

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 desire 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 carrying out of the curriculum of the secondary schools, and in founding out the curriculum which it has ac-

genized 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 large additional resources. The 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. The need of endowment is discussed under section 12, on page 35.

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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 presently needed. As in the case 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 large additional resources. The 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. The need of endowment is discussed under section 4 on page 22.

7. The Graduate School of Social Service Administration

The Graduate School of Social Service Administration is one of the more recent additions to the Schools of the University, and has not received that endowment which its value to the University and the Community merits. It 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 arrangement made in 1920 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 work "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 pres-

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the educational program of our day. Harold Lynd has well said, "to make professional scientists is the problem of the present."

ent day." The promotion of the humanitarian interests of society in an efficient and scientific way is greatly to be desired both on grounds of broad social policy and on those of public economy.

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

As yet neither special endowment nor equipment has been provided for this work. The character of the opportunity that is immediately ahead of this school demands that the school should as soon as possible be put upon a firm basis by providing a building, or space in a building, and endowment to replace and increase the temporary sustaining fund. See figures under section 12 on page 35.

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8. The Libraries

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

From the founding of the University, the official term has been not "the library", but "the libraries." We have had not only a general administrative department for the purchase and cataloging of books, and a General Library for undergraduates and general readers, but a series of Departmental or Group Libraries especially intended for the graduate students in the various departments. These Departmental Libraries are located in the buildings of the various departments and schools, the School of Education Library in Emmons Blaine Hall, Geology and Geography in Rosenwald Hall, etc. But since the erection of the Harper Memorial Library in 1911 this building has housed not only the

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general administrative offices and the General Library, but the Library of the Modern Language Group, that of the History and Social Science Group, and that of the Schools of Commerce and Administration and Social Service Administration. This arrangement has indeed been a temporary one. With a view to providing class rooms, offices, and libraries for these divisions of the University, as far back as 1902 it was planned to erect buildings for them in the spaces east and west of Harper. But the temporary arrangement still continues.

From the point of view both of the Libraries and of these departments, these additional buildings are urgently needed. The graduate work of the departments, all the undergraduate work, and the development of the libraries in all phases of their work are all seriously hindered for lack of this needed space. The process of recataloging old books, which has been going on since 1911, and the purchase and cataloging of new books are seriously hampered not only by lack of funds but also by lack of space in which to do the work or store the books.

The erection of these buildings will not, however, bring final relief to the libraries. Not long after their erection, and certainly within the period covered by this forecast, it will be necessary to decide whether a central library is to be built in which all the departments will have reading rooms, seminar rooms, and studies, the buildings of the Harper Group being devoted to the other uses of the departments, or whether the plan which was approved in 1902 is to be carried into effect, with the modifications which subsequent experience has shown to

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be necessary, and a group of Library buildings, united by bridges and otherwise into one building and containing the General Library and departmental facilities for all the Humanities, is to be erected around the Harper Memorial Library as the central unit.

Even before this question is settled and its answer embodied in buildings, as soon indeed as a measure of relief is afforded by the erection of any building which will give the Libraries full possession of Harper Memorial Library, the Libraries will need a large addition to their funds for the purchase of books and for the maintenance of a staff to purchase and catalog the books, and to serve the University public.

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

In connection with added facilities and better support for the Libraries, mention may also be made of the need of a Library School, chiefly of Graduate rank, for the education of librarians of the highest class. Library service is now properly recognized as a profession, calling for an education quite comparable to that which is necessary for entrance in the teaching profession. For its higher grades, the candidate needs a large knowledge of languages and of literatures, a wide understanding of the constantly widening range of human knowledge,

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and no small measure of technical skill.

The librarians of this vicinity, and indeed of a larger area, have long recognized the need of a school of somewhat higher grade than any that now exists in America, and there has been a growing feeling that Chicago, with its extraordinary group of libraries of various types, is the best location for such a school. It is also clearly recognized that it should be in connection with a large university, since only thus could its students have access to the necessary courses in language, literature, history, etc., to the bibliographical collections with which they need to be familiar, or the great collections of books which they need for practice. The University of Chicago fulfills these conditions as few other institutions could. Its library is rich in books of almost all classes, its bibliographical equipment is quite exceptionally complete, and its catalogue, though not yet complete, is unsurpassed, perhaps unequalled, in America for its scholarly accuracy.

