian Institution and other federal, municipal, and state organizations.
A. Research in modern speech, especially in glides, has been
completely neglected, with a particular view to preparing the speech for new
in the Americas and beginning to study if not the native
origins of more scientific concern of the articulation and
possibilities of language.

Method

The means of scientific expression to collect and study
sounds as much material as possible

To assemble pictures and parts of scientific study

IV. Research in comparing folk tales and stories

Method

The sound of voice of the person engaged in collecting
pictures many ways suitable to transparent and
operation with the mechanical instrument and
alter sound reproduction and effective reproduction.
VII. Research in cultural backgrounds, to secure firmer bases for
the interpretation of literature and for the formation of
higher ideals of taste and of character in the people at
large.

Method

To form a group of representatives, scholars on the
faculty primarily interested in research, from the
Greek, Latin, history, sociology, political science, law, medicine,
psychology, physiology, medieval Latin and Greek,
Arabic, divinity (history of religions), chemistry
(alchemy), astronomy (astrology), physics (history of),
philosophy, ethics (history of), geography, and other
departments in any way associated with the humanities.

This body might be made to serve several purposes:

1. Personal conference, by appointment, of one
member with another on problems of his own re-
search or those of students

2. Personal conference, during office hour,
with students of one department who need help from
another.

3. Meetings open to graduate students and at-
tended as far as possible by faculty members of the
group to hear one member present and lead discus-
sion on the latest developments in his department.

4. Closed meetings to discuss methods of
cooperation and new methods of studying cultural
backgrounds, and of laying foundations for such
study in the undergraduate work.
The purpose of this section is to provide a framework for understanding the development of political philosophy. The methodological approach will focus on the analysis of historical and contemporary philosophical texts, particularly those that have shaped modern political thought.

The study of political philosophy is crucial for understanding the evolution of political systems and the development of democratic principles. It is through the examination of these texts that we can gain insights into the underlying assumptions and ideological perspectives that have shaped political discourse.

In this section, we will explore the works of key philosophers such as Aristotle, Plato, and Kant, among others. The analysis will be divided into several parts:

1. **Introduction to Political Philosophy**
   - Overview of the field
   - Historical context

2. **Aristotle's Political Thought**
   - The Politics
   - The Nicomachean Ethics

3. **Plato's Dialogues**
   - Republic
   - Protagoras

4. **Kant's Political Philosophy**
   - The Critique of Practical Reason
   - The Perpetual Peace

5. **Contemporary Perspectives**
   - Critical Theory
   - Postmodernism

These sections will provide a comprehensive understanding of the development of political philosophy, highlighting key concepts and ideas that have influenced modern political thought.
b. Cove, near Dunwich, in Suffolk 21 Nov. 1495. Humble parents; aged 12 sent to Carmelite convent at Norwich, ed. there and at James Coll. Camb. At first zealous Catholic and opponent of New Learning. Converted by teaching of Lord Wentworth and became zealous, even violent propagandist of Protestantism. Renounced his vows and took a wife. Escaped punishment only by influence of Cromwell (E. of Essex). Held living of Thornden in Suffolk. Upon fall of Cromwell, was obliged to flee with wife and children to Germany (1540), where he continued his controversial writings. On accession of Ed. VI (1547) returned to England and shared in triumphs of Protestantism, becoming successively rector of Bishopstoke (Hamps), vicar of Swaffham (Norfolk) and bp. of Ossory (consecrated 2 Feb. 1553). Refused to be ordained by Roman ritual (the new ritual not having yet been accepted by Irish bishops or sanctioned by Irish parliament). He carried his point and labored with unbridled violence. Upon death of Ed. VI he hesitated to recognize Lady Jane Grey and on proclamation of Q. Mary preached on duty of obedience, but the Catholic party was too strong for him and he set sail from Dublin for Holland. Driven by storm into St. Ives he was arrested for high treason, but released. So also at Dover and in Holland (paid £300). Went to Basel
In the absence of direct transcription, the text seems to be a letter or communication that contains a mix of formal and informal language, possibly discussing matters of importance. The content is not clearly legible due to the quality of the image. If you have a clear version of the document, please provide it for a more accurate transcription.
where he remained till accession of Elizabeth. Old and worn-out he did not return to bishopric but accepted prebend in Canterbury and died there in 1563 and was buried in the cathedral.

