

THE COLLEGE AND THE GRADUATE SCHOOLS

The College and the Graduate Schools are so closely related that any discussion of the latter necessarily involves the former. At more than one stage in their study of the problem of the Graduate Schools the members of the Commission have found themselves confronted by conditions in the College that do not provide the best preparation for graduate work. This is not surprising. The College curriculum is the result of a long tradition that became established before Graduate Schools were thought of. Such attempts as have been made to adjust this collegiate curriculum to the program of the Graduate Schools have been negligible, and the practice of considering College and Graduate School as separate units instead of parts of an organic whole has not only caused loss of time to graduate students but has in many cases resulted in permanent defects in their graduate equipment. For example, the failure to exact a reading knowledge of French and German and a satisfactory equipment in other introductory subjects among the requirements for the Bachelor's degree is causing large numbers of graduate students to spend on the study of such subjects time which they should be devoting to the field of their specialization.

First of all we wish to state our conviction that the first two years of college work should be removed from the main quadrangle, so that proper provision can be made for the training of students of this level. The admixture of so many young students with students of more mature type creates an atmosphere which is not conducive to the best interests of either group.

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What of all we wish to state our conviction that the first two years of College work should be removed from the curriculum, so that proper provision can be made for the training of students of this level. The advantage of so many young men and women with standards of high mental type creates an atmosphere which is not conducive to the best interests of either group.

These two years are essentially a phase of secondary education and should be so organized. Their relation to the University proper is propaedeutic. On the financial side the work of these years, as we have already pointed out in an earlier part of this Report, should be self-supporting. The fees in the Junior Colleges, like those in the University High School now, should be on a scale sufficiently high to cover the total cost of operation.

Furthermore, we believe that in the case of students who are going into graduate or professional work specialization should begin in the second year of the Junior College. By that time a student should have decided what he wishes to do, and (with due provision for his general education) he should be allowed to follow his bent. The specialization should increase steadily during his third and fourth years.

The question arises as to what should be done with students who do not care to specialize. There are a great many of this type. For them a curriculum different from that intended for specialists should be provided.

It seems to us essential that the existence of these two classes of students should be recognized. One of the causes of the failure of the College consists in the lack of recognition of them. Our own college curriculum, like that of so many others in the country, has acted on the assumption that there is but one class of students and so has provided only one type of program.

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It does not lie within the province of this Commission to describe in detail the courses that should be organized for these two groups of students. Our belief, however, is that

the best way to meet the situation is to establish two types of curricula: (1) An honors curriculum of specialized character and (2) A general curriculum. Under the former, high honor students could reach the proficiency of the Ph. D. level after two years of graduate work. Moreover, in the case of medical students the specialization possible under the honors curriculum might to such an extent anticipate work now taken after the attainment of the Bachelor's degree, that the M. D. level could be reached from one to two years earlier than is possible now. In connection with the honors curriculum we also recommend that provision be made to enable first-class honor students to obtain the Bachelor's degree in less than four years.

Whatever system of curricula is adopted in the College, it seems to us imperative that the different departments should provide more courses of a general or survey character. As it is now, most departments do not think of the needs of other departments. They plan their program for their own students only. For example, it is a general survey of anatomy and of the relations of man to the animals that the specialist in Zoology needs rather than highly specialized courses. Moreover, such survey courses would be needed in any general curriculum that might be organized.

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ORGANIZATION.

1. The Graduate Faculty

It is recommended that the Graduate School of Arts and Literature and the Ogden Graduate School of Sciences be associated with the Divinity School, the Law School, the School of Commerce and Administration, and the Graduate School of Social Service Administration so as to constitute a body called the Graduate Faculty, which shall be organized as follows:

Section 1.

Constitution - The Graduate Faculty shall consist of:

- (a) The President
- (b) The Dean of the Faculties
- (c) The Dean of the Graduate School of Arts and Literature, the Dean of the Ogden Graduate School of Science, the Dean of Medical Students, the Dean of Rush Medical College, the Dean of the Rush Post-Graduate School of Medicine, the Dean of the Divinity School, the Dean of the Law School, the Dean of the Faculty of Commerce and Administration, the Dean of the Graduate School of Social Service Administration, the Dean of Women, and the University Examiner.
- (d) The Heads, Acting Heads, and Chairmen of Departments in the Graduate School of Arts and Literature, the Ogden Graduate School of Science (including the Graduate School of Medicine), and the Schools of Divinity, Law, Commerce and Administration, and Social Service Administration.

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- (d) The Heads, Acting Heads, and Chairmen of Departments in the Graduate School of Arts and Letters, the Graduate School of Science (including the Graduate School of Medicine), and the Schools of Divinity, Law, Commerce and Administration, and Social Service Administration.

- (e) Officers of instruction in the Schools mentioned above substantially half of whose work is in the Graduate Schools.

Section 2.

Jurisdiction and Powers - The Graduate Faculty shall have jurisdiction over the graduate activities of the schools mentioned in the first paragraph above insofar as these activities involve research and over such other graduate schools as may be organized in the future. It shall have control of admission to candidacy for the A.M., S.M., Ph.D., M.D., J.S.D., and all other higher degrees (except honorary degrees) which may be established, such as the proposed Th.D., and shall have power to recommend candidates for these degrees.

The Deans of the Graduate School of Arts and Literature and of the Ogden Graduate School of Science shall make recommendations for candidacy and for degrees directly to the Graduate Faculty.

The Deans of the Divinity School, Law School, and School of Commerce and Administration, and the Graduate School of Social Service Administration, according as their Faculties may determine, shall make these recommendations either directly to the Graduate Faculty, or shall first consult their respective Faculties and then submit their recommendations to the Graduate Faculty.

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The Separate Faculties

- (a) The President, the Dean of the Faculties, the Dean of the Graduate School of Arts and Literature, and members of the Faculty constituted as in sec. 1 above, substantially half of whose work is in the Graduate School of Arts and Literature, shall be members of the Faculty of that School.
- (b) The President, the Dean of the Faculties, the Dean of the Ogden Graduate School of Science, and members of the Faculty constituted as in sec. 1 above, substantially half of whose work is in the Ogden Graduate School of Science, shall be members of the Faculty of that School.
- (c) The President, the Dean of the Faculties, the Dean of the Ogden Graduate School of Science, the Dean of Medical Students, the Director of University Hospitals, and members of the Faculty of the Ogden Graduate School of Science substantially half of whose work is in the Graduate School of Medicine shall be members of the Faculty of the Graduate School of Medicine. The President may appoint a Vice-Chairman of this body.
- (d) The present organization of the Schools of Divinity, Law, Commerce and Administration and Social Service Administration shall remain unchanged except as modified by sections 2 and 3 above.

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Section 5.

The Graduate Faculty shall establish an Executive Board to carry its enactments into effect. This Board shall report all actions to the Graduate Faculty, which shall retain all legislative powers and may alter or revise the actions of the Board and prescribe rules for its government. The Board may make recommendations to the Faculty for legislation.

Section 6.

The Graduate Faculty shall meet at least once a quarter. Other meetings may be called at any time on request of the Dean of any of the participating schools.

2. The Deans of the Graduate Schools

The Dean of each Graduate School shall have general superintendence of the affairs of his School, both academic and executive, and, without limiting the generality of the foregoing, shall have the following powers and duties:

- (1) He shall be responsible to the President for all matters affecting the successful organization and performance of the work carried on by the School.
- (2) He may take the initiative in matters of departmental organization, acting in cooperation with the head or chairman of the department concerned.
- (3) All recommendations in regard to promotions, protracted vacations, and new appointments of officers above the rank of instructor shall first be taken up with him by the head or chairman of the department concerned.
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5. Supplementary Recommendations.

As measures of control of departments by the Graduate Faculty the following recommendations in regard to examinations and theses are made:

- (1) That all final examinations for the Master's or Doctor's degree be open to all members of the Graduate Faculty.
- (2) That the examining Committee consist of all members above the rank of assistant in the department or departments concerned and two members from other departments.
- (3) That copies of all theses for the degrees of A. M., S. M., Ph. D., J. S. D., and other higher degrees which may be established, such as the proposed Th.D., be on view in the office of the Graduate Faculty for at least ten days before the final examination.

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VI.

THE SOCIAL LIFE OF GRADUATE STUDENTS.

Intellectual growth depends not only upon academic conditions, but upon the social environment as well. It is a proper function of the University to provide as essential elements in the life of its graduate students such agencies as will contribute to the development of the broader culture that comes not only from books but from social intercourse, from measuring oneself in association with one's fellow-students. In particular graduate students need opportunities for free informal discussion among themselves and with the members of the faculties.

The development of cultural interests through the fostering of social relations among graduate students may be encouraged in some measure by the organization of departmental clubs and small "discussion groups." But convenient and comfortable meeting-places are necessary for such groups and this need the University should meet (1) by providing a graduate clubhouse for graduate men and women and (2) by setting aside certain halls of residence for the exclusive use of graduate students.

1. The Need of a Graduate Clubhouse.

The most direct method of promoting the social contacts that bring with them an interchange of ideas and lead to cultural development would be the establishment of a clubhouse for the use of graduate men and women of the University. This recommendation does not carry with it any suggestion of a large club organization with formal meetings, papers, and speakers. What is needed is rather a building which will provide an

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informal and comfortable meeting-place for graduate students of different departments and for students and members of the faculties. Such a club would also aid in fostering the intellectual association of graduate students by providing a meeting-place for graduate departmental clubs, discussion groups, and for departmental and professional school dinners.

The graduate students themselves have petitioned the President to establish such a club. More than seven hundred graduate men and women signed a petition during the Autumn Quarter, 1924, and an effort is now being made by these students to secure at least a graduate dining-room until larger facilities can be provided. As it is important that temporary quarters be provided pending the establishment of an adequate club building, it is suggested that the long room adjoining Hutchinson Commons on the southwest side would be practicable and suitable for this purpose. The smaller room, on the southeast side is now used as a "Coffee Shop" for men and women students of all departments; the long room is only used occasionally. This larger room could be used as a graduate dining-room and common room. Cafeteria equipment could be installed.

It is particularly desirable that this room be available during the Summer Quarter, when the University cafeterias are inconveniently crowded. There has been in the past vigorous complaint on the part of graduate students of the overcrowding in Hutchinson Commons and Ida Noyes, where students must stand in line for a long time to get any food at all. The opening of a smaller graduate dining-room would be liberally patronized and greatly appreciated by summer students.

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Hutchinson would be a good beginning, it would be only a beginning. Much more than this is needed. A house with a large common room, dining-room, with separate lounging rooms for men and for women, with a small dining-room for special groups is an urgent need.

Various suggestions looking toward the establishment of such a graduate clubhouse have been made. One of these is the salvaging of the old Hale House opposite the old Quadrangle Club. This house will be torn down probably within two years to make way for a new building. It might be moved to the lot south of the present Quadrangle Club tennis courts or to the corner lot east of the old Quadrangle Club for a relatively small sum. Other suggestions look to the purchase of one of the houses now for sale in the vicinity of the University if funds for an entirely new building cannot be secured. No definite recommendation as to the method of securing an adequate building will be made. It is urged, however, that temporary quarters providing special dining-room privileges for graduate students be established immediately.

Such a building cannot be expected to be self-supporting. It will call for an annual appropriation from University funds. This building should, however, be looked upon as part of the educational equipment of the University since some of the finer intangible elements in education are best developed outside of the formal academic organization.

Other methods of meeting the social needs of graduate students which are already in use but which will be more widely adopted after a clubhouse is established are the organization of (a) graduate departmental clubs, (b) graduate "discussion groups", and (c) formal and informal departmental and professional school dinners.

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(a) Graduate Departmental Clubs. Such clubs have been for so many years a part of the life of the University and have been so successfully carried on, that no recommendations are made on this point beyond suggesting that a graduate clubhouse would provide an additional and convenient meeting-place for such clubs.

(b) Graduate "Discussion Groups". Small and informal organizations of graduate students for the kind of free discussion that can be most fruitful only in a group of smaller dimensions than the departmental "clubs" are a valuable means of promoting intellectual interests among the students. Such groups already exist in various departments and while their organization must be on the basis of student initiative they can be encouraged and fostered by the faculty. A present difficulty in the way of such groups as are now meeting is the lack of a University dining-room where students may dine together and continue their discussion during the evening. The only University dining-halls are the large Commons, which students must leave promptly. The opening of a smaller graduate dining-room or cafeteria where a more leisurely dinner is possible and where a group of graduate students may continue their discussion, might be provided immediately.

