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The University of Chicago

As It Should Be

In

1940

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For



THE UNIVERSITY OF CHICAGO
AS IT SHOULD BE

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1940

A Confidential Statement

by

The President

THE UNIVERSITY OF CHICAGO

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II

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THE UNIVERSITY OF CHICAGO IN 1940

Introduction

In a bulletin put forth some months ago, the University expressed its own conception of its task in these words:

"The discovery and dissemination of the truth in every realm, the training of men in openness of mind and love of truth, the inculcation of right ideals, the development of personalities capable of the largest participation in the good of life and the largest service to society."

The question that now requires answer, however, is, in the fulfillment of this general purpose, what is the task of the immediate future?

The answer, on which Trustees and Faculty have all practically agreed, is that the great task of the University in the next fifteen years is to bring all its work, in all departments and schools, up to the highest level of efficiency. More specifically the University will endeavor on the one hand to give to its students the best type of education which it can provide, and on the other hand, by research in every department, to make the largest and most valuable contributions of which it is capable to human knowledge - not least in the field of education, in which the University is

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constantly conducting both fundamental research and practical experiments. The adoption of this policy will inevitably involve an increase of faculty. It may attract a larger student body. It may even demand the addition of new departments or schools in order to provide a symmetrical education or to meet pressing needs of the community. Nor will the University of necessity resist such expansion. But its emphasis will all the time be on betterment rather than on bigness.

The keynotes of President Harper's administration were creation and organization, and the achievements of that period constitute an almost unequalled chapter in the history of American Education.

The main purposes of President Judson's administration were conservation and stability - the consolidation of the gains achieved and the establishment of the University on a firm foundation. For his work in this direction the University will always be deeply indebted to him. And it should be remembered that in his administration there was also a large increase of resources, and a notable growth in the number of students.

These two notable administrations have themselves prepared the way and created a demand for a period of which the key words shall be discovery and betterment - discovery of truth in every field, betterment of every phase of our work.

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PART I. THE GRADUATE AND PROFESSIONAL SCHOOLS

Introduction: The Graduate Schools of Arts, Literature, and Science

The interest of the University in all its departments is so great that one hesitates to assign preeminence to any one of them. Yet, if one inquires for that which has been the distinguishing mark of the University of Chicago the answer must be found in the emphasis which it has always laid upon graduate work as carried on in its Graduate Schools of Arts, Literature, and Science.

The aim of these schools is twofold - first research for the sake of the scientific discoveries which will thus be made, and secondly, the education of students in methods of research, with a view to their becoming discoverers themselves and teachers who will train others to follow in their foot steps.

It is the spirit of research, the eager and organized effort to enlarge the area of human knowledge, to replace guesses by certainties, to open new areas of knowledge, to organize data and extract from them new knowledge, that is the most characteristic work of the modern university. We shall still try to know what men of the past thought, because we appreciate that all increase of knowledge comes by an evolutionary process advancing stage by stage, but our emphasis will always be on the facts accurately observed, and our ultimate appeal will always be to them.

If any one raises the perfectly legitimate question, "Cui bono", what is the advantage of all this laborious and expensive work of research, the answer is at hand. Discovery is the key note of the intellectual life of the modern world, and

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If any one raises the perfectly legitimate question, "but none", what is the advantage of all this laborious and expensive work of research, the answer is at hand. Discovery is the key note of the intellectual life of the modern world, and

it is to it that we owe practically everything that distinguishes our world from the dark ages.

In the ancient world, the mediaeval world, the oriental world up to very recent times, Education and indeed the whole intellectual life, was characterized not by the search for new facts or new truths but by the dogmatic transmission and the docile acceptance of the old. The whole tendency was of course opposed to progress. Progress there was of course, but it was made in spite of and against the common tradition of traditionalism. It is the abandonment of this attitude and the substitution of the spirit and practice of research - the organized and systematic attempt to get behind opinion, however old, to find out the facts, and to discover their meaning, that has given us most of the things that characterize our world and distinguish it from mediaevalism.