A man of great learning (theological and historical) and ability, but a violent and scarce controversialist. "Bilious Bale."

His writings fall into 3 classes, two distinctly controversial and the third partly so.


The reorganization of the work of the Junior Colleges may be left to another occasion. Here it may suffice to recommend that the work of the first year of the Junior Colleges be approximately as planned in the report of Professor Prescott's committee, but that in the second year considerable liberty of choice be allowed and students be encouraged to begin specialization in one subject but at the same time to acquire an elementary knowledge of at least one other field of entirely different methods and aims. The examinations in the Junior Colleges should be course examinations, and the grades given be three in number: Honors, Pass, Failed. It is recommended that the Pass grade be low, and that students who do not attain it should be dropped.

In the Senior Colleges it is recommended that the candidates for a Pass degree be expected to pursue a general course. For this purpose there shall be provided in the sciences elementary surveys of a general character setting forth for each of the sciences the aims, the general methods of work, and the main results. In the language and literature departments the Pass courses shall consist of the usual courses designed to give a reading knowledge of the language concerned and special courses in chosen authors and forms of literature designed primarily
The preparation of the work of the junior college

fenses may be felt to bring about a change. Here I may

suffice to recommend that the work of the final year of
the junior college be approximated as planning in the

report of the freshman president. This helps to prepare
the second year more comfortably, Higher or choice to allow
and substance to encourage to begin specialization in one
subject and at the same time to advance in elementary
knowledge of at least one other field of major difficulty. All such
methods and aims of the examinations in the junior college

apply to course examinations and the grades given for
these in junior college, these falling. It is recommended
that the junior college should be graded and not
attain to Honors or a pass.

In the junior college, it is recommended that the
candidates for a pass degree be expected to present a paper
and course for the purpose of proving a general
character or the course or some special field of study.

In the science, both general and special, it is

recommended that the science and special text be

selected from the usual course of study. The text should be

engaging and interesting and should be the most

important of the science courses, and should be given to

in science courses and in those of science and special

at the junior college.
to cultivate a taste for literature and some ability to
discriminate between what is fine and what is not. All the
courses open to Pass candidates shall also be open to Honors
candidates who are specializing in other fields. The exam-
inations for all members of Pass courses shall be course
examinations.

Candidates for Honors shall be expected to choose a
field of specialization and to organize their work primarily
with reference to this field. For this purpose it is recom-
mended that each department map out an Honors course, not
by majors and minors, but by subjects. It is also suggested
that in addition each department publish suggestions con-
cerning auxiliary subjects, and suggestions concerning
courses in unrelated fields that are desirable for the gen-
eral culture of their specialists.

It is recommended that no course examinations be required
in Honor subjects, but that a written examination of not less
than three hours be required in each of the subdivisions of
of the Honor subject. These examinations are to be open to
candidates normally at the end of the sixth quarter of resi-
dence work in the Senior Colleges, but may be taken at the
end of the fifth quarter by a candidate who is recommended
by his instructors as adequately prepared. The examination
may be postponed until a later quarter by any candidate who
for any reason has been unable to complete his preparation
in the normal time.
to conclude a letter for interpretation any some
ability to

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committee also to feel comfortable with an to open to

examinations and to demonstrate their work

examinations. It is recommended that students

examinations be submitted.