(c) Informal and Formal Departmental and Professional School Dinners. Gatherings of this sort are already used to some extent as a means of promoting departmental group interests and visiting scholars have sometimes been present as guests of honor and speakers on such occasions. The lack of adequate space for such dinners has in the past prevented the frequent arrangement of such meetings. Here again a graduate clubhouse would make possible more adequate provision for meetings that have already proved useful.

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2. The Establishment of Residence Halls for Graduate Students.

The present system of residence halls in the University, and in particular the management of the halls for women has proved so successful over a long period of years that it may be regarded as one of the University contributions to education organization. This system, however, has been more helpful in meeting the needs of undergraduate than of graduate students. In order to set forth the present situation as regards the housing of all groups of students, certain data have been assembled, which are attached to this section of the report.

Dealing with the women first, these data show, for example, that during the Winter Quarter, 1925, 21% of the undergraduate and 19% of the graduate women were living in the University houses. An earlier study made by the Housing Bureau showed for the year 1923 that a large proportion of the undergraduate women (52% in comparison with 29% of the graduate students) lived in their own homes. There remained then 55% of the graduate women in contrast to 30% of the undergraduate women living in "rooms". It is hardly necessary to comment upon the undesirability of such housing arrangements. Suitable rooms in the vicinity of the University are few and expensive. The life is isolated as well as uncomfortable.

A table of ages of the graduate women (see attached sheets) indicates that any of them are young enough to need the intellectual and social help that comes from properly organized group living arrangements. Approximately one-fifth of the graduate women are under twenty-five years of age, a fourth of them are between twenty-five and thirty, and another fifth between thirty

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and thirty-five, leaving 30% over thirty-five. Data collected from the Graduate Office also show that 11% of the graduate women (in contrast to 30% of the graduate men) are married. There remain then a large proportion of relatively young unmarried women pursuing graduate studies in the University and living in "rooms" that do not provide either the best conditions for study nor for the kind of social life that will promote rather than retard intellectual development.

The large proportion of graduate students living in rooms is probably to be explained in part by the difficulty of securing accommodation in the University houses, since the undergraduates remain at the University for a longer time and acquire "house membership". They have, therefore, a prior claim on such housing accommodation as the University furnishes. In part, however, the situation may be explained by the fact that the graduate women prefer not to adopt living arrangements with large numbers of undergraduates. The data assembled show that the graduate women in general tend to gravitate to the houses in which they are likely to meet other graduate women.

During the Winter Quarter, 1925, there were 89 graduate women living in the various residence halls, distributed as follows: 26 in Green Hall; 13 in Kelly; Greenwood 12, Kenwood 10; Foster 10; Woodlawn 9; Beecher 6; Drexel 2; and 2 in the Maison Francaise.

The data presented seem to indicate the necessity of setting aside Green Hall, the largest of the halls in the Quadrangles, for the use of graduate women, so far as it is practicable to do so. Green Hall has at present the largest number and the largest proportion of graduate students. The newly appointed head of Green Hall will cordially cooperate with such an arrangement.

It should, however, be emphasized that the recommendation that Green Hall be reserved exclusively for graduate students does not mean that graduate women students should not be allowed to live in any of the other houses. No one hall is large enough to accommodate all the graduate women now living in the halls. If Green Hall alone is set aside there will be twenty graduate women left in the other Halls who cannot be provided for in Green. We recommend therefore that all graduate women now holding house membership in other halls be permitted to live in those halls if they wish to do so; and it is recommended further that after all the Green Hall rooms have been assigned, graduate women should have been given equal privileges with undergraduates in assignments to rooms in the other houses. The only alternative to this arrangement would be to set aside two halls for graduate students, for the assignment of the Green Hall space and nothing else to graduate women would be to give them less rather than more consideration than they now enjoy.

In addition to Green Hall, it is recommended that the University take over one of its adjacent flat buildings and acquire one of the houses now for sale in the 5700 block on Woodlawn Avenue, as additional residence halls for graduate women. It has already been shown that even a hall as large as Green could accommodate only 70 of the 89 graduate women now in the women's houses. Provision should also be made for the graduate women whose applications for residence have been rejected and the other women who have objected to the old system of mixed graduate and undergraduate houses who would be glad to come in under the new system of special graduate halls. It is urged that the University look upon this matter of adequate housing as part of an edu-

cational program. Its graduate students should be enabled while they are here to get something from life as well as from books. Association with other graduate students should help to make this possible.

The housing situation is quite different in the case of the men because of the provision of fraternity houses. Statistics collected two years ago showed that 7% of the undergraduate and 18% of the graduate men lived in residence halls while 25% of the undergraduate men and 4% of the graduate men lived in fraternity houses. As in the case of the women, a large proportion of the undergraduate men (42% as compared with 27% of the graduate men) lived at home. On the other hand, 51% of the graduate men lived in rooms as compared with 27% of the undergraduates.

During the Winter Quarter, 1925, there were 152 graduate men in the University halls and in addition 25 law students who may be classed with the graduate group. The 49 divinity students are living in Goodspeed and Gates. If the two adjoining halls, Snell and Hitchcock, were set aside as rapidly as possible for the exclusive use of graduate men, the total number of graduate students now in the residence halls would be provided for.

In the case of the men as in the case of the women, there is also need of an additional residence hall to accommodate the graduate men students now living in "rooms" who have been unable to secure rooms on the Quadrangles.

MARRIED COUPLES

Attention is also called to the need of housing accommodations for married graduate students. Data compiled in the Graduate Office show that 30% of the graduate men and 11% of the graduate women students are married. In a few cases both husband and

national program. The graduate students should be enabled while they are here to get something from life as well as from books. Association with other graduate students should help to make this possible.

The housing situation is quite different in the case of the men because of the provision of fraternity houses. Statistics collected two years ago showed that 7% of the undergraduates and 13% of the graduate men lived in residence halls while 53% of the undergraduates men and 4% of the graduate men lived in fraternity houses. As in the case of the women, a large proportion of the undergraduates men (43%) as compared with 2% of the graduate men) lived at home. On the other hand, 51% of the graduate men lived in rooms as compared with 57% of the undergraduates.

During the Winter Quarter, 1925, there were 152 graduate men in the University halls and in addition 25 law students who may be classed with the graduate group. The 49 minority students are living in Goodspeed and Gates. If the two adjoining halls, Knell and Hitchcock, were set aside as rapidly as possible for the exclusive use of graduate men, the total number of graduate students now in the residence halls would be provided for.

In the case of the men as in the case of the women, there is also need of an additional residence hall to accommodate the graduate men students now living in "rooms" who have been unable to secure rooms on the campus.

MARRIED STUDENTS

Attention is also called to the need of housing arrangements for married graduate students. Data compiled in the last year show that 30% of the graduate men and 11% of the graduate women students are married. In a few cases both husband and

wife are registered in one or another of the graduate schools. The situation of married students living in "rooms" is, if possible, worse than that of the unmarried men and women. The married students frequently live with their children in "light housekeeping" rooms that are very ill adapted to provide conditions under which intellectual work can be carried on. It is recommended, therefore, that the University recognize the needs of this group of students by providing simply furnished flats in the University flat buildings adjacent to the campus for married graduate students and that the needs of such students be considered in the future housing program of the University.

SUMMARY OF RECOMMENDATIONS.

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

1. The establishment of a graduate Club House for Graduate Students.
2. In case there appears to be no hope of securing such a club house in the near future, temporary provision of graduate club facilities by taking over the southwest room of Hutchinson Commons, for a graduate common room and cafeteria.
3. The encouragement through the provision of club facilities of meetings of graduate departmental and professional school clubs, graduate departmental and professional school dinners, small informal discussion groups among graduate students and a common meeting-place for interchange of ideas and the encouragement of intellectual interests.
4. The setting aside as soon as possible of Green Hall as a residence hall for graduate women students.
5. The setting aside as soon as possible of the Snell-Hitch-

wife are registered in one or another of the graduate schools. The situation of married students living in "rooms" is, it goes without saying, even less satisfactory. The married students are often housed in the same buildings as the single students, and this is not only inconvenient but also expensive. The University has a large number of rooms that are very ill adapted to provide even the most basic necessities of life. It is recommended, therefore, that the University recognize the needs of this group of students by providing them with suitable living quarters. The University has a large number of buildings adjacent to the campus for married graduate students and that the needs of such students be considered in the future housing program of the University.

SUMMARY OF RECOMMENDATIONS

- In conclusion the various recommendations made may be summarized as follows:
1. The establishment of a Graduate Club House for Graduate Students.
 2. In case there appears to be no hope of securing such a club house in the near future, temporary provision of graduate club facilities by taking over the southeast room of Hutchinson Commons, for a graduate common room and cafeteria.
 3. The encouragement through the provision of club facilities of meetings of graduate departmental and professional school clubs, graduate departmental and professional school dinners, small formal discussion groups among graduate students and a regular meeting place for interchange of ideas and the encouragement of intellectual interests.
 4. The setting aside as soon as possible of Green Hall as a residence hall for graduate women students.
 5. The setting aside as soon as possible of the Hall-Hall as a residence hall for graduate men students.

cock Quadrangle for the exclusive use of graduate men students.

6. The temporary provision off the Quadrangles of two new residence halls for graduate women and another for graduate men, pending the development of an adequate housing plan for all University students.

7. The provision of special housing accommodation for married graduate students. In particular the use of some of the University flat buildings as furnished flats for such students.

TABLE SHOWING WHERE STUDENTS LIVED DURING
WINTER QUARTER, 1923.

Women				
Undergraduate, including Arts, Lit & Sci., Ed., Graduate C. & A., S.S.A., Unclassified.				
	Number	PerCent	Number	PerCent
In Residence Halls	251	18.4	57	16.7
At Home	705	51.6	97	28.5
In Rooms in the vicinity	409	30.0	187	54.8
Total	1365	100.0	341	100.0

Men				
Undergraduates, including Arts, Lit. & Sci., Ed., Graduate C. & A., S.S.A., Unclassified				
	Number	PerCent	Number	PerCent
In Residence Halls	135	6.8	116	17.7
In Fraternity Houses	478	24.6	29	4.4
At Home	811	41.6	176	27.1
In Rooms in the vicinity	526	27.0	333	50.8
Total	1948	100.0	656	100.0

TABLE SHOWING WHERE STUDENTS LIVED DURING
WINTER QUARTER, 1923.

Women			
	Number		Percentage
	Percent	Number	
In Residence Halls	251	18.4	18.7
At Home	705	51.6	52.5
In Rooms in the vicinity	409	30.0	31.8
Total	1365	100.0	100.0

Unclassified	C. & A., S.S.A.,		
	List & Sol., Ed., Graduate		
	Including Area		
	Undergraduate		

Men			
	Number		Percent
	Percent		
In Residence Halls	135	8.8	11.7
In Fraternity Houses	478	34.6	4.4
At Home	811	41.6	37.1
In Rooms in the vicinity	526	27.0	33.3
Total	1946	100.0	100.0
Unclassified			
C. & A., S.S.A.,			
List & Sol., Ed., Graduate			
Including Area			
Undergraduate			

DISTRIBUTION OF GRADUATE AND UNDERGRADUATE STUDENTS
IN THE DIFFERENT UNIVERSITY HALLS
WINTER QUARTER, 1925.

