

## II. The Ogden Graduate School of Science

The various departments of the Ogden Graduate School of Science have from the first been conducted in this spirit. The names of our faculty have stood high in the list of discoverers in their various fields, and the list of the discoveries made in our laboratories is a long one. George E. Hale, John M. Coulter, E. Hastings Moore, Leonard E. Dickson, Howard Taylor Ricketts, Anton J. Carlson, Robert R. Bensley, Preston Keyes, H. Gideon Wells, Maud Slye, Arno B. Luckhardt, to name only a few and to pass over many not less honorable, have given the University of Chicago an enviable standing in the scientific world.

But what we have achieved is but a stimulus and a challenge to still greater achievements. Many interesting and promising investigations are now in progress, and there is literally no limit to what can be achieved with men and equipment.

Two things must be done to enable the University to meet its opportunities in this field. First, it must be able to pay larger salaries to men of first-rate ability, and to add men here and there to departments at present inadequately staffed. The increased cost of living, the increasing sense of the value of scientific investigation to the world, and the consequent sharp competition among universities, and between the universities and the departments of research of industrial corporations, all combine to make it impossible to develop and maintain strong departments of science without



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large increase of resources. The maintenance of an important department of a university, such as Physics or Chemistry or Physiology, calls for an annual expenditure of twice the amount that would have been yielded by the sum which in 1890 was thought to be adequate to provide the whole University as then planned with land, buildings and endowment.

The University is now expending in the conduct of the Ogden Graduate School of Science the income of an endowment of \$6,500,000

A moderate estimate of the additional endowment which will be needed within fifteen years is \$1,600,000



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### III. The Medical Schools

One of the things on which the University has great reason to congratulate itself is that within the last year the plans which have been under consideration for a quarter of a century, looking to the development of a high-grade University School of Medicine, have come to fruition on paper, and are now definitely on the way toward realization in fact.

Rush Medical College is now an organic part of the University. The old Rush Medical building erected in 1875 has been torn down and in its place the Rawson Medical and Surgical Laboratory of the University of Chicago is in process of erection. It is expected to be ready for occupancy by October, 1925, the work of the School meantime going on in the so-called Laboratory Building which has been put in shape for this purpose.

Simultaneously with this development on the West Side, plans for the Medical School on the South Side have been going rapidly forward. The University has set aside the two blocks between 58th and 59th Streets and between Ellis and Drexel Avenues, just west of its main quadrangle and facing the Midway, for the University School of Medicine. Ingleside Avenue has been vacated, the two blocks being thus made into one. A tract 600 feet square, nine acres in extent, is thus devoted wholly to medicine.

On this tract there will be built in the near future - it is hoped to break ground early in January, 1925 - the Albert Merritt Billings Hospital and buildings for the departments of Medicine, Surgery, Pathology, Physiology, and Physiological Chemistry. Eventually all the other buildings now on this nine-acre



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quadrangle will be removed and additional buildings built for Pediatrics, Obstetrics, and Psychiatry. The buildings to be built immediately will cost not far from \$4,000,000. The cost of additional buildings cannot now be estimated accurately, but will undoubtedly run into millions.

The University Medical School is organized within the Ogden Graduate School of Science. This peculiar arrangement - a school within a school; a faculty within a faculty - is adopted for the purpose of emphasizing and insuring the thoroughly scientific character of the School. It will indeed be a professional school in the sense that it will offer to college graduates courses of instruction by which they can be prepared to obtain the M. D. degree, and be able to pass the State examinations, admitting them to practice in the several States of the Union. But it will do far more than simply prepare the student for this examination - it will aim to cultivate in him the spirit of research, with the expectation that he will carry this spirit into his practice and deal with every patient not according to some fixed routine, but as a problem to be solved by the best means at his command. It will offer a much larger number of courses than any single student will be expected to take, in order that each student, following the line of his major interest, may advance far enough in some line of study really to acquire scientific methods and not simply a body of facts to be remembered. It will encourage its professors to carry on research not simply for disciplinary purposes but with a view to making real contributions to knowledge, and will



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The clinical work for the M.D. degree will continue for a time to be done at Rush Medical College, but when the buildings soon to be begun on the South Side, are completed, this work will be largely at least transferred to these new buildings. Meantime, the Rush Postgraduate School of Medicine will have been developed in the Rawson Building on the West Side. This also will be a School of Medical Science and Research, but will be limited to students who have already obtained an M.D. degree. Probably its student body will consist mainly of physicians who, having spent some years in practice, desire, by further study and laboratory and clinical work, to perfect themselves for general practice or in the treatment of some disease or to fit themselves to become specialists.