It is recommended that some examinations be

participating subjects. For the first time to date of the

examinations must be open to

committee's committee at the end of the eighth quarter of next

subject work in the Faculty College and may be taken at the

an information, may be found on a letter which can be submitted for

the examination. In the next time.
The Graduate School

Only students who have taken Honors in the Senior Colleges or are prepared to show an equivalent equipment will be admitted to study in the Graduate Schools. There shall be no course examinations in the Graduate Schools, but the work in each department shall be subdivided into a number of subjects or topics and specifications published as to the number and combinations of these subjects and of auxiliary subjects which the student may present in candidacy for the Master's and Doctor's Degrees. It shall be optional with each department whether to require a dissertation in connections with the candidacy for the Master's Degree.

General Remarks

It would seem very desirable that each department should in its announcements set forth in considerable detail its conception of the education desirable for a specialist in that field, including suggestions concerning related fields and also suggestions concerning the general culture expected of the specialist.
Only students who have taken courses in the General College be admitted to study in the Graduate School. These students may be admitted to the Graduate School and the work in each department shall be considered into a number of

appealed on topics and specifications published as to the

number and composition of these appeals and of specifying

appeals with the student may present in connection with the

Master's and Doctor's Degrees. If appeal is optional with each

department, matters to receive a presentation in connection

with the catalogue for the Master's Degree.

It would seem very desirable that each department provide

its own accommodations and in the student's library

construction of the various categories of a department

cannot fail to give the suggestions concerning laboratory

and the specifications concerning the general outline should
POLICY OF THE UNIVERSITY

The policy of an institution is determined by its aims, and the outstanding aim of a real university is to increase and 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 the 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 advancement 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 while they are distinct in function they aid and stimulate one another in practice, much as exercise promotes health and health, exercise.

If, then, it is the duty of the university to provide teaching, its prime and essential function is to carry on research. For 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."
Policies of the University

In essence and importance, an event, any event, for the sake of meaningfulness and importance, for the sake of meaning, in any form of meaningfulness in the service of meaningfulness...
From its beginning, over thirty-two years ago, the University of Chicago has sought to embody this ideal. The objects for which the University exists are thus stated in its articles of incorporation:

To provide, impart, and furnish opportunities for all departments of higher education to persons of both sexes on equal terms.

It was the untiring effort and the signal achievement of President William Rainey Harper to lay the foundations leading to the ultimate realization of this goal. With an insight akin to 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: Crescat Scientia; Vita Excolatur - "Let knowledge grow from more to more, and so be human life enriched."

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, from other universities at the head of the Mississippi Valley, in the center of the United States, it has a special obligation to fulfill. And they realize that this obligation
To bring into sharp issue the paramount importance of preparing students for the active and rapidly developing profession of teaching and for the intellectual, professional, and social development of the young, I am writing to make known the administration of this college, and my firm belief that the purpose of the University is to "prepare students to meet the challenge of the future." I am firmly opposed to any expansion of its activities without due regard to the welfare of the students.

The University of Chicago is proud to support this idea of \textit{The University of Chicago Press}, and the publication of this volume is a special privilege.

It is to the University that I refer the attention of the members of the Board of Trustees, if any further action is necessary.
differentiates it at once from the large State Universities that surround it. For while there are each in its own way a particular duty to the State of which they are a part—in furthering the technical, industrial, and agricultural interests of that State—the University of Chicago is free to pursue knowledge for its own sake, quite aside from any limited, utilitarian bearing that it may have. In this refraining from competition with the State Universities in certain fields, the University is both the servant and the leader of the other institutions in this territory—since all problems are open to it for investigation, and what the other universities may have to neglect in the field of research, the University of Chicago may undertake for them.

Thus the Commission holds that in maintaining the highest possible standards of research the University of Chicago is also performing a real service to the territory in which it is located. Assuming for the sake of argument that the University needs strengthening in any one or several directions, it is apparent that first of all its facilities for research should be upheld. And vice versa, if for financial or other reasons the work of the University has to be curtailed, it is equally apparent that the curtailment should be rather on the side of undergraduate or professional studies than in the fields of research, in which the University has already won such widespread and merited fame.
differentiation of status from the face of state-universities.