	Total	Undergraduates, including Ed., C. & A., and Unclassified	Women	
			Graduates Number	PerCent of Total
Beecher	41	35	6	14.6
Foster	62	52	10	16.1
Green	70	44	26	37.1
Greenwood	47	35	12	25.5
Kelly	41	28	13	31.7
Kenwood	44	34	10	
Woodlawn	27	18	9	
Drexel	10	14	2	
French House	9	7	2	
Total	357	287	89	

	Total	Undergraduate	Graduate	Men	
				Div- inity	Law
Gates	85	22	42	17	4
Goodspeed	36	2	2	32	
Hitchcock	93	35	46		12
Blake	45	14	28		3
Snell	60	25	29		6
5750 Woodlawn	5		5		
Total	324	98	152	49	25

DISTRIBUTION OF GRADUATE AND UNDERGRADUATE STUDENTS
IN THE DIFFERENT UNIVERSITY HALLS
WINTER QUARTER, 1925

	Total	Undergraduates, including B.S., D. A. A., and Unclassified	Graduates	Percent of Total
French House	9	7	2	
Drexel	10	14	5	
Woodlawn	27	18	9	
Kennwood	44	34	10	
Kelly	41	28	13	31.7
Greenwood	47	32	15	32.2
Green	70	44	26	37.1
Foster	62	32	30	46.8
Hocher	41	32	9	44.6
Total	357	237	89	

	Total		Undergraduate Div. Inty		Graduate Div. Inty		Percent of Total
Woodlawn	2	2	2	0	0	0	
Shell	20	22	22	0	0	0	
Blake	45	14	28	17	4	4	
Hitchcock	93	32	46	15	15	15	
Goodspeed	36	2	2	22	22	22	
Gates	62	22	42	17	4	4	
Total	354	122	122	49	25	25	

DISTRIBUTION OF GRADUATE AND UNDERGRADUATE
STUDENTS

Winter Quarter, 1925

	Women			
	Undergraduate		Graduate	
	Number	Per Cent	Number	PerCent
In Residence Halls	267	20.9	89	18.9
Not in Residence Halls	1006	79.1	383	81.1
	1275	100.0	472	100.0

	Men							
	Undergraduate including Ed., Graduate Law Divinity C. & A.							
	Num- ber	Per- Cent	Num- ber	Per Cent	Num ber	%	Num- ber	%
In Residence Halls	98	5.7	152	19.5	25	7.9	49	30.4
Not in Residence Halls	1628	94.3	627	80.5	292	92.1	112	69.6
	1726	100.0	779	100.0	317	100.0	161	100.0

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AGE GROUPS OF GRADUATE STUDENTS

UNIVERSITY OF CHICAGO, Winter Quarter 1925

Age Group	Men		Women		Total	
	Number	PerCent Distribution	Number	PerCent Distribution	Number	% Dist.
Under 20	4	0.6	1	0.3	5	0.5
20 and under 25	171	23.4	81	21.5	252	22.8
25 and under 30	305	41.9	104	27.6	409	37.0
30 and under 35	133	18.3	79	21.0	212	19.2
35 and under 40	70	9.8	54	14.3	124	11.2
40 and under 45	23	3.1	23	6.1	46	4.2
45 and under 50	16	2.2	26	6.9	42	3.8
50 and under 55	4	0.6	5	1.3	9	0.8
55 and under 60	1	0.1	2	0.5	3	0.3
60 and over			2	0.5	2	0.2
Total	727	100.0	377	100.0	1104	100.0
No Report	26		6		34	
Total	753		385		1138	

MARITAL STATISTICS

Report by 1132 Graduate Students

University of Chicago, Winter Quarter 1925

Married	-----Men-----		-----Women-----		-----Total-----	
	Number	PerCent Distribution	Number	PerCent Distribution	Num- ber	PerCent Distribu- tion
Yes	229*	30.4	41**	10.8	270	23.8
No	384	50.9	268	70.7	652	57.6
Widow			4	1.1	4	0.4
No Report	140	18.7	66	17.4	206	100.0 18.2
Total	753	100.0	379	100.0	1132	100.0

* Eight of these married men had wives who were also graduate students.

** Eight of these married women had husbands who were also graduate students.

APPENDIX.

INSTITUTES ALREADY ESTABLISHED

1. The Yerkes Observatory.

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

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

research and education.

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

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

Without regarding in detail what has been accomplished,

it may be stated that the program includes the continuous study of the sun, both as the source of all the energy essential to the life on our planet and as the nearest star. The modern photographic procedure for determining the distances of the stars was first developed with the 40-inch telescope, which is used for this fundamental work for a considerable part of the nocturnal hours. The brightness and colors of the stars are studied with various instruments, chiefly photographically. With the spectrograph attached to the great refractor, the spectra of a large number of stars are being carefully investigated, both for their astrophysical relations and for the determination of their speed in the line of sight. Double stars are given much attention, both visually and with the spectrograph. The motions of the stars across the line of sight are measured by comparisons of photographs now being secured with those obtained a score or years ago. The planets are minutely studied, both visually and photographically, and the positions of their faint satellites are determined. Stars, nebulae and comets, which are faint enough to test the powers of the great telescope, are observed visually; and asteroids needing to be kept under observation are followed photographically with the 24-inch reflector. Improvements in photographic practise are being carried on.

The Observatory has always suffered from a lack of a sufficient number of observers, assistants, and computers, and the technical publications are much in arrears due to the lack of regular funds for printing them. Conditions are

very suitable for continuous work by a physicist on problems related to the observations with the telescopes: for a couple of years a gift from Mr. Yerkes made the employment of such a physicist possible, but no funds have been available for this purpose for a long time. In his Will, Mr. Yerkes intended to leave \$100,000 to be used for the maintenance of the Observatory, but of this amount only \$69,000 was received in the final settlement of the estate. From Miss Catherine W. Bruce funds for salaries to the amount of \$15,000 were received and small amounts from other sources.

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

2. The Oriental Institute.

The Oriental Institute of the University of Chicago was organized as of July 1, 1919, on the basis of an offer of \$10,000 per year for five years, generously made toward its support by Mr. John D. Rockefeller, Jr. The purpose of the Oriental Institute as conceived by its initiator and director, Professor Breasted, covers both the acquisition and the utilization in research of materials relating to the Near East. More particularly, the rise of mankind to civilization and its early progress therein furnish the key to the various undertakings.

In the gathering of original materials exemplifying the early stages of man's history, the Oriental Institute collaborates with the Haskell Oriental Museum and seeks to build up its collections to serve as a research laboratory. In utilizing the literature of scholarship already available close cooperation with the University Libraries is involved. The staff of the Oriental Institute includes the faculty of the University's Department of Oriental Languages and Literatures as a nucleus. In addition to this, there are eleven full-time members of the Institute staff, partly located in Chicago and partly in the field, besides various cooperating scientists in other institutions at home and abroad. Several native assistants are also attached to the Egyptian headquarters.

The Oriental Institute's work abroad was begun in the winter of 1919-20 by an expedition under the leadership of Professors Breasted and Luckenbill,

INSTITUTES FOR WHICH PRELIMINARY PLANS HAVE BEEN SUBMITTED

1. Institute in Education.

A number of major programs of research have been carried on in recent years by members of the Department of Education.

The most extensive program has been in the field of reading. By means of laboratory methods involving the use of elaborate apparatus and by means of tests exact measurements have been made of the reading activities of children and adults. The immediate results of these investigations have been published in six monographs averaging in length one hundred and seventy-five pages.

THE LITERATURE FOR WHICH PRELIMINARY CLAIMS HAVE BEEN SUBMITTED

I. Institute for Education

A number of major projects of research have been carried on in recent years by members of the Department of Education.

The most extensive program has been in the field of testing. By means of laboratory studies involving the use of electric apparatus and by means of tests given in the field, the Department has been able to make a study of the behavior of children and adults. The immediate results of these investigations have been published in the Department's yearbook, in length one hundred and seventy-five pages.

The funds for this work were derived from the General Education Board, the Commonwealth Fund and the University. The University has expended in seven years about eight thousand dollars, the foundations have given nearly thirty-five thousand dollars in three separate grants.

The funds have been used in paying for apparatus, printing and assistance and in releasing members of the staff for longer or shorter periods from teaching and administrative duties.

Under conditions similar to those described for reading the Department now has under way in investigation on arithmetic for which it has a grant of 414,000 and one on the effects of heredity on education for which it has a grant of \$7,500.

In recent years it has done similar work in other lines. One investigation was made on visual education and one on the physical maturity of pupils. For these investigations grants were received from sources other than the University aggregating more than \$10,000.

In addition to the above, the laboratory schools carry on some scientific work which is partly scientific service to the schools, partly research. For this type of work funds are supplied by the laboratory schools. It is probable that in the future more of this kind of work will be demanded and can be supported by the laboratory schools.

There is a large amount of professional service rendered by members of the Department of Education to city and state school systems in the form of surveys and curriculum studies. During the course of these professional contacts material is often accumulated which with very little additional assistance could be turned into valuable material for research purposes. On two occasions funds have been secured in small amounts for such purposes and have proved highly productive.

With the coming of Professor Charters and in cooperation with the National Committee now engaged in making a study of the teaching of modern languages,

The funds for this work were derived from the General Education Board, the Commonwealth Fund and the University. The University has expended in seven years about eight thousand dollars, the Commonwealth Fund, seven nearly thirty-five thousand dollars in three separate grants.

The funds have been used in giving for apparatus, printing and maintenance and in releasing members of the staff for longer or shorter periods from teaching and administrative duties.

Under conditions similar to those described for teaching the Department has been under way in investigation on scientific law which it has a grant of \$14,000 and has on the effects of heredity on education for which it has a grant of \$1,500.

In recent years it has done similar work in other lines. One investigation was made on visual education and one on the physical education of pupils. For these investigations grants were received from sources other than the University aggregating more than \$100,000.

In addition to the above, the laboratory schools carry on some scientific work which is partly scientific service to the schools, partly research. For this type of work funds are supplied by the laboratory schools. It is probable that in the future more of this kind of work will be demanded and can be supported by the laboratory schools.

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With the coming of President Garfield in connection with the National Committee for Research in History a study of the conditions of scientific research.

the Department will during the next year be engaged in two subsidized researches. The chief requirement other than funds for the conduct of the work is space in which to carry on the investigations. This is a very urgent requirement in the case of the work to be done by Professor Charters. He is to be supplied by the American Library Association, which in turn draws its funds from the Carnegie Corporation, with seven assistants. The work which he is to do is part of a large program which is expected to result in a curriculum and proper teaching materials for the training of librarians.

In summary, research funds have been used for the following purposes:

- (a) Release of members of the staff from ordinary duties
- (b) Apparatus
- (c) Assistance
- (d) Publication
- (e) Housing space

The formal organization of a research institute in the field of education would make it possible to engage in a series of investigations running through a term of years. Two projects other than those mentioned as now under way will serve to illustrate the type of inquiry which would be taken up.

The first general project which would be organized is that of reconstructing the school curriculum for the elementary and high school. The present curriculum has grown by a process of gradual additions to a group of studies which constituted the simple three R's of the district school of the last century. The curriculum has now become so crowded with unrelated subjects which are not at all balanced in emphasis or time allotments that school people in all parts of the country are attempting to find methods of reorganizing it. There is a commission of the Department of Superintendence of the National Education Association on the reconstruction of the curriculum. There are several cities which are undertaking extensive studies, notably Denver, Colorado and Springfield, Massachusetts. These practical centers require the help of scientific

The Government will during the next year be engaged in two additional researches. The chief requirement after that time for the conduct of the work is space in which to carry on the investigations. This is a very urgent requirement in the case of the work to be done by Professor G. A. Smith. He is to be supplied by the American Library Association, which is to turn over the funds from the Carnegie Corporation, with seven assistants. The work which he is to do is part of a large program which is expected to result in a curriculum and project teaching materials for the training of librarians.

In summary, research funds have been used for the following purposes:

- (a) Release of members of the staff from ordinary duties
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investigations. The School of Education of the University of Chicago has on its staff in Professor Bobbitt and Professor Charters the leading men in the country on curriculum studies. These men should be given facilities for organizing investigations.

They need time, assistance and material. The material is chiefly printed matter. A research institute could use a curriculum fund of \$10,000 a year and could render a large service to the country at large.

The second project is the reconstruction of the administrative units of the school system. The appearance of the junior high school and the reduction of the elementary school to six grades has brought about in recent years a complete reorganization of American public schools. The laboratory schools were pioneers in this reorganization ~~sixxxxxxxxpublicxxxxxxThe xxxlaboratoryxxxx~~ and are at this time leading the other schools of the country in the adoption of new classifications and appropriate methods of dealing with the new administrative units.

Here again there are a number of national commissions at work which need the guidance of research. The extent to which the junior high school has promoted retention of pupils, the relative cost of various types of organization, methods of classification and promotion of pupils are some of the particular problems which call for solution. Administrative problems of this type can be taken up on almost any scale that resources permit. The funds of the laboratory schools permit some investigation, other lines could advantageously be followed as indicated in the items enumerated.

It is recommended that a committee of four be organized to manage funds and project research activities along the lines suggested.

2. Institute in Social Science

The work of the social science group now operating on funds from the Spelman Foundation may be regarded as a Research Institute already in operation under the direction of the Local Community Research Committee.

This Committee is composed of representatives from the Departments of Political Economy, Political Science, Sociology, Social Service Administration, History, and Philosophy. The work of the Committee is confined to research in local phenomena and deals with the political, economic and social problems of Chicago. Examples of this are studies that have already been made in the field of non-voting, citizenship, gangs, divorce, housing and population, transportation, labor organization. These types of studies center around Chicago problems. A considerable part of the work is carried in the field by graduate students or others under the direction of some professor in charge of the project.