The steam engine with its employment in manufacture and in locomotives, the telegraph, the telephone, the phonograph, the radio, the automobile and the various forms of airship, are all of them the products of research. They are not the results of accidental discovery as when one stubs his toe against a nugget of gold, but of systematic search for the facts and persistent effort to harness the forces of nature to serve mankind.

Nor is it in the realm of the physical only that research justifies itself. Its application to man and to society is still more modern than its use in the fields of Physics and Chemistry, but it has already achieved enough in the humanities to justify its employment there and to warrant the confident hopes of future achievement.

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To use an old figure, man has found a new key to the world. With it he has already unlocked many a previously closed chamber. Today he stands with it in his hand, eager to press on into ever enlarging areas of knowledge.

The University is peculiarly the home of research. It is employed indeed, in many a workshop and laboratory and institute of research, and very effectively used to solve the problems of a special science or industry. But in the university it claims for itself the whole field of possible human knowledge, and by virtue of that fact has a breadth and a symmetry which is scarcely attainable anywhere else. Part is seen in relation to part, methods developed in one department suggest analogous methods to another; Psychology joins hands with Biology and Medicine with Social Science; each science is helper to all, and all to each. It is this fact that constitutes the university's strongest claim to the place which it occupies in the modern world and that still larger field of service which it aspires to occupy. It is, if not the mother, at least the foster mother of that spirit and method which promise the constant enlargement of man's world, of his knowledge of it and of his power to make of it a better place for men to live in.

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1. The Ogden Graduate School of Science.

The various departments of the Ogden Graduate School of Science have from the first been conducted in the spirit of research. 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. Albert A. Michelson, Robert A. Millikan, Thomas C. Chamberlin, Julius Stieglitz, George E. Hale, John M. Coulter, E. Hastings Moore, Leonard E. Dickson, Howard Taylor Ricketts, 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 in these two related fields, discovery and the education of men to be discoverers. Many interesting and promising investigations are now in progress, and there is literally no limit to the service that can be rendered to humanity by such a school as with men and means can be developed at Chicago. To render this service is the aim and purpose of this school.

Three things must be done to enable the University to meet its opportunities in this field. The first and second have to do with men. We must pay larger salaries to men of first-rate ability. We must 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

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to make it impossible to develop and maintain strong departments of science without large increase of resources. The maintenance of an important department of a university, such as Physics or Chemistry calls for an annual expenditure larger in amount than would have been yielded by the sum which in 1890 was thought to be adequate to provide the whole institution as then planned with land, buildings, and endowment.

In addition to receipts from students, and aside from the value of the land and buildings, the University devotes to the Ogden Graduate School of Science the income of \$6,500,000 of its endowment.

Within the next fifteen years the income from at least \$4,000,000 additional endowment will be needed for this school exclusive of the Medical School.

The third great need of the school is buildings. Chemistry still occupies the building which was erected for it in 1893. It was ample then, it is now so limited as to check all further development.

The Ryerson Physics Laboratory, built in 1893 and enlarged in 1913, houses not only the growing and important department of Physics, but Mathematics and Astronomy, exclusive of the work done at the Yerkes Astronomical Observatory. For these departments the space is entirely inadequate. A new building for Mathematics and Astronomy is needed immediately. The cost of these two buildings would be about \$1,600,000.

Other departments which are greatly crowded for space will be relieved by the erection of the buildings for the Medical School.

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The Hyman Physics Laboratory, built in 1893 and enlarged in 1913, houses not only the growing and important department of Physics, but Mathematics and Astronomy, exclusive of the work done at the Lick Astronomical Observatory. For these departments the space is entirely inadequate. A new building for Mathematics and Astronomy is needed immediately. The cost of these two buildings would be about \$1,500,000. Other departments which are greatly crowded for space will be relieved by the erection of the building for the Medical School.

2. The Medical Schools

It is the definitely formed ambition of the University, as it believes it also to be its duty, to develop its medical work in such a way as materially to lift the level of medical education and medical practice in the United States. It has great reason to congratulate itself on the progress that has been made in that direction by reason of the fact 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 been perfected, 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 forward rapidly. 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 and the two blocks made into one. A tract 600 feet square, nine acres in extent, is thus devoted wholly to medicine.