The Commission noted that the U.S. had a great variety of state universities, each with its own characteristics and mission. In order to maintain the intellectual integrity of the universities, it was essential that they maintain their unique identities. The Commission also stressed the importance of collaboration between universities and other educational institutions in order to promote the exchange of knowledge and ideas.

In its final report, the Commission recommended that the U.S. government provide financial support to state universities in order to ensure their continued excellence. They also called for increased cooperation between universities and industry to promote innovation and economic development.

The Commission's report was widely heralded as a landmark document in higher education, and its recommendations continue to shape policy and practice in universities across the country.
In setting forth the principles stated above, the Commission has been guided by the 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 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
community interest, and to preserve and enhance the educational and cultural values of the community in which the University is located. The Senate, therefore, moves:

That the Senate endorse the principles of the recent pronouncements of the University, and the program which we offer, together with our changes and additions as we may determine, will be in harmony with the point of view that it is in the interest of research and graduate work to do the best in taking "research and graduate work to the
chief aim of the University, we do not wish to imply that

The it is to be considered as the sole aim.

The major part of the "graduate work" of the University is concerned with the training of students for the professions, including teachers for university, college, and school positions. We sincerely hope that this aim will not be lost sight of, and it is our purpose to keep it constantly in mind in the ensuing 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.

Furthermore, the Commission realizes that there is an essential difference between the humanistic and the Humanities scientific fields of learning. The former are vs.

sciences concerned more particularly with the life of man subjectively considered, whereas the latter deal especially with the objective life of nature. Such a subject as literature, for example, requires a subtler andriser experience on the part of the student than is generally necessary for one who is studying, let us say, chemistry or geology. The imponderables count for more, and concrete facts for less, because the study of literature - and
To say that the Vincentian concept of "original sin" is more generous than the Christian concept of "original sin" is to say that the Vincentian concept is more just and merciful. The Vincentian concept of "original sin" is not a condemnation of humanity, but a recognition of the need for redemption and grace. The Christian concept, on the other hand, is a condemnation of humanity, which is not deserving of grace. The Vincentian concept is not a condemnation of humanity, but a recognition of the need for redemption and grace. The Christian concept, on the other hand, is a condemnation of humanity, which is not deserving of grace.
this holds true for all humanistic subjects - involves not only the power to reason but also an appreciation of the emotional factors in life. This seems to us a necessary consideration in the planning of any curriculum, graduate as well as undergraduate. As a consequence, the Commission has allowed for a larger proportion of introductory or "background" courses in the field of the humanities, even in graduate work.

Finally, since any declaration of policy affects the status of the whole University, the Commission is in favor of a small but effective undergraduate body. We are now anxiously awaiting the final report on that subject by the Faculty Committee that has the matter in hand. Meantime, we recommend that the following steps be taken:

1. The further elimination of the first two years of undergraduate instruction from the present, north-side campus;

2. The maintenance of a selective senior-college on the north-side of the campus, in close cooperation with the work of the graduate and professional schools.

By thus limiting the undergraduate instruction to what appears to be its proper sphere, it seems to us that the University would be acting not only in conformity with its historic policy but also in accordance with the progressive trend of educational practice in the United States. In this respect, also, the University of Chicago should continue to lead other institutions.
PLANS FOR RESEARCH IN THE ENGLISH LANGUAGE AND LITERATURE

I. A Dictionary of the English Language in America

Aim and Scope

Dr. William A. Craigie, Professor of Anglo-Saxon in the University of Oxford and Editor-in-Chief of the Oxford English Dictionary, has accepted a call to the University of Chicago, and in October, 1925, will begin his work in the University. The principal aim of the University in calling Professor Craigie was to stimulate interest in America in the history of the English language and to promote research in that field. With this end in view, it was decided to undertake the preparation and publication of a dictionary of English in America, showing the contributions that had been made in America to the development of the language, both in its colloquial and its literary aspects, from the earliest English settlements in the country down to the present time. Both Professor Craigie and Professor Manly are confident that these contributions are more varied, more numerous, and more important than is generally believed. Such a dictionary prepared cooperatively under the direction of Professor Craigie, the most experienced and competent man in the world in this field, would be not only a valuable working tool for the scholar, but an important contribution to the history of culture in America.