It is believed that these two Medical Schools, one on the South Side and one on the West Side, the former having the great advantage of close contact with the sciences fundamental to medicine, and the other profiting by its nearness to the great West Side hospitals, will admirably supplement one another. Both will aim to make solid contributions to medical knowledge and to the development of a thoroughly competent medical profession, and together they will constitute a centre of medical study scarcely to be surpassed, if indeed equalled in the world.

But not even these two together will realize the full ambition of the University. Not only does it desire to add to Surgery and Medicine, hospitals for and instruction in Pediatrics, Obstetrics, and Psychiatry, but it looks forward to



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an early development of a School of Public Health in which men shall be trained for important positions as Public Health Officers, and of a School of Mental Hygiene. Both these schools will probably be organized as the University Medical School will be, within the Ogden Graduate School of Science, and will aim not only to train practitioners in their respective fields, but by research to make steady contributions to the science that underlies the practice and ensures its efficiency.

In the development of the Department of Psychiatry, the University is assured of the cooperation of the Otho S. Sprague Memorial Institute, of which Professor H. Gideon Wells of the University faculty is the Director. The University has contracted with the Institute to furnish the land for a building for the Institute, to be located near the Billings Hospital, the Institute to furnish the cost of the building, and the University and the Institute to cooperate in raising a considerable sum for endowment additional to that which it now possesses.

Similar cooperation in the development of the work in Pediatrics and Obstetrics may perhaps be entered into with other institutions or corporations. By the contract with Rush Medical College entered into May 5th, 1924, and by other associated contracts, the University now maintains cooperative relations with the Children's Memorial Hospital, the Presbyterian Hospital, the Home for Destitute Crippled Children, the Country Home for Convalescent Children, the Central Free Dispensary.



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In the development of the Department of Psychiatry, the University is assured of the cooperation of the Ohio State Sprague Memorial Institute, of which Professor H. Gibson Wells of the University faculty is the Director. The University has contracted with the Institute to furnish the land for a building for the Institute, to be located near the Billings Hospital, the Institute to furnish the cost of the building, and the University and the Institute to cooperate in paying a considerable sum for endowment additional to that which they now possess.

Similar cooperation in the development of work in Pediatrics and Obstetrics may perhaps be entered into with other institutions or corporations. By the contract with Wash Medical College entered into May 25, 1924, and by other associated contracts, the University now maintains cooperative relations with the Children's Memorial Hospital, the Presbyterian Hospital, the Home for Destitute Grippled Children, the Community Home for Convalescent Children, the Central Free Dispensary,

4.500.000  
1.500.000  
500.000  
500.000  
7.080.000



When the plans above outlined are fully consummated, the investment of the University and its affiliated schools and hospitals in medical work will be approximately as follows:

1. South Side Plant

- A. Buildings now in use, and which will continue to be used for the Medical School, and School of Public Health (with land)

|                           | <u>In hand or pledged</u> | <u>To be raised</u> |
|---------------------------|---------------------------|---------------------|
| 1. Anatomy Building       | \$150,000                 |                     |
| 2. Physiology Building    | 150,000                   |                     |
| 3. Ricketts Laboratory    | 57,109                    |                     |
| 4. Ricketts South         | 43,393                    |                     |
| 5. Land occupied by above | 117,500                   |                     |

B. Buildings and grounds to be used

|                                                                                  |           |           |
|----------------------------------------------------------------------------------|-----------|-----------|
| 1. Land between 58th and 59th Streets and between Ellis and Drexel Avenues.      | 450,000   |           |
| 2. Buildings to be erected in 1925-26 (including equipment)                      | 4,500,000 |           |
| 3. Nurses' Home (including land)                                                 |           | \$600,000 |
| 4. Additional buildings required in fifteen years                                |           |           |
| Pediatrics clinic                                                                |           | 1,000,000 |
| Contagious diseases                                                              |           | 500,000   |
| Psychiatric clinic                                                               |           | 1,000,000 |
| Obstetrical clinic                                                               |           | 1,000,000 |
| 5. Sprague Institute Building                                                    | 350,000   |           |
| 6. New or remodeled buildings for School of Public Health (in addition to above) |           | 1,000,000 |

|               |           |           |
|---------------|-----------|-----------|
| <u>Totals</u> | 5,818,002 | 4,100,000 |
|---------------|-----------|-----------|