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9. The School of Education

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

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

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

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

The third view is that there is no such fixed formula of school organization or teaching that any generation can adopt without careful study and reformulation of 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

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faces a new problem if it would realize the purpose which was described at the opening of this paper where it was stated that the aim of Education is to make individuals "capable of the largest participation in the goods of life and the largest contributions to society."

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

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

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

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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.

But this calls for enlargement of staff. At present it is strong in curriculum construction, methods and educational psychology. It needs enlargement in school administration, educational sociology and such special lines as secondary education and junior high school education.

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

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

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

To provide adequate housing for the work three new buildings are needed. The two substantial buildings now belonging to the School, namely, Blaine Hall, erected in 1903 through the munificence of Mrs. Emmons Blaine, and Belfield Hall which was given to the University in 1905 by the Trustees of the Chicago Manual Training School, admirable as they were for their original purpose and 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 space for the Laboratory Schools and the College of Education a building which will take over the high school classes. This will cost with maintenance \$1,000,000. A refectory and gymnasium to provide for those who work in the School of Education and to give adequate facilities for health work will cost \$400,000.

The needs for endowment therefore amount to \$1,000,000 and for buildings, \$2,400,000.

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

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To provide adequate housing for the work staff and buildings are needed. The two substantial buildings now belonging to the school, namely, Blaine Hall, erected in 1885 through the munificence of Mrs. James Blaine, and Rollins Hall which was given to the University in 1906 by the Trustees of the Chicago Manual Training School, adequate as they were for their original purpose and still thoroughly serviceable, are much overcrowded. The temporary gymnasium and basketball hall, which is a remodelled fire building, are inadequate and will not last much longer. The present work of the school calls for a graduate building which will be a substantial fund to care for it will cost \$1,000,000. In addition there is needed to make space for the laboratory equipment and the College of Education a building which will take over the high school classes. This will cost \$1,000,000.

A laboratory and gymnasium to provide for these new work in the School of Education and to give adequate facilities for physical work will cost \$500,000.

The needs for additional housing amount to \$1,000,000 and for buildings, \$2,000,000.

10. The Divinity School

The Divinity School has made a notable record of achievement in the nearly sixty years of its existence, and needs only additional resources with which to increase the scope and effectiveness of its work. In this instance the part is not greater but older than the whole. The school which is now known as the Divinity School of the University was founded in Chicago twenty-five years before the University opened its doors. It was, however, incorporated in the University before the University began its work by a contract which provided that it "shall be taken to be and shall be the Divinity School of the University of Chicago." From the beginning it has been the desire and ambition of the faculty to be in fact, and not in name only, an integral part of the University, sharing in all aspects of its life. The fact that President Harper did full work as a professor and that his students were largely from the Divinity School, that Dean Hulbert was for a long time chairman of the Committee on Athletics and took an active interest in the games, and the widely catholic interests of Dean Mathews and many of his colleagues have all contributed to make possible the realization of this ideal.

By the gift of generous donors who have preferred to remain anonymous a building for the Divinity School is now in process of erection. It is hoped that the erection of the Bond Chapel for which Mrs. Joseph Bond provided a generous gift some years ago may not be much longer delayed.

These buildings supplemented by those of the Chicago Theological Seminary, which is affiliated with the University and happily supplements the work of the Divinity School, and those of

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By the gift of generous donors the work provided for in main campus a building for the Divinity School is now in process of execution. It is hoped that the erection of the new Chapel for which the Joseph Jones provided a generous gift some years ago will not be much longer delayed.

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the Ryder Divinity School, and of the Disciples House, which it is hoped may be built soon, will, it is believed, provide adequate housing for the work of the University in the field of theology for years to come.

But the school is not so fortunate in respect to its annual maintenance. From the opening of the University the Divinity School has aimed to be not only a professional school for the training of men for the ministry but a school of research in all the fields that contribute directly to knowledge and clear thinking in matters that pertain to religion. It has aimed moreover not only to cultivate the investigative attitude on the part of the students within its walls but to promote open mindedness and sound thinking on the part of the religious public and the youth of the country generally. The list of books which have been written or edited by the members of the faculty is a very long one, possibly surpassing that of any other group of men of equal number in the University, or any other theological faculty in the country. To carry on this double task of instruction and productive scholarship requires a relatively large faculty in order that all the various phases of theological scholarship may be dealt with by men who are able to concentrate attention each on his own field, while also keeping himself reasonably abreast of the progress of scholarship in related fields. To meet this legitimate demand and to make such contributions to theological science and religious life as will continue the honorable tradition which has come down from the days of President Harper, the University needs to add to the \$90,000 which it is now expending on the school, \$50,000 or stated in invested capital, \$1,000,000.