The work of the Committee is made possible by a grant for a three years' period of \$50,000 a year by the Laura Spelman Rockefeller Memorial with an additional \$25,000 if this is matched locally. This year about \$75,000 will be available for the work of community research, as a result of gifts of individuals and various combinations made with local agencies such as the Council of Social Agencies, the Federation of Settlements, and other public and private agencies. It is hoped that this work will continue permanently. In addition to this, the Department of Political Economy has support from the Commonwealth Fund for the organization of instructional material on social studies in High Schools and Elementary Schools.

These investigations constitute, and, if continued, will develop into social research of a significant type. The University is doing pioneer work in this field and it is believed that these activities will grow into an institute of some form or other in which original investigations of social problems may be carried on under the most advantageous conditions. But the work as at present

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This Committee is composed of representatives from the Department of Political Economy, Political Science, Sociology, Social Service Administration, History, and Philosophy. The work of the Committee is confined to research in local phenomena and deals with the political, economic and social problems of Chicago. Examples of this are studies that have already been made in the field of non-voting, citizenship, gangs, divorce, housing and population, transportation, labor organization. These types of studies center around Chicago problems. A considerable part of the work is carried in the field by graduate students or others under the direction of some professor in charge of the project.

The work of the Committee is made possible by a grant for a three year period of \$50,000 a year by the Laura Spelman Rockefeller Memorial with an additional \$25,000 if this is matched locally. This year about \$75,000 will be available for the work of community research, as a result of gifts of individuals and various commissions made with local agencies such as the Council of Social Agencies, the Federation of Settlements, and other public and private agencies. It is hoped that this work will continue permanently. In addition to this, the Department of Political Economy has support from the Commonwealth Fund for the organization of international material on social studies in high schools and elementary schools.

These investigations continue, and, if continued, will develop into social research of a significant type. The University is doing pioneer work in this field and it is believed that these activities will grow into an Institute of some form or other in which original investigations of social problems may be carried on under the most advantageous conditions. But the work as at present

organized is, as has been said, limited to local studies, and some of the departments concerned can therefore share in the work only to a limited degree. For all the departments there is need of expanding the work. As an illustration of the kind of expansion that is necessary, the research objectives of a single department, Political Science, are set forth below. Similar statements could be furnished by other departments in the Social Science group.

Research Objectives in the
Department of Political Science

The Department of Political Science in the University of Chicago has the advantage of being a part of a research institution with research equipment, traditions and spirit. The University is located in the center of the most powerful nation in the world at a point where there is a very keen political interest, and a wide field for radiation of influence. It may not be amiss to emphasize the significance of methods, projects and personnel in the department. Political research has been undertaken with new spirit and method, and certain types of projects have been undertaken which are believed to be of great significance in the future development of the study of government. The personnel of the staff includes a group of men who have been especially interested in studying new methods and initiating new types of projects. This group is therefore in a position to carry on somewhat extensive types of modern political research in what might readily prove to be a very significant way.

Some of the specific fields of research which the department is interested in developing are as follows:

I. Fundamental changes in methods of studying politics through the fusion of the new scientific methods and results with the older forms of political inquiry. We have inherited a system of political research from a period we have

outgrown, and it is desirable and possible to reorganize and readapt our methods to meet the demands of the new age. This cannot be done in a year nor perhaps in one generation, but a systematic and persistent effort, without the necessity for too great attention to immediate results, will achieve the fusion of the old and the new in a modern form of political research.

II. Progress in establishing norms of civic education, objective tests of attainment, and methods of applying criteria determined. At the basis of all political difficulty lies the hap-hazard system of training for the tasks of politics. Neither the objectives of political education nor practical method of measuring attainment have been worked out except in the most rudimentary fashion. This is a field in which scientific method is likely to produce results of the farthest reaching character.

III. Progress in public administration in the United States with special reference to the fields of elections, taxation and police. All these fields are in an utterly chaotic state in America, and very little systematic study is being given to them. A long time program of research and conference should produce significant results in each of these directions. With 750,000 elective offices, with seven billions in annual income, and with a very imperfect police system for 110,000,000 people, we have a practical problem of the first magnitude.

IV. Progress in international research upon non-traditional lines. Large funds have been available for scientific international investigation, but these have chiefly been expended in directions that are characteristically non-modern. A new type of approach, utilizing the modern psychological and biological material available, and avoiding overemphasis upon the legalistic and formal inquiry, should produce results in which modern intelligence could figure more largely than it has hitherto done in international relations. Problems such as the civic training of various nations, scientific inquiry into the causes of war and the methods of controlling them, intensive study of international organization, are typical forms of inquiry indicated by the needs of our time.

outgrown, and it is desirable and possible to reorganize and reshape our methods to meet the demands of the new age. This cannot be done in a day or two, but in one generation, but a systematic and persistent effort, without the necessity for too great attention to immediate results, will achieve the fusion of the old and the new in a modern form of political research.

II. Progress in establishing norms of civic education, objective tests of attainment, and methods of applying criteria determined. At the basis of all political efficiency lies the high-quality system of training for the future politician. Whether the objectives of political education are practical method of measuring attainment have been worked out except in the most rudimentary form. This is a field in which scientific method is likely to produce results of the farthest reaching character.

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We believe there are certain notable advantages in an organized plan of research covering broadly the entire field, as distinguished from the local, national or international. In the first place, such a plan would emphasize the scientific aspects of politics, and express with the utmost clearness the idea of the relationship between science and government. This idea unfortunately is so remote from the present state of affairs, that it must be written large and vividly in order to make an impression upon the modern mind. As things now stand, science and politics seem to be extreme opposites, and in order to overcome this obsession so disastrous to present social organization, it is necessary to take the most drastic and impressive measures that are available.

Again, research devoted to some one aspect of the field, such as the local, state, national or international, encounters from time to time obstacles that impede its progress and lead to very great embarrassment in the prosecution of research. Thus the New York Bureau of Municipal Research was blocked by a hostile city administration practically paralyzing its activities. The Carnegie Peace Foundation encountered the Great War and was obliged to divert its activities by reason of that conflict in fields other than those of research. In the same way, the bureau devoted to national government, faithful in the performance of its duties, is likely sooner or later to encounter an unfavorable administration, which for a period of perhaps four years or even longer will greatly impede its forward movement. A research organization covering the field of Political research in a more general way would be more flexible and adaptable, and if hindered in one direction could move in another, thus avoiding the stoppage and paralysis that has so often been an important factor in local agencies of various types.

Furthermore, the field of politics is in reality one field and cannot scientifically be divided along geographical lines into local, state, national and international. It is true this may be done to a certain extent for purposes of convenience. When, however, we go below the surface it is found that

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purpose of convenience. When, however, we go behind the surface it is found that

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

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

3. Institute in Language and Literature

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

Aim and Scope.

Dr. William A. Craigie, Professor of Anglo-Saxon in the University of Oxford and Editor-in-Chief of the Oxford English Dictionary, has accepted a call to the University of Chicago, and in October, 1925, will begin his work in the University. The principal aim of the University in calling Professor Craigie was to stimulate interest in America in the history of the English language and to promote research in that field. With this end in view, it was decided to undertake the preparation and publication of a dictionary of English in America, showing the contributions that had been made in America to the development of the language, both in its colloquial and its literary aspects, from the earliest English settlements in the country down to the present time. Both Professor

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

General Plan of Work.

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

The University's Contribution.

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

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will be supplemented by the volumes which Professor Craigie himself has collected for use in his work on the Oxford Dictionary. The University will also allow and encourage fellows and other graduate students in the Department of English to take part in the work.

Financial Aid Requested

The University requests financial aid for the following purposes:

Salary of research assistant.....	\$3,000
Stipends of two research fellows at \$1,000 each.....	\$2,000
Office supplies, including slips of uniform size and quality to be furnished to readers.....	\$1,000
Appropriation for purchase of books not otherwise accessible, and for photostats of unpublished material.....	<u>\$2,000</u>
Total annual appropriation.....	\$8,000

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

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

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

While the University has large collections of American publications -- both books and periodicals -- it may be necessary to purchase some volumes

will be represented by the volume which Professor Wright himself has collected for use in his work on the Oxford Dictionary. The University will also allow and encourage fellow and other graduate students in the Department of English to take part in the work.

Financial and General

The University requests financial aid for the following purposes:

Salary of research assistant.....	\$5,000
Stipends of two research fellows at \$1,000 each.....	\$2,000
Office supplies, including type of various sizes and quality to be furnished to research.....	\$1,000
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Total annual appropriation.....	\$10,000

For the special research assistant, Professor Wright desires to bring over to this country Mr. George Wright, editor of the recently published Encyclopaedia Britannica, who has for twenty years been one of the most useful workers in the production of the Oxford Dictionary. It is believed that fellowship of the kind indicated would encourage well-trained men who are now engaged in teaching English to continue their studies of the English language at the University and take an active part in the preparation of the Dictionary. Expenditures for research, including collection of material, will not only be met by the University but also by grants from the National Research Council and other sources. It is important to have for cases in building the materials of the Dictionary and for the production of the Dictionary. While the University has large collections of American publications --

which it does not possess and to make photostatic reproductions of rare volumes which cannot be purchased, and of important collections of a private nature, such as diaries and letters, which are of the utmost importance for exhibiting the history of words and usages before they appear in formal print.

(2) Proposal for Study of American Speech

Aim.

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

Methods.

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

Equipment.

The following equipment is necessary:

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

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

(c) A room to house the machine, records and the card collections. This

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The Arthurian romances, derived from Celtic, Latin, Provençal, and Oriental sources, are a summary of many strains under the unit of chivalry. They were early appropriated for political purposes by the Normans, the Plantagenets, and the ruling houses of Belgium and Germany. One interesting branch, the Prophecies of Merlin, was deliberately exploited to serve the commercial ambitions of the Republic of Venice. The Roman Church, never a laggard in such matters, seized upon the story of the Holy Grail in order to disseminate the dogma and to further the doctrine of "transubstantiation." Moreover, several of the Arthurian texts are richly illuminated, and quite a number of them inspired sculptors and carvers in ivory. The archivolt of the Cathedral of Modena, for example, is an early version in "romanesque" sculpture, of the Rise and Rescue of Guinevere.

The plan of publication would include all or part of the following texts: the Welsh Gwain (the Lady of the Fountain); the Welsh Peredur (Perceval); the Welsh Gereint; the French Metrical Joseph, by Robert de Boron; the Perlesvaas, known to English readers as the "High History of the Holy Grail"; the so-called Elucidation, which serves as an introduction to the French Perceval story; the Prose Perceval, the Spanish Prose Tristan; the Portuguese Torre do Tombo manuscript; and several other texts related to the large Grail-Lancelot Cycle.

II. Work Under Way

The University of Chicago is singularly well placed for such an undertaking. Professor Cress would contribute his knowledge of the Celtic languages and folklore; Professor Archer Taylor, who is about to join the University staff, would add his competence as a Germanic and general folklore scholar; Professor Jenkins would be an expert on Old French dialects and text construction; Professor Northrup would deal competently with the Italian and Spanish versions; Professor James W. Thompson would throw light on the historical background of these romances; and Professor Nitze would contribute his knowledge of the romances in general, especially in the French field. Previous undertakings of

this nature, for instance, that of Sommer made for the Carnegie Institution, lacked the necessary cooperation of experts to make the undertaking a success.

A considerable part of the program outlined above is already under way. Professor Northrup has the Vatican manuscript of the Spanish Prose Tristan in shape to publish; Professor Nitze has the text of the Metrical Joseph half completed; and Professors Nitze and Jenkins have started on the text of the Perlesvaus. The recent publication by the University Press of Professor Pietsch's Spanish Grail Fragments is an excellent example of the type of texts that we have in mind. As the reviewer in the Revista de filologia espanola (1924, p. 431) states: "It would be hard to find a study done with greater zeal, showing more regard for accuracy, and, above all, based on sounder philological preparation."

It should be added that the University has already published several important doctor's dissertations in the Arthurian field, and that at present three others are in preparation.

III. Immediate Steps to be Taken and Provisional Budget

Given the necessary encouragement and endowment we believe that the major part of this project could be carried out with success. This would involve photostat copies of various manuscripts, the study of various special problems in the form of dissertations or theses, the investigation by experts of ivory carvings and manuscript illuminations, etc. We should expect competent outside scholars to join in the enterprise. Among these would be Professor A. C. L. Brown of Northwestern University and Mr. Roger S. Loomis, an expert on Arthurian iconography who is now serving as an extension lecturer at Columbia University. The large mediaeval collections of the Newberry Library would be of additional aid in this work.