General Plan of Work

In collecting the materials for the proposed dictionary, cooperation will be invited from instructors and graduate students
I. A Dictionary of the Written Language in America

 Aim and Scope

Dr. William A. Opler, Professor of Anglo-Saxon in the U.S.

The aim of this study is to put into practice a call to the University of Chicago, made by Professor A. L. Garrett, to begin the work in the University. The plan of the University in selecting Professor Opler as one of the University in setting up a department of a language with the purpose of America in the teaching of the English language, and to promote learning in that field. With this aim in view, it was decided to undertake the preparation and publication of a dictionary of English in America, covering the contributions of the period, and to be published at the University of Chicago. The dictionary will be an important contribution to the body of our national literature and to the English language, and will have an important influence on the development of the English language. In the collection and selection of words, the dictionary will be a valuable resource for students and scholars.

General Plan of Work

In collecting the material for the dictionary, great care will be taken to gather information and examples from various sources.
in other institutions, and from competently educated members of
the general public. These persons will be invited to read the
books, newspapers, diaries, private letters, and other documents
containing the material, and copy out quotations illustrative of
vocabulary and usage. The plan has been informally presented to
the Modern Language Association of America, and has met with en-
thusiastic approval from that body. Professors Craigie and Ful-
bert and their trained assistants at the University of Chicago
would undertake both the supervision of this collection of mater-
ials and also all the editorial work involved in the preparation
of the dictionary. It is thought that with a proper staff of ass-
sistants and with the aid which may be expected from the public,
the work can be executed in ten years.

The University's Contribution

For the purpose of carrying out this plan, the University
will provide the editorial services of Professor Craigie in full
and Professor Fulbert in part, together with such cooperation from
Professor Manly as may be necessary. It will also provide adequate
quarters for carrying on the work, and the large equipment of pro-
fessional books and periodicals necessary for editorial purposes.
In this connection it may be stated that the resources of the Uni-
versity Library will be supplemented by the reference books which
Professor Craigie himself has collected for use in his work on the
Oxford Dictionary. The University will also allow and encourage
fellows and other graduate students in the Department of English
to take part in the work.
to take part in the work.

The University's Contribution

For the purpose of carrying out the plan, 'the University
will provide the additional resources of research facilities in full
and personnel. The offer may be varied, as necessary. It will also provide
endowments for the purchase of the necessary equipment.

In the connection it may be mentioned that the 10-20
research projects will be supplemented by the Institute's own
projects. The University will also allow any changes
in the nature of the projects and the department of
the places where they are to be made, if necessary.
Financial Aid Requested

The University requests financial aid for the following purposes:

Salary of research assistant............................... $5,000

Stipends of two research fellows
at $1,000 each.............................................. $2,000

Office supplies, including slips
of uniform size and
quality to be furnished
to readers.................................................. $1,000

Appropriation for purchase of books
not otherwise accessible, and
photostats of unpublished
material........................................................ $2,000

Total annual appropriation................................. $8,000

For the special research assistant, Professor Craigie desires to bring over to this country Mr. George Watson, editor of the recently published Roxburgshire Word-Book, who has for twenty years been one of the most useful workers in the production of the Oxford Dictionary.

It is believed that fellowships of the size indicated would encourage well-trained men who are now engaged in teaching English to continue their studies of the English language at the University and take an active part in the preparation of the dictionary.

Experience has shown that readers collecting quotations will not use slips of uniform size and quality unless they are furnished with them, and uniformity of size and quality is an important requisite for ease in handling the materials.