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 ably abreast of the progress of scholarship in related fields.

To meet this legitimate demand and to make such contributions to
 theological science and religious life as will enhance the honor-
 able tradition which has come down from the days of President Harper,
 the University needs to add to the \$50,000 which it is now expending
 on the school, \$80,000 or stated in rounded capital, \$1,000,000.

11. The Law School

We count ourselves fortunate that we have one professional school, which has so far rounded out its programme of development, and so far meets the requirements of its situation that its demands for increased expenditure are very moderate.

But it is altogether probable that within the period of sixteen years which this statement undertakes to cover the development of the Libraries and of the departments of History and the Social Sciences, which must always be grouped around the Harper Court will make it highly desirable to devote the Law Building to these subjects and to provide another building for the Law School. Two considerations recommend this course of action. First the building in which the Law School is now held is a free building, in the sense that it was not dedicated by the donor to any special subject. In the second place Law is, more than almost any other subject in which the University conducts education, detachable from other subjects. Its books are law books, which other departments use to a very limited extent, and its students make little professional use of any other books. The change is not a pressing necessity. It probably ought to come about within ten years. To build a new building for the Law School and to provide a maintenance fund for it, will call for \$1,000,000.

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12. Financial Summary

For endowment of the Ogden Graduate School of Science, not less than \$4,000,000 will be needed before 1940, for the Graduate School of Arts and Literature, \$3,500,000; for the associated Schools of Commerce and Administration, Social Service Administrations, Politics and Library Science \$5,225,000, for the School of Education \$1,000,000 for the Divinity School \$1,000,000 for the Law School \$150,000 and for the Libraries \$2,500,000.

In the Medical Schools, the departments of Medicine and Surgery, which are to be housed in the buildings on the new Medical Quadrangle will need an endowment of \$5,000,000 which should be in hand by the time the buildings are ready. It is estimated that the addition of the departments of Pediatrics, Obstetrics and Psychiatry will call for \$3,000,000 more; that the preclinical departments of Anatomy, Pathology, and Physiology, and Physiological Chemistry will eventually call for \$2,000,000 additional endowment; that the School of Public Health will involve an investment of \$3,100,000; that the Postgraduate School and the Sprague Institute will each need \$1,000,000.

Of this total sum \$6,000,000 should be raised in 1925, the remainder will fall to be raised in 1926-1940, some of it as early as possible in these years.

The building programme which for reasons pointed out above must go along step by step with the raising of endowments includes, a building for Chemistry and one for Mathematics and Astronomy, each estimated to cost \$800,000, a building for Modern Languages and one for History and the Social Sciences, \$1,000,000 each.

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Of this total sum \$8,000,000 should be raised in 1928, the remainder will call to be raised in 1928-1940, some of it as early as possible in those years. The building program which for reasons pointed out above must go along step by step with the raising of endowments includes, a building for Chemistry and one for Radioactive and Astronomical Physics, each estimated to cost \$300,000, a building for Modern Languages and one for History and the Social Sciences, \$1,000,000 each.

Other buildings of the Library Group \$3,000,000. Medical buildings additional to those for which funds are in hand are estimated to cost \$4,100,000. For the Equipment of the Theology Building \$60,000 is needed. Other buildings that we shall hope to obtain include a Museum Building which will probably cost \$800,000, a building for Psychology \$400,000 and one for Home Economics \$400,000. In all these figures an endowment fund for maintenance is included. Of the total sum, \$4,660,000 is needed in 1925.

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 and one for Home Economics \$400,000. In all these figures an
 endowment fund for maintenance is included. Of the total sum,
 \$4,800,000 is needed in 1938.

PART II. THE COLLEGES OF ARTS, LITERATURE AND SCIENCE

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

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

Historically the Colleges of Arts, Literature, and Science are the foundation and center of all our American University education. Johns Hopkins University indeed undertook to dispense with them and to build up a Graduate School without a college, but presently supplied the foundation which it had first thought to dispense with. The University of Chicago was built on the lines of the common American tradition. It was originally expected to be a college only. And though before it opened its doors in 1892, in accordance with the plan evolved by President Harper, it had been determined that graduate work should fill a large place in the plans and work of the new institution, its colleges have always been an integral and vital part of the University.