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Simultaneously with this development on the west side, plans for the Medical School on the south side have been going forward rapidly. The University has not only the two blocks between 80th and 82nd streets and between M and I street, but, just west of its main quadrangle and facing the highway, for the University School of Medicine. Inside some has been vacated and the two blocks made into one. A tract 300 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. The present buildings on this nine-acre quadrangle are temporary in character and will gradually be removed as the medical quadrangle is developed. At an early day there should be erected buildings for Pediatrics, Obstetrics, and Psychiatry, and later, laboratories and equipment should be provided for still other departments. The cost of the buildings immediately to be erected will be \$4,000,000 to \$4,500,000. Those that will be called for later will probably cost a not less sum.

The University Medical School is organized within the Ogden Graduate School of Science. This unusual 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} pass the State examinations which will admit them to practice in the several States of the Union, and become competent practitioners of the art of healing. 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 as a problem to be solved by the means at his command which most surely promise the restoration of the patient to health. It will offer a much larger number of courses than any single student

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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 look for veritable and valuable results from their work.

The clinical work for the M.D. degree will continue for a time to be done at Rush Medical College, but when the buildings soon to be begun on the South Side are completed, this work will be largely 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, 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 University Quadrangles 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 with facilities scarcely to be surpassed, if indeed equalled

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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 an early development of a School of Public Health in which men shall be trained for important positions as Public Health Officers, and associated with it 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 Otto S.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 provide the funds for 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 8th, 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 Con-

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In the development of the Department of Psychiatry, the

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at Columbus, of which Professor H. Osborn Wells of the Uni-

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Education and Education may perhaps be secured from other

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College courses for the study of the mind, and the other medical con-

cerns, the University has maintained an excellent relation with

the Children's Hospital, the Psychiatric Hospital, the

State for Institute of Mental Diseases, the County Home for the

valescent Children, the Central Free Dispensary.

In the work of its Medical Schools the University is now employing, or has in hand or pledged about -

\$16,150,000

To provide adequate endowment for the departments of Medicine and Surgery, for which buildings are about to be erected, will require an addition of -

\$5,000,000

To develop the other departments of a School of Medicine providing necessary hospitals, laboratories, and endowment, thus creating such a centre for research and instruction in the prevention and cure of disease as the situation calls for and as the University would be glad to create, will probably require \$4,100,000 for buildings and an additional \$10,100,000* for endowment. The rate at which these developments take place will obviously be dependent upon the readiness of friends to provide the necessary funds.

* This amount is made up as follows:

Endowment of Sprague Institute	\$1,000,000
Endowment of School of Public Health	3,100,000
Additional Endowment of Preclinical Depts.	2,000,000
Endowment of Pediatrics, Obstetrics, etc.	3,000,000
Endowment of Postgraduate School	<u>1,000,000</u>
	\$10,100,000

valuable children, the Central Free Dispensary.

In the work of the Medical Schools the Uni-

versity is now employing, or has in hand or pledged

about - \$15,000,000

To provide adequate equipment for the de-

partments of Medicine and Surgery, for which build-

ings are about to be erected, will require an addition

of - \$2,000,000

To develop the other departments of a school of

Medicine providing necessary hospitals, laboratories, and an-

atomies, thus creating such a center for research and instruc-

tion in the prevention and cure of disease as the situation

calls for and as the University would be glad to create, will

probably require \$4,000,000 for buildings and an additional

\$10,000,000 for equipment. The rate at which these devel-

opments take place will obviously be dependent upon the read-

iness of friends to provide the necessary funds.

This amount is made up as follows:

\$2,000,000	Endowment of Surgery Institute
\$2,000,000	Endowment of School of Public Health
\$2,000,000	Additional endowment of Hospital
\$2,000,000	Endowment of Pediatrics, Laboratories, etc.
\$1,000,000	Endowment of Postgraduate School
\$10,000,000	

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

On the broad basis of the researches in the fundamental sciences which are conducted in the Ogden Graduate School of Science, the University desires to follow the precedent already set in the matter of Medical Science and to develop advanced work in other departments of Science which are intimately related to professional work.