We estimate that an initial sum of \$11,000 would be needed to set the work on foot. The University already has in its possession photostat copies of the Perlesvaus and of the Metrical Joseph. In order to obtain similar copies of the other documents in question we should have to have about \$5,000. We should also

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A considerable part of the program outlined above is already under way.
Professor Hartung has the various manuscripts of the Spanish *Primer Libro* in some
of his hands; Professor Hitz has the text of the *Primer Libro* (which will be printed)
and Professor Hitz and Hatzfeld have started on the text of the *Primer Libro*.
The present publication by the University Press of Princeton, *Primer Libro*, is a
Primer Libro is an excellent example of the type of work that we have in mind. As
the reviewer in the *Library of Theological Studies* (1932, p. 123) writes: "It
would be hard to find a study done with greater care, showing more regard for
accuracy, and above all, based on a sounder philological preparation."
It should be noted that the University has already published several other
such books: *Primer Libro* in the *Primer Libro*, and most of present time
others are in preparation.

III. Proposed Steps to be Taken and Estimated Costs

Given the necessary management and assistance we believe that the major
part of this project could be carried out with success. This would involve photo-
copying of various manuscripts, the study of various special problems in the
text of *Primer Libro* as a whole; the investigation by experts of its various
and manuscript illuminations, etc. We should expect to complete the whole
in time for the summer. Any time would be Professor A. C. Le Boer of
Northwestern University and Dr. Robert S. Lyman, as regards an American committee.
This is now serving as an executive director of Columbia University. The major
editorial collection of the University Library would be of substantial aid in this
work.

We estimate that an initial sum of \$11,000 would be needed to carry out the work
on foot. The University already has in its possession printed copies of the
Primer Libro and of the *Primer Libro*. In order to obtain a better edition of the
other documents in question we should have to have about \$5,000. We should also

require the aid of a competent assistant in this manuscript work, which would involve about \$1500; and we estimate that for the publication of the Perlesvaus, which would be our first undertaking, the sum of \$1500, making a total of \$11,000, would be necessary.

(5) Balzac and Modern Fiction

Importance and Scope of the Work.

It is generally recognized that Balzac has transformed the modern novel, has endowed it with a vast sociological significance and a corresponding technique, and has had an influence on subsequent fiction that is profound, far-reaching, and still for the most part ill-defined. The work proposed would, first, by a series of monographs and larger studies, partly based upon them, demonstrate how Balzac is the fountain-head of the nineteenth century social novel; secondly, the effort would be made to study exhaustively the evolution of his technique. The Institute would then endeavor, by calling in the aid of specialists in various modern literatures, to show how the influence and power of Balzac have been exerted and how his method still offers the solid basis for present and future fiction.

Reasons Why Chicago is the Suitable Center for American Balzicians.

The Balzicians in America are an active and closely knit body. They keep in close touch by correspondence, by generously aiding one another's researches, and by endeavoring reciprocally to promote a zeal strictly according to knowledge. They have testified by word and deed that they consider Chicago the natural center of production (1) because more work is done here on Balzac than anywhere else in the country, and (2) because we have in the Croue Collection of Balzac an unrivaled field for investigation. Two gentlemen from the East were most unselfishly helpful in securing this Collection for our University, on the basis that this was the best place for it. The Collection consists of 117 volumes of early editions of Balzac's novels, nearly 50 of which are first

editions in volume form; it has already proved a mine of riches revealing to investigators much hitherto unknown regarding the processes and evolution of realistic technique. The advanced students who have participated in these researches have shown an enthusiasm and a capacity for careful and intelligent work unprecedented in the experience of the Department.

Work Achieved and Under Way.

Four doctoral theses, one of which has been so well thought of in France that it is now being published by the Presses Françaises, Paris, at their own¹ expense.

A number of A. M. dissertations, one of which was published by the University of Chicago Press.² Several of these, by the importance and weight of the investigation, rank near the Ph. D. dissertation level.

Several "Studies in Balzac", published by the present writer.

A quantity of filed reports on single novels still awaiting digestion and publication.

Investigations elsewhere in the country, indebted to some extent to the preceding list.

The fact that four members of the Department of Romance Languages have come into contact with the great Balzac collection at Chantilly, France (the Collection Spoelberch de Lovenjoul) and with its director, M. Bouteron. The latter has shown every desire to encourage our researches, and is at present

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1. Ethel Preston: "Balzac's Reappearing Characters."
 2. Helen E. Barnes: "A Study of the Variations Between the Original and the Standard Editions of Balzac's Les Chouans," Chicago, 1923. This dissertation has been commended as "a model of diligent and patient research...Miss Barnes renders a signal service to the true appreciation of his (Balzac) writings". (Modern Language Review July, 1924, pp. 388-89).

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1. Ethel Preston: "Romance's Reconstructing Unpublished."
2. Helen E. Barnes: "A Study of the Variations Between the Old and the Standard Editions of *Le Roman de la Rose*." Chicago, 1923. This dissertation has been commended as "a model of diligent and patient research." Miss Barnes renders a signal service to the time expenditure of his (Barnes) articles. (*Modern Language Review* May, 1924, pp. 323-24).

overseeing the activities of two of our former students who are on the ground.

Extent of Investigation and Publication Proposed.

The above section will indicate where our interests mainly lie. It would, however, be greatly to the advantage of all Balzacians to start with the publication of the excellent and unique "Century of Balzac Bibliography," compiled during the last twenty years by Mr. W. H. Royce of the Gabriel Wells' Rare Book firm, New York City. Mr. Royce has often helped us here; he was the prime mover in securing the Croue Collection, and his bibliography will furnish an essential basis for our future labors. The monographs on various Balzacian phases, particularly the studies of variations in style and technique, from edition to edition, will continue. It will be well worth while to publish such of these reports as develop into doctoral dissertations; and the best of the A. M. dissertations may well be grouped together at intervals into single volumes. The present writer hopes ultimately to summarize these results in a volume called "The Evolution of Balzac's Comedie humaine." Apart from home material, it is believed that half a dozen other Balzacians in the country will contribute monographs along similar lines.

The second phase of the work will gradually be undertaken. I refer to the studies of Balzac's influence mentioned above. This will naturally broaden the scope of inquiry. It is believed that experts in the various modern literatures will be glad to contribute or to further contributions along these lines. We hope to enlist the local cooperation of such men as Coleman, Lovett, Boynton, Schutze, and Northup.

The publication might well be entitled "The University of Chicago Studies in Balzac."

Prospective Budget.

The budget needed to set going and to maintain such an enterprise through a number of years should reasonably allow for the following items: (1) An

overseeing the activities of two of our former students who are on the ground.

Extent of Investigation and Publication Program

The above members will indicate where our interests mainly lie. It would,

however, be greatly to the advantage of all participants to start with the publica-

tion of the excellent and unique "Century of Polish Bibliography," compiled

during the last twenty years by Mr. W. H. Royce of the Central Library, Paris

Book Store, New York City. Mr. Royce has often helped us here; he was the

prime mover in securing the Great Collection, and his bibliography will furnish

an essential basis for any future labors. The monographs on various Polish

phases, particularly the studies of variations in style and technique, from

edition to edition, will continue. It will be well worth while to publish

each of these reports as developed into doctoral dissertations; and the best of

the A. M. dissertations may well be grouped together at intervals into stages

volumes. The present writer hopes ultimately to summarize these results in

a volume called "The Evolution of Polish 'Czasopismo'." About two years

material, it is believed that half a dozen other volumes in the country will

contribute monographs along similar lines.

The second phase of the work will gradually be undertaken. I refer to

the studies of Polish literature mentioned above. This will naturally require

the scope of inquiry. It is believed that experts in the various literary

literatures will be glad to contribute or to further contributions along these

lines. We hope to enlist the local cooperation of such men as Goleman, Jankowski,

Baron, Bielinski, and Kozminski.

The publication will be entitled "The University of Chicago

Studies in Polish."

Interpretive Index

The budget needed to set going and to maintain such an enterprise through

a number of years should reasonably allow for the following items: (1) An

initial expenditure to cover unusual needs in our Balzac library, to get equipment, and to aid in the publication of the first considerable book. (2) Yearly expenditures to ensure (a) the publication of the "Studies in Balzac", appearing probably not at stated intervals but at the rate of two or three a year; (b) the maintenance of an up-to-date Balzac library; (c) the services of a secretary and stenographer; this incumbent shall preferably be writing a monograph on Balzac at the same time. This might be called a "Balzac Scholarship" (d) miscellaneous expenses, including the copying of material abroad.

The figures given below are approximate, and should allow a certain flexibility in their management - i.e., exchanges between the several items.

TABULAR VIEW OF BUDGET

I. Initial Expenditure

\$5,000.00

(Some of this will be held for purchase of rarities, manuscripts, or editions)

II. Yearly Budget

(a) c. \$1,000 for publications

(b) \$200 for Library

(c) \$250 for "Balzac Scholarship"

(d) 50 for miscellaneous items

Total

\$1,500 annually

Conclusion.

Thus, a gift or appropriation of \$35,000 will suffice for this purpose by allowing \$5,000 to start the enterprise and the remainder (\$30,000) as endowment invested at five per cent. It is believed that the results will amply justify the expenditure both as regards scholarly production and in assembling here gradually many students and practitioners of modern fiction. It may be added that the need of suitable meeting place is urgently felt. Possibly a commodious seminar room (which should be as large as an ordinary classroom) could be set aside for our library, our labors, and our meetings.

initial expenditures to cover unusual needs in our library. It is not
 equipment, and to aid in the publication of the first comprehensive book.
 Yearly expenditures to ensure (a) the publication of the "Studies in Science",
 appearing probably not at stated intervals but at the rate of two or three a
 year; (b) the maintenance of an up-to-date Science library; (c) the services of
 a secretary and stenographer; this investment shall probably be within a
 month or two at the same time. This might be called a "Science Scholarship".
 (d) miscellaneous expenses, including the copying of material etc.
 The figures given below are approximate, and should allow a certain
 flexibility in their management - i.e., exchanges between the several items.

TABLE VIEW OF BUDGET

I. Initial Expenditure	II. Yearly Budget
(Some of this will be held for purchase of revisions, manuscripts, or additions)	(a) \$2,000 for publications (b) \$200 for library (c) \$250 for "Science Scholarship" (d) \$50 for miscellaneous items
Total	\$2,500 annually

Conclusion

Thus, a gift or appropriation of \$25,000 will suffice for the purpose
 of affording \$2,500 to start the enterprise and the remainder (\$22,500) as an
 endowment invested at five per cent. It is believed that the funds will not
 justify the expenditure both as regards scientific production and in general
 more gradually any students and practitioners of modern science. It may be
 added that the need of suitable meeting place is presently felt. Yearly a
 committee cannot room (which should be as large as an ordinary classroom)
 could be set aside for our library, our papers, and our needs.

4. Institute in Botany and Agriculture

A great opportunity has come to the Department of Botany to develop a laboratory for fundamental research. Agricultural Colleges all over the country, as well as the United States Department of Agriculture, have joined in pressing this request. These institutions are dealing with the very important problem of food production, which of course is fundamental to the welfare of the whole population. Dependent as they are on legislatures, they are unable to attack the fundamental problems, being compelled to develop practice which legislators can understand. They realize that practice by itself is sterile, and that fundamental research is necessary to develop new and improved practice. As a consequence, they have been sending members of their staff to us to engage in fundamental research. The result is that our space and equipment have become entirely inadequate to meet this demand, and we are compelled to send many such investigators elsewhere. It should be understood that the proposed plan is not concerned with teaching agricultural practice, but rather to investigate the fundamental problems that undergird practice, and the results may then be applied by agricultural colleges.

This opportunity is so great that it should not be neglected. It will mean eventually a revolution in agriculture, and that means a great service to the whole population, especially since the increase in food supply at present is not keeping pace with increase in population.

Not only are we urged to undertake this service because of our previous work, but also because the geographical location of Chicago makes it a peculiarly advantageous location for such work.

To meet the demand, we have planned the necessary greenhouses, with their varied controls, and a research laboratory suitably constructed and equipped. For this expansion an expenditure of about \$1000,000 would be necessary for greenhouses, and about \$50,000 per year for additional expense and salaries.

A recent opportunity has come to the Laboratory of Natural Resources to
conduct a study of the fundamental research. The Laboratory will be able to
try, as well as the United States Department of Agriculture, have raised in
proceeding this report. These institutions are dealing with the very important
problem of food production, which of course is fundamental to the welfare of the
whole population. Department of Agriculture as they are on legislation, they are unable to
attend the fundamental problems, being occupied in dealing with the
legislation now pending. They realize that production by itself is essential,
and that fundamental research is necessary to develop new and improved practices
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in fundamental research. The result is that our space and equipment have become
entirely inadequate to meet this demand, and we are compelled to send many of our
investigative activities. It should be understood that the proposed plan is not
concerned with farming agricultural practice, but rather to investigate the
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is not keeping pace with increase in population.
Not only are we urged to undertake this service because of our previous
work, but also because the geographical location of Chicago makes it a particularly
strategic location for such work.
To meet the demand, we have planned the necessary equipment, with their
various controls, and a research laboratory suitably equipped and equipped.
For this expansion an expenditure of about \$100,000 would be necessary for
equipment, and about \$50,000 per year for additional expense and salaries.