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Not only because this is our tradition, but more especially because after mature deliberation it has been decided that the policy is a wise one, it may now be considered settled that the University will continue to maintain its college work.

The work which they do in preparing men and women to be useful and effective members of society, broadening their horizon and sympathies, quickening their power of thought and maturing their judgment, is itself ample warrant for the continuance of the colleges. Situated in a city of three million people, and having within a radius of 500 miles half the population of the United States, which normally sends to college each year thousands of young men and women, the University cannot be indifferent to the needs of these youths and to the opportunities of its environment.

From the Colleges furthermore comes the great body of educated men and women who create and support the sentiment in favor of education. It is in the colleges as a rule that the ambition for scholarship or professional achievement becomes a real force in a young man's life. From the colleges, its own or those of other institutions, the University must derive its supply of students for all the graduate and professional schools. Without them these more advanced schools would speedily close their doors.

Nor can the University of Chicago safely depend entirely upon other institutions to render this service. It must itself take part in this work and, alongside of its graduate and professional schools, conduct colleges of its own. The two levels of education are best prosecuted, not indeed intermingled, but under the same administration, and not too remotely separated. The colleges profit from knowing something of what is going on

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in the graduate schools, having a pride in their achievements, and being stimulated to a higher type of college life than is likely to prevail when no such influence affects their ideals and aims. On the other hand the maintenance of the colleges by the University is distinctly in the interest of the graduate and professional work. They are needed to supply to its graduate and professional schools men and women, who, trained under its influence, will give character to these schools; to facilitate research, and make reasonably complete its research, in the field of education. Finally they supply a real need of the University's immediate environment and constituency which it cannot wisely ignore.

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2. A forward-looking policy

In view of these considerations it is self-evident that the University must make its colleges the best possible. Much serious thought has been given to the question how this can be done and while many aspects of the matter remain to be further investigated and made the subject of experimentation some things have emerged with unmistakable clearness.

The aim of the college must be nothing less or narrower than the development of strong and fine personalities, the providing of a kind of life in college which will fit the student for a rich and useful life in after-college days. It must take account of the fact that some of its students will go on to further study in graduate or professional school, and that for others college days will end, not education, but education in school. It must, therefore, concern itself with the needs of both classes.

It must set and maintain high standards of scholarship and steadfastly discourage the notion that college is a pleasant interlude between school days and the serious business of life.

It must recognize the possibilities and conserve the values of the out-of-class hours and activities of the student. It must take account of the educative influence of companionships, recreation, and athletics.

It must deal with its students as individuals. Mass education is not adapted to produce the highest type of personality. It is better than none, it is far from being good enough. The University must, therefore, provide opportunities for easy and intimate contact not only of the students with one another, but

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between the students and more mature men and women of high character and scholarly interests, who are also interested in people and sympathetic with youth and patient with its impatience.

Even this brief statement of the matter is sufficient to make it clear that the colleges of a University which is made up in no small part of graduate and professional schools call for intent attention and constant study, lest their requirements and possibilities be overlooked, and for treatment in important respects different from that which is given to the other divisions of the University. Some men can do good work both for college students and for graduates. But the practical exigencies of the situation will usually require most members of the faculty to devote themselves to one class and largely to give up work in the other field. Good college work is the essential basis of good graduate work. Neither must cut the nerve of the other. Research must not be sacrificed to large college classes, but neither must college teaching be intrusted to men whose only interest is in scientific problems and to whom undergraduate teaching is a perpetual bore. College teaching is a highly dignified and important service worthy to stand on its own merits, and to be conducted in the best possible way, not as an incident of work supposedly or really more important.

On the other hand there are undoubted advantages in conducting college work in close relationship with graduate work. It broadens the horizon and vision of the student. It keeps him from thinking that four years will give him a complete education. It injects into the college the spirit of research, which, though it cannot be cultivated in college for its additions to human

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knowledge, is essential to the best atmosphere of the college.

These considerations suggest, what we have come to believe, that we have at the University of Chicago a rare opportunity to develop a kind of college life and education, which for our situation will surpass any that has yet been evolved, and will be a real contribution to American education. They carry also the suggestion that while the unity and continuity of all the work of the University should be conserved, before and in and after undergraduate days, yet some measure of separation and some diversity of method should differentiate the several stages of the educational process.