2. Endowment for South Side Plant

- A. Endowment funds, income from 3,000,000 which is at present devoted to Departments of Physiology, Physiological Chemistry, Pharmacology, Anatomy, Pathology, Bacteriology

|                                               |           |
|-----------------------------------------------|-----------|
| B. Additional Endowment for these Departments | 2,000,000 |
|-----------------------------------------------|-----------|



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| 4. Additional buildings required in fifteen years                           |           |
| Obstetrical clinic                                                          | 1,000,000 |
| Psychiatric clinic                                                          | 1,000,000 |
| Contagious diseases                                                         | 1,000,000 |
| Pediatric clinic                                                            | 1,000,000 |

5. Sprague Institute Building  
6. New or remodeled buildings for School of Public Health (in addition to above)

|           |           |
|-----------|-----------|
| 250,000   | 1,000,000 |
| 5,318,002 | 4,100,000 |

Totals

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A. Endowment funds, income from which is at present devoted to Departments of Physiology, Physiological Chemistry, Pharmacology, Anatomy, Pathology, Bacteriology

B. Additional Endowment for these Departments

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|                                                                                  | <u>In hand or pledged</u> | <u>To be raised</u> |
|----------------------------------------------------------------------------------|---------------------------|---------------------|
| C. Sprague Institute endowment<br>now in use                                     | \$1,500,000               |                     |
| D. Additional endowment for<br>Sprague Institute                                 | 500,000                   | 1,000,000 *         |
| E. Endowment designated for<br>Billings Hospital                                 | 1,500,000                 |                     |
| F. Endowment for Medicine and<br>Surgery, to supplement<br>existing expenditures | 500,000                   | 5,000,000 *         |
| G. Additional endowments for new<br>departments                                  |                           | 3,000,000           |
| H. Endowment now contemplated for<br>School of Public Health                     |                           | 3,100,000           |
| <u>Totals</u>                                                                    | 7,000,000                 | 14,100,000          |
| Totals for South Side Plant<br>(Buildings and Endowments)                        | 12,818,002                | 19,200,000          |
| <br><u>3. West Side Plant</u>                                                    |                           |                     |
| A. Rawson Laboratory, Senn<br>Building, Laboratory and<br>land                   | 859,425                   |                     |
| B. John Rockefeller McCormick<br>Memorial Building, Durand<br>Hospital, and land | 400,000                   |                     |
| <u>Totals</u>                                                                    | 1,259,425                 |                     |
| <br><u>4. West Side Endowment</u>                                                |                           |                     |
| A. Present endowment for Rush<br>Post Graduate School                            | 579,055                   |                     |
| B. Additional endowment for<br>Rush Post Graduate School                         |                           | 1,000,000           |
| C. Endowment of Memorial<br>Institute                                            | 1,500,000                 |                     |
| <u>Totals</u>                                                                    | 2,079,055                 | 1,000,000           |
| <u>Totals for West Side Plant</u><br>(Buildings and Endowment)                   | 3,338,480                 | 1,000,000           |



| To be raised                  | In hand or pledged |                                                                            |
|-------------------------------|--------------------|----------------------------------------------------------------------------|
|                               | \$1,500,000        | C. Sprague Institute endowment now in use                                  |
| 1,000,000                     | 500,000            | D. Additional endowment for Sprague Institute                              |
|                               | 1,500,000          | E. Endowment designated for Billings Hospital                              |
| 5,000,000                     | 500,000            | F. Endowment for Medicine and Surgery, to supplement existing expenditures |
| 3,000,000                     |                    | G. Additional endowments for new departments                               |
| 3,100,000                     |                    | H. Endowment now contemplated for School of Public Health                  |
| 14,100,000                    | 7,000,000          | <u>Totals</u>                                                              |
| 19,200,000                    | 12,818,000         | Totals for South Side Plant (Buildings and Endowments)                     |
| <u>3. West Side Plant</u>     |                    |                                                                            |
|                               | 859,425            | A. Rawson Laboratory, Bann Building, Laboratory and Land                   |
|                               | 400,000            | B. John Rockefeller McCormick Memorial Building, Bann Hospital, and Land   |
|                               | 1,259,425          | <u>Totals</u>                                                              |
| <u>4. West Side Endowment</u> |                    |                                                                            |
|                               | 279,035            | A. Present endowment for Bann Post Graduate School                         |
| 1,000,000                     |                    | B. Additional endowment for Bann Post Graduate School                      |
|                               | 1,500,000          | C. Endowment of Memorial Institute                                         |
| 1,000,000                     | 2,079,035          | <u>Totals</u>                                                              |
| 1,000,000                     | 2,228,430          | Totals for West Side Plant (Buildings and Endowment)                       |