5. Institute in Comparative and Preventive Medicine

The line of development of medicine in the University has been determined largely by interest in the training of practitioners of medicine. Such a line of development of necessity emphasizes those phases of medical science which relate most directly to the diagnosis and treatment of disease in man.

^{Important} Additional phases of medicine, however, which may well claim the attention of the University in its future development are: 1) Comparative Medicine, dealing with disease as it may be observed in all species of life, both plant and animal; and 2) Preventive Medicine, with its consideration of disease primarily from the point of view of its prevention rather than cure.

Instruction in such lines would be of subsidiary importance, but the establishment of an institute for intensive investigation in these fields is in accord with the purposes of the University as a center of research. Tentative plans for such development are in preparation and unusual opportunity is afforded to closely correlate such an institute with the existing departments of science.

6. Institute in Zoology

The Commission recommends the establishment of a Research Institute in Zoology as a necessary supplement to the Institute in Botany and Agriculture and the Institute in Comparative and Preventive Medicine. Such an institute in Zoology would naturally attack first fundamental researches in the physiology of reproduction, the biology of sex, the physiology of development, and experimental evolution in its various aspects, ecological, genetic, and experimental. These fields constitute our body of knowledge of the development of the individual and of the race. The development of the individual is a chapter in the evolution of the race. Heredity is the repetition of individual development. What we would like to make clear is that no one of these subjects can be studied with greatest profit by itself; indeed no well educated investigator attempts to do so at the present time.

5. Institute in Comparative and Preventive Medicine

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6. Institute in Zoology

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The practical application of this field is to the human society of the future. Two generations of investigators have been engaged in amassing the materials of genetic biology, with but little thought, save in isolated instances like that of Galton, of the human value of the knowledge. We have now arrived at the place where the various lines of investigation may be drawn together into clearly defined programs. The future of human society depends on the preservation of individual health and its extension into the field of public health; but it depends no less on social health, that is the biological composition of the population. We are at a turning point in the history of human society; the age of dispersion and differentiation of races is past. The era of universal contact and amalgamation has come. Moreover, the populations press on their borders everywhere, and also, unfortunately, the best stock biologically is not everywhere the most rapidly breeding stock. The political and social problems involved are fundamentally problems of genetic biology.

This program must be associated with facilities for adequate environmental control, and include the whole field of animal ecology, in order that the evolutionary process in its widest extent may receive analytic experimental treatment. The equipment for such work would involve biophysical and biochemical laboratory rooms and appliances.

The Whitman Laboratory of Experimental Zoology makes a beginning along these lines that will satisfy the production capacity of the Department of Zoology for perhaps several years. For next year (1925-26) it will have a grant of \$10,300.00 from the Sex Research Committee of the National Research Council in addition to certain funds supplied by the University for operating expenses. It must, however, be realized that the above provisions constitute only a beginning. The need of an additional laboratory building with more adequate appliances for control of factors of the environment, such as temperature, humidity, barometric pressure and light is already clearly foreseen; this proposed building should also have some of the provisions of a chemical and of

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future. Two generations of investigators have been engaged in working the

materials of genetic biology, with but little thought, save in isolated instances

like that of Galton, of the human value of the knowledge. We have now arrived

at the place where the various lines of investigation may be drawn together into

clearly defined programs. The future of human society depends on the progress

of individual health and the extension into the field of genetic biology

but at present we lack an overall health, that in the scientific composition of

the population. We are at a turning point in the history of human society; the

age of discovery and differentiation of races is past. The era of adjustment

and adaptation has come. Moreover, the population grows on itself

and everywhere, and also, unfortunately, the best scientific knowledge is not

everywhere the most rapidly increasing stock. The political and social problems

involved are fundamentally problems of genetic biology.

This program must be associated with facilities for adequate environmental

control, and include the whole field of human biology, to include the

evolutionary process in its widest extent and require analysis experimental

equipment. The equipment for such work would include physiological and bi-

chemical laboratory room and appliances.

The National Institute of Experimental Biology makes a beginning along

these lines that will surely be the greatest benefit of the program of

biology for perhaps several years. For next year (1935-36) it will have a

of \$10,000.00 from the National Research Council of the National Academy of

to addition to certain funds supplied by the University of California.

It must, however, be realized that the above estimates constitute only a begin-

ning. The need of an additional laboratory building with more shops

apartments for control of factors of the environment, such as temperature,

humidity, barometric pressure and light is already clearly apparent; and

proposed building should also have some of the equipment of a chemical and

a physical laboratory, which need not be specified at this time. Additional animal houses, aquaria and ponds should also be included in provisions for future development. Half of the block on which the Whitman Laboratory is placed should be reserved immediately for future development of Zoology; indeed it would be wise to set aside the entire block in order to avoid the necessity, that will surely arise in the future, of having buildings and grounds for the development of zoological sciences in locations even more widely separated than at present. It would be more desirable some time in the future to move the entire Department to this site.

7. Institute in Physiology

The alimentary canal plays a fundamental role in health and disease of man and animals. There are practically no disorders anywhere in the human body that are not reflected in or aggravated by changes in the motility, secretion or absorption from the alimentary tract. Yet many of the factors and mechanisms involved in the physiology and pathology of the alimentary tract are still only partly known or completely unknown. This applied particularly to the factors that govern the permeability of the lining of the alimentary tract and the changes of this permeability as a result of disease (thus aggravating diseases), or actually causing disease. For the last fifteen years our laboratory has concentrated its research mainly on this broad aspect, and progress has been made in several directions, notably -

1. Control and variations in motility of the alimentary canal.
2. The role of the visceral nervous system.
3. The mechanisms and variations in digestive secretions in health and disease.
4. The nature and control of hunger in health and disease.
5. The nature of the toxemia of intestinal obstruction.
6. The mechanisms of control of visceral pains, particularly the pains of gastric and duodenal ulcers.

a physical laboratory, which need not be specified at this time. Additional
 animal houses, kennels and ponds should also be included in the plans for future
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5. The nature of the dynamic of intestinal absorption.
6. The mechanism of control of visceral pain, particularly the pains of gastric and duodenal ulcers.

7. The role of the alimentary canal in deficiency diseases.
8. The role of the alimentary canal in tetany, convulsions and epilepsy.
9. The role of the alimentary canal and diets, in normal functions and in disorders of the endocrine glands.
10. Factors controlling the absorption of botulinus toxins from the alimentary canal.
11. Hunger Edema.
12. After effects of fasting.

We have not made as rapid progress as could have been made in these and allied problems because of lack of space, of staff, and of funds. Some of this work should have been done on monkeys, but we have had no funds that we could devote to that group. With the construction of the new building for the physiology group ample space will be provided for many years, but in some cases long time observations, or so-called chronic experiments on animals, are necessary and this phase could be more advantageously carried out in a branch of the Institute or biological research station located in the country, or at least outside of the built-up or crowded parts of the city.

The factors that are still lacking are funds both for a somewhat increased staff and for the release of some of the men on the staff from time to time to devote their entire time to the prosecution of the research. The above research program involves, from necessity, cooperation, especially with bio-chemistry, bacteriology, pathology, and internal medicine. We have had such cooperation in the past and are assured of it in the future, especially with the development of a university department of medicine under Dr. McLean.

At present our first Seymour Coman Fellow, Dr. Palmer, is working (his entire time) on gastric and duodenal ulcer problems at Cook County Hospital.

7. The role of the alimentary canal in deficiency diseases.
8. The role of the alimentary canal in normal, compensatory and
9. The role of the alimentary canal and blood, in normal functions
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10. Factors controlling the absorption of proteins from
- the alimentary canal.

11. Hunger States.
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At present our first Seymour Greenman Fellow, Dr. Palmer, is working (this entire time) on gastric and duodenal ulcer problems at Cook County Hospital.

If this program, because of its scientific and practical importance and because of published results so far achieved, should appeal to men or institutions with means to further the work financially, that is, provide funds for the establishment of what would be the first Institute of Physiology in the United States, a detailed budget will be submitted.

It was further deemed of its expediency and propriety that
because of limited results as far as the subject of the
above was concerned to further the work of the
the establishment of the first branch of the
United States, a resolution was adopted.

R E P O R T

O F T H E C O M M I S S I O N
O N T H E G R A D U A T E S C H O O L S
O F T H E U N I V E R S I T Y O F C H I C A G O .

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June 12, 1925.

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

Wilbur E. Post,

Chairman

Gordon J. Laing,

Vice-chairman

Edith Abbott,

William Scott Bond,

Henry G. Gale,

C. Judson Herrick,

Charles H. Judd,

Frank R. Lillie,

Franklin C. McLean,

John M. Manly,

Leon C. Marshall,

William A. Nitze,

Edward L. Ryerson, Jr.,

James W. Thompson.

POLICY OF THE UNIVERSITY

Policy of a university.

The policy of an institution is determined by its aims, and the proper aim of a university is to increase and to impart knowledge -- for its own sake and for the sake of mankind.

A university increases knowledge through research, and it imparts knowledge through teaching. The two activities are related in the respect that the university disseminates by teaching the results that have been acquired by research. The quest of truth begets the desire to have others share in its possession and partake of its liberating power. A subject may be studied to further its own advancement - in this regard the university stands for research; or it may be studied for the enlightenment of him who studies it - in this regard the university stands for teaching. It is characteristic of a university that the two activities overlap and intertwine, and that they thus in practice aid and stimulate one another. In a university all branches of knowledge are brought into relationship, and especially is it of value that, while teaching is guided by the materials and methods furnished by research, teaching may bring to light problems which in turn are made the object of research. In recognizing these interrelations and providing for them in a single institution, a university secures advantages which are lost when any single type of intellectual effort is carried on in isolation.

If, then, it is the duty of a university to provide teaching, its prime and essential function is to carry on research. In short, research is the keystone of the real university. In the words of President Burton: "Research is the use of human curiosity for the purpose of enlarging the field of human knowledge in the interest of human progress."

Policy of a University

The policy of an institution is determined by its aims, and the proper

aim of a university is to advance and to impart knowledge -- for this aim

is the aim for the policy of a university.

A university is an institution through research, and its function

is to advance knowledge through research. The two activities are related in the respect

that the university is concerned by teaching the results that have been

obtained by research. The policy of a university is to have others share

in its possession and practice of the knowledge that it has gained.

It is this that is the aim of a university -- to advance and to impart knowledge.

The university is not a place for the education of the young, but a place for

the advancement of knowledge. It is concerned with the advancement of knowledge

and with the advancement of knowledge through research, and that is its

aim. It is not a place for the education of the young, but a place for

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and with the advancement of knowledge through research, and that is its

As applied to the University of Chicago

From its beginning more than thirty-two years ago, the University of Chicago has sought to embody this ideal. It was the untiring effort and the signal achievement of President William R. Harper to establish the foundations leading to the ultimate realization of this goal. With the insight of genius, he knew that a great university is composed primarily of men, each of whom is engaged, in his own field of knowledge, in extending and deepening our grasp of the truth. His successor, President Judson, aimed above all to strengthen and solidify the foundations thus laid. And it is significant that during his administration the motto was finally adopted which so strikingly illustrates the purpose that the founders of the University had in mind: Crescit in Scientia; Vita Excolatur - "Let knowledge grow from more to more, and so be human life enriched."

Special province of Chicago.

With all of this, the present Commission on the Graduate Schools is in hearty accord. The members are agreed that situated as the University is, at the head of the Mississippi Valley, in the centre of the United States, and supported by private endowments, it has a special opportunity and obligations which differentiate it at once from the state universities surrounding it. While their activities are governed to some degree by particular duties they owe to their respective states - in furthering the technical, industrial, and agricultural interests of those states - the University of Chicago has greater freedom to pursue knowledge for its own sake. By deliberately refraining from competition with these institutions, it is able to supplement their work in many ways. All problems are open to it for investigation, and what the state universities are unable to take up, because their energies are so largely devoted to the field of practical application, the University of Chicago is free to undertake and develop.

as reported to the University of Chicago

from the University of Chicago and the University of

Chicago has sought to establish this school. It was the intention of

the original intention of President William R. Harper to establish the school

along leading to the objective realization of the goal. With the passing

of years, he knew that such a university is composed primarily of men, each

of whom is engaged, in his own field of knowledge, in extending and deepening

our grasp of the truth. His conscience, his intellect, and his heart all

to strengthen and to help the foundations that hold. And in the significant

that during his administration on the subject was finally decided which no

strikingly illustrated the purpose that the founders of the University had

in mind: to secure an education for humanity - "for knowledge grows from

man to man, and as he grows this enriched."