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3. Room for their development

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

The University is fortunate in possessing on the south side of the Midway facing the Medical School, the Library, the Chapel, Ida Noyes and the School of Education, land which is still unoccupied by permanent buildings. On this land buildings for the colleges can be erected in which they can develop their own life according to the best plan which our students of education can suggest. Fortunately, also the development of the colleges on this tract is in the interests of the rest of the University. The development of graduate and professional work which may reasonably be expected in the not distant future will call for all the space in the main quadrangle and on the blocks east and west of it, not occupied by such general buildings as the Chapel, Library, and Administration Building, and by the Athletic Field and buildings. There will of course be a considerable period before this result will be fully achieved and some kinds of work for undergraduates, such as Chemistry and Physics, may perhaps remain permanently in the same buildings in which the graduate work is done. But broadly speaking the interests alike of the Colleges and of the Graduate and Professional Schools suggests that the University north of the Midway should be a graduate institution, and the colleges should have a free field for their best development south of the Midway. Perhaps nowhere in America is a physical situation so favorable to the best possible development of a University containing both Colleges and Graduate Schools and so adapted to allow each to develop according to its own genius yet in mutually helpful relationship.

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Independently of any special theory of the educational development of the colleges it is evident that we urgently need additional buildings for the residence of our students. More than 1600 students who are living in lodgings in the vicinity of the University would be receiving their education under conditions far more conducive to the best results educationally, if they were living in University houses, properly organized and conducted.

The property of the University facing north on the Midway is well adapted to such residence buildings, and is probably the best place for them.

With a view to determining by experimentation what measure of separation of the work of the colleges from that of the graduate schools is educationally most favorable to the work of both the colleges and the graduate schools, and precisely through what period such separation is most conducive to educational efficiency it is desirable to erect on the south side of the Midway a building which can be devoted to undergraduate work and which can serve as the center of undergraduate life in its more academic aspects. This building might well be erected on the block bounded by University and Greenwood Avenues and 60th and 61st Streets, the rest of this block being reserved for further buildings of similar purpose. Residence buildings for women could then be built on the blocks east of University Avenue and for men on those west of Greenwood Avenue.

Since the purpose of these buildings is to make an effort under the most favorable conditions to develop a better kind of undergraduate education, they should embody the best

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The property of the University facing north on the highway is well adapted to such residence buildings, and is probably the best place for them.

With a view to determining by experimentation what measure of separation of the work of the colleges from that of the graduate schools is educationally most favorable to the work at both the colleges and the graduate schools, and precisely through what period such separation is most conducive to educational efficiency it is desirable to erect on the north side of the highway a building which can be devoted to undergraduate work and which can serve as the center of undergraduate life in its more academic aspects. This building might well be erected on the block bounded by University and Greenwood Avenues and 60th and 61st Streets, the front of this block being reserved for further buildings of similar purpose. Residences for men and women should then be built on the blocks east of University Avenue and for men on those west of Greenwood Avenue. Since the purpose of these buildings is to help in efforts under the most favorable conditions to develop a better kind of undergraduate education, they should embody the best

ideals that we have yet reached, yet by so constructed as to be as easily as possible modified if experience requires this.

The first educational building should contain rooms for study and reading, class rooms, and other rooms designed and equipped for whatever experiments in undergraduate education it may seem desirable to undertake. In addition there should be the necessary administrative offices and rooms for undergraduate activities of semi-academic character, such as the Undergraduate Council, the Honor Commission, Cap and Gown, Maroon, etc. It should be build with a view to future expansion if the experiment should call for it, and to such modification as experience shall show to be necessary.

The residence buildings should not be mere dormitories, but places of humane educational residence. They should provide opportunity on one hand for personal contacts, under the most favorable conditions, with older persons and fellow students, and for the silent influences of good books and art. They should provide for a library, a common room and a dining hall in each unit. They should provide rooms also for resident fellows or tutors and perhaps other members of the faculty, making more intimate personal conversation possible with individuals or small groups that is practicable in more public rooms. The aim should be to preserve the best features of our fraternity houses and women's halls, but with better facilities for the exertion of intellectual influences. All should be planned with a view to uniting as far as possible, the two lines of influence which in our American colleges have been unfortunately separated in large