Grand Totals South and West Sides

|           |                  |                         |
|-----------|------------------|-------------------------|
| Buildings | \$7,077,427      | \$ <del>4</del> 100,000 |
| Endowment | <u>9,079,055</u> | <u>15,000,000</u>       |
| Total     | 16,156,482       | 20,200,000              |



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|           |                  |                   |
|-----------|------------------|-------------------|
| Buildings | \$7,077,427      | \$6,100,000       |
| Endowment | <u>9,079,052</u> | <u>15,000,000</u> |
| Total     | 16,156,482       | 20,200,000        |



IV. Other Schools in Connection with the  
Ogden Graduate School of Science.

The precedent which has been set in the matter of Medical Science ought almost certainly to be followed in reference to other departments of Science which are intimately related to professional work. The University will not undertake to maintain trade schools; i.e., schools which aim to prepare men for the practice of a trade or of a profession on the basis of mere training in technique. It will, as far as possible, offer to the ablest men opportunity for that work in the fundamental sciences which will help them to become independent thinkers and creative leaders in their respective fields.

Among the fields in which it may be desirable to offer special opportunities is Engineering in its various branches, especially electrical and chemical engineering. A relatively moderate addition to the facilities which we ought in any case to provide in Mathematics, Physics, and Chemistry, would enable the University to make a large contribution at a point where, according to our best information, it is very much needed and would be of great value to the community. Whether, for the best results, it will be expedient to group these opportunities under the title of a Graduate School of Engineering is mainly a question of administration. If such a school is organized it should be within the Ogden Graduate School of Science, as the Medical School already is.



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V. The Graduate School of Arts and  
Literature and the Libraries.

The graduate departments of Arts and Literature are at an interesting stage of their development. Their roots are much further back in the past than those of the physical and biological sciences. They furnished practically the whole not only of the mediaeval curriculum, but even of that of early modern times. Their business was mainly with the facts of history, with appreciations of literature, with the abstractions of philosophy. Science came in as an intruder and a rival, and was applied only to the study of the physical and the biological. A laboratory was at first ipso facto a place for research or illustrative experiment in physics, chemistry, or biology. Even to this day the use of the term science in reference to studies in language, literature, or society is sometimes resented by those who wish to keep it to its earlier usage and application to the laboratory subjects.

But it is becoming increasingly evident that the facts of human life in all its aspects are capable of a study substantially of the same character as that by which the earth and the heavens and the sea and their elements and inhabitants can be studied. The conviction, moreover, is growing that such study is an absolute necessity to human progress and welfare; that we cannot afford to know all about the stars and the fishes, the molecule and the atom, and only guess how men react to their environment and



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what types of human action make for betterment and which for disintegration of society; that it is fatal to go on improving explosives and machine guns and war-planes, and not look acutely and thoroughly into the operation of the social institutions and agencies that men have devised to accomplish their ends.

The social studies of every type are therefore in the process of becoming sciences, not by slavishly imitating physics and chemistry, but by adapting their methods to the different kind of facts with which the social studies have to deal. The University of Chicago recently received a gift to pay the expense of testing the question whether Chicago could be used as a laboratory of Social Science.

This tendency, which has already greatly affected our work in these fields, is sure to continue and to work still further changes. There is indeed a serious danger that, carried too far, it will exclude entirely the element of appreciation and destroy the broader cultural values of the old *Literae Humaniores*. Such a result would be disastrous. Its possibility must be recognized and the result itself avoided. But no such precaution can stop, or ought to stop, the development and application of the scientific spirit in the realm of human life, individual and social. It is thoroughly accepted, in theory at least, in Education, Theology, Sociology, Economics, and Commerce. It will not stop until it has dominated them and all the related subjects in fact as well as theory.



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But this process is calling and is destined still further to call for enlargement of the faculty to provide specialists and investigators in the diverse lines of work which are opening up as the result of the fact that new discoveries constantly uncover new areas of the unknown which it is desirable to add to the known.