Special University of Chicago

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to supplement their work in many ways. All problems are open to it for

investigation, and what the state universities are unable to take up, because

their energies are so largely devoted to the field of practical application,

the University of Chicago is free to undertake and develop.

The Commission holds that, by maintaining the highest standards of research the University is doing a real service not only to the territory in which it is placed but also to the nation and to the world. And this service, the Commission thinks, will best be performed if the University frankly admits certain limitations to its scope.

Suggested limitations.

As a first step in this direction, it will doubtless be agreed on all sides that a limitation of professional training to the schools already established in the University is wise.

As a second general principle, it seems equally wise for the University to develop its program of teaching in the direction of better methods rather than in the direction of accepting responsibility for large bodies of students. The rise of junior colleges in all the large municipalities is due to the fact that the national demand for teaching institutions has far outrun the resources of the centralized colleges. This does not argue that college teaching should be abandoned, but it does dictate a policy of adjustment which will guarantee a high grade of college teaching, so far as it is provided, and at the same time make quite certain that the resources of the University are not absorbed in the futile effort to compete numerically with the other private or public educational institutions.

Finally, it is desirable for the University to adopt a fiscal policy which will make the Junior College self-supporting in order to avoid internal competition between elementary collegiate activities and the research activities that constitute the University's chief obligation.

The action of the Senate.

In setting forth the principles stated above, the Commission has been guided by a recent pronouncement of the University Senate. When, on December 11,

The Commission holds that, by maintaining the highest standards of research the University is doing a real service not only to the country in which it is placed but also to the nation and to the world. And this service, the Commission thinks, will best be performed if the University freely admits certain limitations to its scope.

Unrestricted Limitations

In a formal sense in this direction, it will be possible to proceed on all those lines that a limitation of professional training to the schools already established in the University is wise. As a second general principle, it seems equally wise for the University to develop its program of research in the direction of better methods rather than in the direction of accepting responsibility for large bodies of students. The time of junior colleges in all the large municipalities is due for the time that the national demand for teaching institutions has far outstripped the resources of the centralized colleges. This does not argue that college teaching should be abandoned, but it does indicate a policy of adjustment which will guarantee a high grade of college teaching, so far as it is provided, and at the same time make quite certain that the resources of the University are not absorbed in the futile effort to compete numerically with the other private or public educational institutions.

Finally, it is desirable for the University to adopt a fiscal policy which will make the Junior College self-supporting in order to avoid internal competition between elementary colleges, colleges, colleges and the research activities that constitute the University's chief distinction.

The setting of the Senate

In setting forth the principles stated above, the Commission has been guided by a recent statement of the University Senate. When, on December 11

1924, The Senate was asked by President Burton to declare itself on the future policy of the University, it unanimously adopted the following motion:

Resolved that the Senate of the University of Chicago is convinced that present conditions in this country indicate that this University would perform its highest service by continuing and developing its historic policy of laying the chief emphasis upon the encouragement of research and graduate work in the various fields of knowledge.

And further:

that the Senate believes that in the advertisement of the needs of the University the emphasis should be put upon the intensive development of graduate work.

The mandate expressed in the above words seems to us singularly clear.

We have tried to incorporate their spirit in the following report. They mean, as we understand them, that the policy of the University is to be determined by the encouragement and advancement of research and graduate work. This we shall regard as the prime function of the University, and the program which we offer, together with such changes and additions as we shall suggest, will be in harmony with this point of view.

But in taking research and graduate work to be the chief aim of the University, we do not wish to imply that it is to be considered the sole aim.

[The major part of the work of the graduate schools is concerned with the training of students for the various professions, including also teachers for university college and school positions. In accordance with the principles outlined above, it will be our purpose to keep this important aim constantly in mind in drawing up the Commission's report.] At the same time, by subordinating this aim to that of research, we hope to hasten the day when more and more graduates of the University will be leaders in their professions, capable of directing others into new fields of investigation.

Lastly, the Commission realizes that there may be differences of approach and of treatment as regards the separate departments of study which the University represents. In some cases the imponderables may count for more,

1924. The Senate was asked by President Burton to decide itself on the future policy of the University. It unanimously adopted the following motion:

Resolved that the Senate of the University of Chicago in connection with persons connected with this country indicate that this University would retain its highest service by continuing and developing the historic policy of laying the chief emphasis upon the encouragement of research and graduate work in the various fields of knowledge.

And further: That the Senate believe that in the preservation of the needs of the University the emphasis should be put upon the historic development of graduate work.

The motion expressed in the above words seemed to me entirely clear. We have tried to incorporate that spirit in the following report. They mean as we understand them, that the policy of the University is to be determined by the encouragement and advancement of research and graduate work. This we shall report as the prime function of the University, and the program which we offer, together with such changes and additions as we shall suggest, will be in harmony with this point of view.

But in taking research and graduate work to be the chief aim of the University, we do not wish to imply that it is to be neglected the other aim. The major part of the work of the graduate schools is concerned with the training of students for the various professions, including also teachers for university colleges and school positions. In accordance with this principle outlined above, it will be our purpose to keep this important aim constantly in mind in drawing up the Commission's report. It has been our aim in expounding this aim to that of research, to hope to know the day when more and more graduates of the University will be leaders in their professions, capable of directing others into new fields of investigation. Lastly, the Commission realized that there are no ill-effects of research and of treatment in regard to the various departments of study which the University represents. It was aware that the knowledge has been gained for more

and concrete facts for less.

If the foregoing arguments are accepted, it is proper to sum up in a concrete way the practical steps which the adoption of the above policy will involve:

(1) The Junior College should be put on a budget entirely independent of the other divisions of the University. Its student body should be selected so as to include only those of serious purpose.

(2) The Senior College should be organized in the closest relation to the graduate and professional schools. The student body should be a selected one, and coherence and continuity should be emphasized in courses and groups of courses leading to honors.

(3) Graduate courses should be organized primarily for the purpose of fostering research.

(4) Provision should be made for research institutes, which will make it possible - as the demands of investigations dictate - to provide members of the University faculties and other competent scholars with the maintenance and equipment necessary for concentration on original investigation.

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If the foregoing arguments are accepted, it is proper to sum up in a concrete way the practical steps which the adoption of the above policy will involve:

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- (2) The Senior College should be organized in the classes related to graduate and professional schools. The student body should be a selected one, and coherence and continuity should be emphasized in courses and groups of courses leading to honors.
- (3) Graduate courses should be organized primarily for the purpose of fostering research.
- (4) Provision should be made for research institutes, which will make it possible - as the demands of investigations increase - to provide members of the University faculty and other competent scholars with the maintenance and equipment necessary for concentration on original investigation.

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

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

~~3. Institute in Language and Literature~~

Plans for Research in the English Language and Literature
I (1) A Dictionary of the English Language in America.

Aim and Scope.

Dr. William A/ Craigie, Professor of Anglo-Saxon in the University of Oxford and Editor-in-Chief of the Oxford English Dictionary, has accepted a call to the University of Chicago, ^{and} in October, 1925, will begin his work in the University. The principal aim of the University in calling Professor Craigie was to stimulate interest in America in the history of the English language and to promote research in that field. With this end in view, it was decided to undertake the preparation and publication of a dictionary of English in America, showing the contributions that had been made in America to the development of the language, both in its colloquial and its literary aspects, from the earliest English settlements in the country down to the present time. Both Professor

the fundamental problems of government are not primarily political in character, but are problems of human nature underlying various forms of political organization. Thus the problem of political education is not peculiar to any society. The training of public personnel runs through all types of government. The problems of political leadership, parties, public opinion, popular control, and many other lines of the social and the international. As we go further into the psychological and biological bases of politics, we shall perceive that the psychological divisions are less important than the political ones and differences of political human nature. In other words, the traditional lines of the study of government have been faulty, and have tended to emphasize divisions which modern research in politics will probably not perpetuate. There are some of the reasons why a unified political research seems to be desirable, and why the investigation of geographical types of politics is likely to be less satisfactory.

3. Institute in Language and Literature (i) A Dictionary of the English Language in America

Dr. William A. Craigie, Professor of Anglo-Saxon in the University of Oxford and Editor-in-Chief of the Oxford English Dictionary, has received a call to the University of Chicago, and in October, 1925, will begin his work in the University. The principal aim of the University in asking him to leave Oxford was to stimulate interest in America in the history of the English language and to provide research in that field. With this end in view, it was decided to undertake the preparation and publication of a Dictionary of English in America, showing the origin and development of the language in America, and the history of the language, both in the old world and the new. The project is to be a dictionary of the English language in the country from the present time back to the earliest period.

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

General Plan of Work.

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

The University's Contribution.

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

Gracie and Professor Galt are confident that these contributions are more varied, more numerous, and more important than is generally believed. Such a dictionary project, under the direction of Professor Gracie, the best experienced and competent man in the world in this field, would not only be a valuable working tool for the scholar, but an important contribution to the history of culture in America. It is believed that the University of Chicago may well regard it as one of the great educational foundations of the century for all in carrying out this project.

General Plan of Work

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

The University's Contribution

For the purpose of carrying out this plan, the University will provide the editorial services of Professor Gracie in full and Professor Hilbert in part. In cooperation with such cooperation from Professor Galt as may be necessary. It will also provide adequate quarters for carrying on the work, and the large equipment of professional books and scientific apparatus for editorial purposes. In this connection it may be stated that the resources of the University Library

reference books
 will be supplemented by the ~~volumes~~ which Professor Craigie himself has collected for use in his work on the Oxford Dictionary. The University will also allow and encourage fellows and other graduate students in the Department of English to take part in the work.

Financial Aid Requested

The University requests financial aid for the following purposes:

Salary of research assistant.....	\$3,000
Stipends of two research fellows at \$1,000 each.....	\$2,000
Office supplies, including slips of uniform size and quality to be furnished to readers.....	\$1,000
Appropriation for purchase of books not otherwise accessible, and for photostats of unpublished material.....	\$2,000
Total annual appropriation.....	\$8,000

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

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

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

While the University has large collections of American publications -- both books and periodicals -- it may be necessary to purchase ^{a few} ~~some~~ volumes

[illegible]

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which it does not possess and to make photostatic reproductions of rare volumes which cannot be purchased, and of important collections of a private nature, such as diaries and letters, which are of the utmost importance for exhibiting the history of words and usages before they appear in formal print.

II (2) Proposal for Study of American Speech

Aim.

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

Methods.

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

Equipment.

The following equipment is necessary:

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

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

(c) A room to house the machine, ^s records and the card collections. This

which is done by passing, and to make photographs of more
 volumes which would be purchased and of various collections of a private
 nature, such as libraries and letters, which are of the same importance for
 exhibiting the history of letters and writers before they appear in formal print.
 (2) Proposal for study of American speech

III

The purpose of this project is to make collections of data on American
 speech, at such a time and in such a form as will result ultimately in a com-
 plete survey of our language. This involves observation and recording of
 phonetic details of pronunciation, meaning of words, vocabulary, grammar (syntax
 and syntax), and as far as possible the relationship between the individual and what
 is generally collected and to determine, as far as possible, the conditions
 of the latter.

Methods

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

Equipment

- The following equipment is necessary:
- (1) Recording apparatus and materials for the making of records. At
 least one machine will suffice; later more will be needed, so that it will
 be possible to find a machine for a student who is interested in the speech
 of a particular dialect.
 - (2) Cabinets for speech records, and for linguistic notes.
 - (3) A room to house the machine, records and the linguistic notes.

Such a room is

room should contain desks (with drawers) for eight or ten students. ~~It should~~
provided for in Wieboldt Hall,
 be adjacent to the ~~seminar-rooms used by Mr. Manly and Mr. Craigie.~~
work rooms planned for

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

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

III (3) Chaucer Project

1) Aim and scope.

a. The text of the Canterbury Tales.