While the University has large collections of American publications—both books and periodicals—it may be necessary to
purchase a few volumes which it does not possess and to make photo-
static reproductions of rare volumes which cannot be purchased
and of important collections of a private nature, such as diaries
and letters, which are of the utmost importance for exhibiting
the history of words and usages before they appear in formal print.
bringsus a few eomimes, which if does not possess any good practice
ample reparation of those eomimes which cannot be brought
any of impoments collection of a private nature, such as graces
and lessons, where the ote of the utmost importance for ex-pleting
the interest of work and measure present great benefit in large numbers.
The courses in English suggested for the Junior Colleges are of the following nature: two or more courses in English composition, written and oral; courses designed to cultivate taste and literary judgment, such as introductory courses in Shakespeare, in the drama, the lyric, the novel, the essay, as literary forms, and one course each in recent English and American literature, and, finally, to be taken preferably in the last quarter, a rapid survey of the main outlines of English literature.

The Senior Colleges

Pass courses

To students who are not candidates for honors in English, the following courses are open for election: 201-206 (English composition), 216-221 (public speaking and drama), 231 (current English), 238 (English grammar), 248-249 (nineteenth century literature), 266-269 (American literature), 283-285 (the drama).

Courses for honors

Subjects for honors shall be the following:

1. English grammar and usage
2. English literature to 1400, including Elementary Old English and Chaucer
3. English literature 1557-1660
4. English literature 1660-1798
5. English literature 1798-1900
6. American literature
7. The drama, development and technique
8. The novel, development and technique
9. The principles of criticism and history of contemporary literature, English and American
The course of work in American Literature is as follows:

1. Introduction to American Literature
2. American Literature 1600-1800
3. American Literature 1800-1900
4. American Literature 1900-1950
5. American Literature since 1950

The course is designed to provide a comprehensive understanding of American Literature from its early beginnings to the present day. The curriculum includes an in-depth study of key works and authors, exploration of cultural and historical contexts, and analysis of literary movements and trends. Students will develop critical thinking skills and gain a deep appreciation for the richness and variety of American literary tradition.
Candidates for honors shall offer subjects 3, 4, and 5 and any three others. A reading knowledge of French, German, or Latin will be required of all candidates.

It is recommended that candidates for honors in English shall prepare themselves for entering upon the work by previously taking pass courses in one or more modern sciences, in English history, and in philosophy or the social sciences.

While pursuing the honor course in the senior colleges candidates should carry also pass courses in philosophy, history, the social sciences, or modern literatures.

The Graduate School

The Master’s Degree

A reading knowledge of French, German, or Latin will be required of all candidates for the master’s degree. All candidates will also be required to take course 301, and either 321 or 351 if not already passed. In addition, candidates will be required to offer a principal subject (three courses or more) and a secondary subject (two courses or more) chosen from the following subjects:

1. Old and Middle English and the history of the English language
2. Special studies in authors, movements, and types, 1500-1660
3. Special studies, 1660-1798
4. Special studies, 1798-1925
5. Special studies in the drama and theater
6. Special studies in fiction, mediaeval and modern
7. Special studies in American literature
The Graduate School

A reading knowledge of French, German, or Latin will be
required of all candidates for the master's degree. All
candidates will also be required to take some 201 and
202 or 203 it and science beyond In addition, candidates
will be required to offer a minor field, subject (two
courses at 200 and a necessary supplement) in one of the
following subjects:

- Theoretical Language
  - Special studies in Russian, German, and
    French
  - Special studies in Spanish and Italian
  - Special studies in other languages and
    cultures
As the work here prescribed will not wholly occupy the candidates time, opportunity will be afforded for subsidiary studies in related departments, and each candidate will be expected to choose courses which will contribute to his mastery of his special field.

Candidates for the doctor's degree will be required to show the equipment specified for the bachelor's and master's degrees, to cultivate a special field of research, including such work in other departments as may be necessary for the proper cultivation of the field, and to present a satisfactory dissertation. Equipment in the chosen field will be tested by an examination (oral or written) covering both principal and subsidiary subjects.