In one field in particular the demand for further organization of research and instruction seems especially pressing. This is the field of politics, statecraft, or statesmanship. We have long had professional schools of Theology, Medicine, Law, and more recently of Education and Commerce. These Schools are becoming increasingly schools of research as well as instruction and professional training. But we have never had in our own University a school of Politics, and it is doubtful whether any other American University has such a school thoroughly organized and equipped. Here in the centre of the Continent, the educational centre of a large part of the United States, there ought to be a thoroughly organized, manned and equipped School or Institute of Politics. Its relation to the Graduate School of Arts and Literature should doubtless be analogous to that of the School of Medical Science to the Ogden Graduate School of Science - a school within a school.

It should make researches into every phase of political life, municipal, state, national, international. It should add to our existing courses in Psychology, Sociology, Economics, History, and Political Science, adequate courses dealing with the many aspects of the political rela-



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But we have never had in our own University a school of Politics, and it is doubtful whether any other American University has such a school thoroughly organized and equipped. Here in the center of the Continent, the educational center of a large part of the United States, there ought to be a thoroughly organized, manned and equipped School or Institute of Politics. Its relation to the Graduate School of Arts and Literature should doubtless be analogous to that of the School of Medical Science to the Ogden Graduate School of Science - a school within a school.

It should make researches into every phase of political life, municipal, state, national, international. It should add to our existing courses in Psychology, Sociology, Economics, History, and Political Science, adequate courses dealing with the many aspects of the political rela-



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tions of men, and prepare students for practical service in city, state, and national government at home and for consular and diplomatic service abroad.

It will not, of course, profess to be able to make an accomplished statesman any more than the Divinity School can make a great preacher or theologian, or the Law School a great lawyer or judge. But it should and could offer him the opportunity to gain a preparation to serve the state, comparable to that which the Medical School and the Law School offer to those who seek to practice medicine or law. It should doubtless include clinical work in its requirements, and aim to make not a mere scholar but a practical and patriotic public servant.

To this general statement of the need of further development of the Graduate work in Arts and Literature it should be added that the buildings in which the work of these departments is now being carried on are quite insufficient even for the present staff and student body.

This brings us to the special problem of the Libraries. The situation in the Libraries, which fill in part the place in the Humanities which laboratories fill in the physical sciences, is particularly serious. New buildings east and west of the Harper Memorial Library are urgently called for to meet immediate necessities. Not long after their erection - certainly within the period covered by this forecast - it will be necessary to decide whether a large Central Library is to be built in the centre of the main



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quadrangle or a library is to be created around the Harper Memorial Library as its central unit, in accordance with the second plan set forth in the report of the Library Commission of 1923-4.

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

The librarians of this vicinity, and indeed of a larger area, have long recognized the need of a school of somewhat higher grade than any that now exists in America, and there has been a growing feeling that Chicago, with its extraordinary group of libraries of various types, is the best location for such a school. It is also clearly recognized that it should be in connection with a large university, since only thus could its students have access to the necessary courses in language, literature, history, etc., to the bibliographical collections with which they need to be familiar, or the great collections of books which they need for practice. The University of Chicago fulfills these conditions as few other institutions could. Its library is rich in books of almost all classes, its bibliographical equipment



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Though the establishment of such a School would involve an element of expansion, it seems the obvious duty of the University of Chicago to meet this need of this vicinity and the country.



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## VI. The School of Commerce and Administration

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

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

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



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cation and in aiding in the enriching of the curriculum of the secondary schools. Its opportunity is equally great in its work of rounding out the curriculum which it has organized in terms of the great functions performed in business rather than in terms of technical operations. In this, as in other fields, the service of the University lies in blazing new trails, in scientific experimentation, in broad education for positions of responsible leadership in society.

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

This outline of the service that should be rendered in the immediate future calls for additional resources. The old building now occupied by the School must eventually be removed to make place for the chapel group. When that takes place, a new building will be needed for the School.



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## VII. The Graduate School of Social Service Administration

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

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

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



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of society in an efficient and scientific way is greatly to be desired both on grounds of broad social policy and on grounds of public economy.

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

As yet neither special endowment nor equipment has been provided for this work. The character of the opportunity that is immediately ahead of this school demands that the school should as soon as possible be put upon a firm basis by providing a building or space in a building and endowment to replace and increase the temporary sustaining fund.



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### VIII. The School of Education

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

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

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

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



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dividuals "capable of the largest participation in the goods of life and the largest contributions to society".

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

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

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



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

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

If the staff of the Department of Education can be enlarged by the addition of four major appointments and an equal number of minor appointments it can cover the science of education adequately. At present the staff is strong in



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curriculum construction, methods and educational psychology. It needs enlargement in school administration, educational sociology and such special lines as secondary education and junior high school education.

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

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

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



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