

V. 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 endorsement 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 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 pres-

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} below under section 9 on page 25. X

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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 purpose of 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, Geology and Geography in

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Rosenwald Museum, etc. But since the erection of the Harper Memorial Library in 1911 it has housed not only the 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 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 be necessary and a group of Library buildings united into one

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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, the Libraries will need a large addition to their funds for the purchase of books and for the maintenance of a staff to purchase, catalog the books and to serve the University public. X

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 with the great increase in the rate of salaries paid to the staff, 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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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 quite complete, is unsurpassed, perhaps unequalled, in America for its scholarly accuracy.

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 ^{the} this vicinity and ^{of} the country. x

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9. Summary of Financial Needs

It is difficult to give exact figures for the cost of the developments hereinbefore outlined for the Graduate Schools of Arts and Literature, and the Associated Schools of Politics, of Commerce and Administration, of Social Service Administration, and for the Libraries and the School of Library Science. The following estimates are however certainly not excessive:

I. Endowment

Endowment of research and instruction in the Humanities, including the departments of History, Economics, Sociology, Classics, Modern Languages, Home Economics and the Schools of Commerce and Administration, Social Service Administration, Politics and Library Science, and the Libraries

see page 60
72
\$10,375,000

II. Buildings

1. The Modern Language Building*	\$1,000,000	58
2. The Social Science Buildings*	1,000,000	58
3. Home Economics Building*	400,000	52 600,000 in page 59
4. Future Development of the Library Group	3,000,000	to this 15,000,000 in page 59

Total for Buildings \$5,400,000

If it should be decided to build a new Central Library, this figure would have to be increased by about \$5,000,000

*All figures for buildings include a fund for maintenance

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II. Buildings

1. The Modern Language Building	\$1,000,000
2. The Social Science Building	1,000,000
3. Home Economics Building	400,000
4. Future Development of the Library Group	2,000,000
Total for Buildings	\$5,400,000

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In all the Divisions of the University enumerated above, and in the professional schools named below it must be remembered that the emphasis will always be on the quality of the work, on its thoroughness and acuteness. What the world needs is by no means more products of study which are fairly good, or more men fairly well educated but work which is of the highest quality for accuracy of observation, keenness of interpretation, perfection of expression.

With this in mind and recognizing that what more than anything else makes a university great is great men, it is proposed to establish ten professorships, carrying a salary of \$10,000 each, not to be assigned to any single department, but to be filled by men of exceptional eminence in their respective fields, whatever they may be. To hold one of the "Distinguished Service" professorships would be the highest honor the university could bestow, and to found one of them would be one of the most useful possible ways of employing \$200,000.

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10. 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 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 on 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

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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 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 curric-

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ulum. He was called for periods of six months and three months to assist the school systems of Los Angeles and Toledo in reorganizing their High Schools. Professor Morrison and his students made extensive surveys of the financial organization of Illinois schools and Professor Morrison was a member of a national commission on school finance.

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. X²

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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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.

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, 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.

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11. 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 the Ryder Divinity School, and of the Disciples House, which it is hoped

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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 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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12. The Law School.

We count ourselves fortunate that we have one professional school, which has so far rounded 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 Law School and to provide a maintenance fund for it, will call for \$1,000,000.

12. The Law School.

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

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PART II THE COLLEGES OF ARTS, LITERATURE AND SCIENCE

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

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 than any that is now provided in the United States and 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.

The University cannot afford to leave this work entirely to others to do. While prosecuting with all vigor the work of its graduate and professional schools there are decisive reasons why it should side by side with them maintain its colleges, as an integral part of the University. 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 in the graduate schools, having a pride in their achievements, and stimulated to 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.

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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 ^{with} 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} ~~have~~ 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.

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. Whatever changes are requisite to make the work of the colleges more effective it will stand ready to make, but it does not contemplate abandoning them. 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. 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.

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It is from the colleges, its own or those of other institutions - that 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. 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 furthermore come the great body of educated men and women who create and support the sentiment in favor of education. Nor can the University safely depend entirely upon other institutions to render this service. It must itself take part in this work and conduct colleges of its own. 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; and to supply a real need of its immediate environment and constituency.

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2. A forward-looking Policy.

But it being settled that the University is to continue to maintain its colleges it is self-evident that it must make them 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.

First, the aim of the college must be nothing less or narrower than the development of 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 other^s college days will end, not education, but education in school. It must, therefore, concern itself with the needs of both classes. X

Second, 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.

Third, 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

Fourth, 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

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enough. The University must, therefore, provide opportunities for easy and intimate contact not only of the students with one another but with more mature men and women of high character and scholarly interests, yet interested also in people and sympathetic with youth and patient with its impatience. X

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 X
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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 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.

(a) 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

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(b) 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. XX

(c) 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.

(d) 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 X

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(e) Since the purpose of these buildings is to conduct under the most favorable conditions an experiment in undergraduate education, they should embody the best ideals that we have yet reached, and the most promising type of experiment, and be so constructed as to be as easily as possible modified if experimentation requires this.

(f) 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 built with a view to future expansion if the experiment should call for it, and to such modification as experience shall show to be necessary.

(g) 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 in-

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It is not very important whether these residence halls be called colleges or halls. They will certainly not restrict the residents of a given house to any election of courses offered by any limited number of instructors who are associated with it-- this plan has been abandoned at Oxford - but on the other hand each of them will aim to develop a real social and intellectual life of its own, and they will constitute a recognized part of the educational equipment of the University.

The cost of these developments as planned for the near future is as follows:

An Educational Building and its maintenance fund	\$1,000,000	58
Residence Buildings for 600 to 800 students	2,000,000	
Endowment of Administration	500,000	
Total	\$3,500,000	

If we look a little further ahead, it seems probable that within the next decade other residence buildings should be built at a probable cost of

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It should be borne in mind on the other hand that the \$4,000,000 which it is proposed eventually to invest in residence buildings should yield a reasonable income above the cost of maintenance and depreciation, with the result that this sum would for many years at least have the value of endowment. This endowment will be required as soon as provided for various needs of the University listed in this paper.