Among the fields in which the University, situated as it is in a great industrial centre, ought to offer special opportunities is Engineering in its various branches, especially electrical and chemical engineering. Until the University receives funds for a completely organized Graduate School of Engineering, a relatively moderate addition to the facilities which it ought in any case to provide in Mathematics, Physics, and Chemistry, would enable the University to make a real contribution at a point where it is very much needed and would be of great value to the community. The purpose of the University would not be to train technicians, but to prepare men for the places of largest responsibility, initiative, and leadership. When such a school is organized it should be within the Ogden Graduate School of Science, as the Medical School already is.

3. Other Schools in Connection with the

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to train technicians, but to prepare men for the places of high
responsibility, initiative, and leadership. When such a
school is organized it should be within the Graduate School
of Science, as the Medical School already is.

4. The Graduate School of Arts and Literature.

The University desires responsive to a great need and demand, greatly to increase the effectiveness and the scope of its graduate work in the field comprehensively included under the term "humanities." The Graduate School of Arts and Literature in which these studies are pursued, like the Ogden Graduate School of Science, has had an honorable history and made an admirable record of achievement. From it a constant stream of men and women have gone out to fill important positions in the world of education and literature. The names of Harper, Breasted, Angell, Shorey, Tufts, Manly, Laughlin, McLaughlin, Small, Dodd and Goodspeed are well known for the work which they have done as members of our Faculty.

The departments that compose this School 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 the term 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 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 to 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, with the result that there remained no doubt that it is admirably adapted to this purpose and that very valuable results would be sure to follow the use of scientific method in the study of the problems of human society.

This tendency, to deal with social phenomena scientifically, which has already greatly affected our work in these fields, is sure to continue and to work still further changes. It must not be permitted to exclude entirely the element of appreciation and destroy the broader cultural values of the old

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Literae Humaniores. But while we must see to it that the new good does not destroy the old, we cannot stop, nor ought we 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, Commerce, and Home Economics. It will continue its development until it has dominated them and all the related subjects in fact as well as theory.

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

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5. A School of Politics

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 relations 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

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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 include clinical work in its requirements, and aim to make not a mere scholar but a practical and patriotic public servant.

In addition to its work in preparing men for public service, the School of Politics should offer to students who are not expecting to enter politics as a profession opportunities to gain such a knowledge of the political situation and of political principles as would dispose ~~him~~ to accept the responsibilities of citizenship and a sufficient training in practical politics to enable them to meet these responsibilities effectively.

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To the foregoing statements of the needs of the Graduate School of Arts and Literature, including the possible development within it of a School of Politics, it must be added that it is sorely in need of more space to do its work effectively. The provision of this space, however, is closely associated with the problem of the Libraries and will be considered under that head.

In the foregoing statements of the needs of the Graduate School of Arts and Literature, including the post-graduate development within it of a School of Politics, it must be added that it is sorely in need of more space to do its work effectively. The provision of this space, however, is closely associated with the problem of the library and will be considered under that head.

6. The School of Commerce and Administration

That business administration is susceptible of scientific study, and that by such study it may become more effective and more contributory to the general welfare of the community, may now be regarded as established by the facts of experience. In this field of legitimate University activity, The University of Chicago has taken an honorable part, the desires still further to increase its usefulness.

No one can predict the remote future or formulate a policy for it, but in the endeavor to render the best service in the immediate future, the School of Commerce and Administration will not undertake to fit men for business by teaching them a standardized technique, but will continue to emphasize broad education for business administration rather than narrow training, and to build its instruction in the various aspects of business on a broad understanding of the relations of men in society.

In the immediate future, both the undergraduate and the graduate divisions of the work should be strengthened. The undergraduate division will endeavor to give to each of its students the best possible education with reference both to his broad interests as a man and a citizen and to his special career in life. But it will also participate in one of the great educational experiments of the day by helping to work out a better coordination with our secondary education, by aiding in the enriching of the curriculum of the secondary schools, and in rounding out the curriculum which it has or-