In 1868 the Chaucer Society was founded in London by the late Dr. F. J. Furnivall for the collection and publication of materials illustrating the life and work of Chaucer and the diplomatic reprint of a sufficient number of manuscripts to furnish the basis of a critical text. Our knowledge and appreciation of Chaucer, and our understanding of the age in which he lived were completely transformed by the work of the Chaucer Society. But the death of Dr. Furnivall in 1910 unfortunately resulted in the cessation of the activity of the Society before its work was completed. *and when only eight MSS of the Canterbury Tales had been printed* Professor Manly has long felt *believed* that a critical text is possible only on the basis of a study of all the extant manuscripts. *As it is clearly impossible to print all of the 72 extant MSS,* Professor Manly conceived the plan of procuring photostatic copies of them ~~all~~. In January of the present year the Trustees of the University of Chicago voted to advance ten thousand dollars for *this purpose* procuring photostatic copies of ~~the entire~~ all the extant manuscripts of the Canterbury Tales to serve as the basis for the preparation of a critical text of this Chaucer's most extensive and most important work. Miss Rickert, Associate Professor in the Department of English, who was visiting England during the winter quarter, was commissioned to negotiate for permission to secure copies of ~~all~~ the manuscripts. The task was difficult, involving as it did not only manuscripts in public libraries but also a number in private hands. Miss Rickert was, however, so fortunate as to secure the enthusiastic cooperation of Sir William

room should contain books (with drawers) for at least one student. It should
be at least 100 sq. ft. and have a sink, stove, refrigerator, and a window.

(4) Books--all important works on English literature and the history of
American literature (including English literature, American literature, and English literature).

(5) Maps and possibly diagrams of material of each course.
(6) Maps and possibly diagrams of material of each course.

1. General Library

1) Aids and maps.

2. The text of the General Library

In 1900 the General Library was founded in London by the late Dr. J. W.
Thomson for the collection and publication of material illustrating the life
and work of Emerson and the Transcendental movement as a whole.

Manuscripts to furnish the basis of a critical text. Our knowledge and appreciation
of Emerson, and our understanding of the age in which he lived were

completely transformed by the work of the General Library. But the death of
Dr. Thomson in 1900 unfortunately resulted in the cessation of the activity

of the Society before the work was completed. Professor Henry has long felt
that a critical text is possible only on the basis of a study of all the ex-

tant manuscripts. Professor Henry conceived the plan of preparing photographic
copies of them all. In January of the present year the trustees of the Library

at Chicago voted to advance for the purpose of preparing photo-
graphic copies of the manuscripts all the extent manuscripts of the Transcendental Library

to serve as the basis for the preparation of a critical text of the General
Library and now Professor Henry, who is visiting England during the winter quarter,

was commissioned to negotiate for permission to secure copies of all the
manuscripts. The task was difficult, involving as it did not only manuscripts

in public libraries but also a number in private hands. The library was
however, so fortunate as to secure the enthusiastic cooperation of Sir William

McCormick, Chairman of His Majesty's Commission on University Grants, and Sir Frederick Kenyon, Chief Librarian of the British Museum. Through their good offices she ~~has already~~ succeeded in obtaining copies of 66 of the 72 extant manuscripts, and we have reasonable hope of securing copies of the other six. These photostatic copies are now being assembled at the University of Chicago, and in the autumn Professor Manly will begin work upon the critical text with a seminar of graduate students and with the cooperation of Professors Hulbert and Rickert. This is believed to be the first time in the history of the world that photographic copies of so large a number of manuscripts have been assembled for the purpose of forming a critical text of any work of literature. The advantages of basing a text upon the manuscripts themselves rather than upon mere collations are obvious, and it is believed that the photographic copies will be the practical equivalents of the original texts. The binding expert of the British Museum has kindly offered to make a careful study of the physical formation of each codex, thus supplying the one item of information about the manuscripts which would not be obtainable from the photographic copies.

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b. Revision of the Life Records.

One of the most important undertakings of the Chaucer Society was the collection from the ^{of the British Government} government records and other original sources of the extant material concerning the life of Chaucer and his career as poet and government official. The results of this ^{see} investigation, originally published in various periodicals, were assembled in four volumes known as The Life Records. Scholars rely upon these volumes for the facts of Chaucer's life and career, and as a rule are under the impression that all ^{important} ~~the~~ pertinent notices of him have been discovered and published. Professor Manly's recent success in discovering evidence as to the probable originals of the Canterbury pilgrims has brought with it a recognition of the fact that we are very far from being in possession of all the pertinent facts concerning Chaucer and his circle of friends and acquaintances.

and that important light will be thrown upon his work as an artist and upon the times in which he lived by further investigation of the sources of original information. This opinion is confirmed by a passage in a letter from R. E. G. Kirk, Esq. of the Public Record Office, the editor of the most important volume of The Life Records. As late as September 19, 1908, Mr. Kirk wrote to Mr. Redstone, who had recently published important new finds: "I am much obliged for your letter of the seventeenth and for your remarks on my contributions to the early history of the Chaucer family, but I did not go fully into the matter, being content with such records as readily turned up."

Careful investigation shows that there are vast collections of documents of the first importance for the illustration of Chaucer's life and career which have never been investigated. Canon Westlake of Westminster Abbey, in a recent letter to Professor Manly says: "We have at the Abbey a vast collection of documents from A. D. 693 onwards of which 57,000 have so far been calendared." The Records of the City of London preserved at the Guild-hall are of incalculable value, and only a small part of them has been investigated. The Archives of St. Paul's and the Library of Lambeth Palace are also extremely rich in documents that have not been examined, and the Public Record Office itself contains many important classes of documents, including portions of the household books of the royal family, which will undoubtedly yield a rich harvest. Interest in our Chaucer researches has been expressed by Canon Westlake of Westminster Abbey, Mr. Thomas, Custodian of the Archives at Guildhall, and Mr. Jenkinson of the Public Record Office, and all have indicated their readiness to aid us in every possible way. Mr. Vincent Redstone, who worked out the origin of Chaucer's family and is probably more familiar with the character and scope of Chaucer records than any other living man, has put at our disposal the results of his research for the past twenty years. These documents are now being copied for us, and will soon be edited and published in *Modern Philology*

and every document which will be known when the work on an article and upon
the time in which he lived by further investigation of the sources of original
information. This opinion is confirmed by a passage in a letter from Mr. H. B.
Kirk, Esq., of the Public Record Office, the editor of the new edition volume
of the *Rolls*. He writes on September 12, 1900; Mr. Kirk writes to Mr.
Baker, who had recently published important new facts: "I am much obliged
for your letter of the 28th inst. and for your promise on re-consideration
to the early history of the Charter family, but I did not so fully take the
matter, being content with such records as readily turned up."

Further investigation shows that there are very collections of documents
at the first instance for the illustration of Chaucer's life and career
which have never been investigated. Given the fact of Westminster Abbey, in a
recent letter the Professor thinks that "the name of the Abbey a very collection
of documents from A. D. 675 onwards at which 12,000 have so far been collected."
The records of the City of London preserved at the Guildhall are of some
valuable value, and only a small part of them has been investigated. The
Archives of St. Paul's and the Library of Lambeth Palace are also extremely
rich in documents that have not been examined, and the Public Record Office
itself contains many important classes of documents, including portions of the
manuscript books of the royal family, which will undoubtedly be a rich
source. Interest in our Chaucer researches has been awakened by the
publication of *Westminster Abbey*, Mr. Thomas, Custodian of the records at St. Paul's
Hall, and Mr. Johnston of the Public Record Office, and all have indicated
their readiness to aid us in every possible way. The *Westminster Abbey*, who
worked out the origin of Chaucer's family and its probably more familiar with
the character and scope of Chaucer's work than any other living man, has
at our disposal the results of his research for the past twenty years. These
documents are now being sorted for us, and will soon be edited and published

W. H. D. R. 1901

All indications point to the need for a revision of the "Life Record" and to the practical certainty of a flood of new light upon the career of Chaucer and his relations to his contemporaries.

c. Illustration of the Life of England in the Time of Chaucer.

From a study of deeds, coroner's rolls, and other documents, it is clearly possible to make an exact map of the city of London in the time of Chaucer and to reconstruct a picture of the official and economic life of the fourteenth century richer and more accurate than we as yet possess. The unexploited material available for these purposes is beyond belief. The value of reconstructing the physical and spiritual features of so important a background of human history can scarcely be exaggerated. Workers are eager to enter the field. We have now at the University of Chicago one graduate student who is attempting to carry out this task so far as it is possible with the use of published materials, and another who is studying the career and work of Thomas Usk, author of The Testament of Love, long ascribed to Chaucer, and one of the principal figures in that conflict between the City Companies which Bishop Stubbs characterized as possessing "the importance of a constitutional episode."

2) Practical Details

Financial Aid Requested

a. The Text of the Canterbury Tales.

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

Tr. to
p 29

cannot be so secured, they feel that the importance of the undertaking will reward them for the expenditure.

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

Financial Aid Requested underline
B. Revision of Life Records. *underline just under*

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

Salaries of two research workers experienced in record research at \$1200 each.....	\$2400
Stipends of two research fellows, adequately trained to read the records at \$1500 each.....	\$3000
Appropriation for incidental assistance rendered in connection with the records.....	\$1000
Appropriation for photostatic copies of important documents.....	<u>\$1600</u>
Total annual appropriation.....	\$8000

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

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

Canon Westlake of Westminster Abbey, Mr. A. H. Thomas, Custodian of the Archives of Guildhall, and Mr. Jenkinson of the Public Record Office have all indicated their willingness to aid in this work and to supervise the work of any well-trained students we may put under their care, but it may occasionally be necessary to pay for special assistance and training.

cannot be as secured, they feel that the importance of the undertaking will
reward them for the expenditure.

The cost of the photostatic copies will certainly not equal the original
estimate of \$10,000. It now seems probable that \$4,000 or \$5,000 will pay all

4. Survey of Life Records

This is a task too great to be carried out independently, and the present
is a successful conclusion only by careful organization and the participation
of a number of trained writers. It is believed that the following annual budget
would in ten years accomplish the work.

Salaries of two research workers experienced in	\$10,000
Research research of \$1000 each	20,000
Salaries of two research fellows, moderately	\$10,000
Trained to read the records of \$1000 each	20,000
Appropriation for incidental expenses	\$1,000
Remained in connection with the records	2,000
Appropriation for photostatic copies of	\$1,000
Important documents	1,000
Total annual expenditures	\$48,000

We have good reason to believe that the services of Mr. Vincent Robinson,
whose experience and equipment are not found elsewhere, could be secured for \$10,000
a year. Mr. Robinson, a retired schoolmaster, is an enthusiast in this work
and would gladly give his services for a mere living wage. Twelve hundred dollars
is approximately the amount earned annually by a trained writer in the records.
It is believed that the original of letters received by him should be
not less than \$1,000.

James Watson of Manchester Abbey, Mr. A. H. Thomas, Director of the
archives of Cambridge, and the Librarian of the Public Record Office have all
indicated their willingness to aid in this work and to undertake the work of
well-trained students we may put under their care, but it may occasionally be
necessary to pay for special assistance and training.

Professor Manly and Professor Rickert are both under contract to teach ^{six months} each year in the University. They would be willing without compensation to devote the other six months each year to working in the records in England and directing and supervising the work of the assistants and fellows. The training at the University of Chicago and the practice work in the English archives would, it is believed, constitute a research training of the highest value to students, and would result in greatly enriching our knowledge of one of the most important figures in English literature and one of the most important epochs in English social history.

admit 6. Illustration of the Life of England in the Time of Chaucer.

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

End (4). Arthurian Romances

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

I. Importance and Scope of the Work.

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

Professor Smith and Professor Brown are both under contract to teach each year in the University. They would be willing without compensation to devote the other six months each year to working in the records in England and Scotland and supervising the work of the assistants and fellows. The training of the University of Chicago and the research work in the English archives would be in England, especially a research training of the highest value to students, and would result in greatly expanding our knowledge of one of the most important literary figures in English literature and one of the most important epochs in English social history.

4. The University of Chicago in the Field of English Literature

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

(5) American Literature

The following project is connected with the publication of papers and works in American literature that have not yet been published in adequate form with the necessary critical and artistic commentary.

1. The Manuscript and Source of the Text

Everybody knows the beauty and fascination of the stories of King Arthur and the Round Table. The people, however, realize the importance of these tales for an understanding of the history and civilization of the twelfth and thirteenth centuries. This was the "Arthurian" period of medieval European literature, when attention was first directed to the part played by it in the form of "romance" or "novels" and when, for the first time, French literature came to have an extensive influence on European culture in general.

COMMITTEE ON THE GRADUATE SCHOOLS

AGENDA

February 26, 1924

1. A separate budget for the Graduate Schools.
2. Method of admission to the Graduate Schools.
3. Appointment of professors or instructors in the Graduate Schools or in the Colleges.
4. The unit of work for a professor in the Graduate Schools and for a professor in the Colleges.
5. Possibility of drawing a sharp-dividing line between Senior College courses and Graduate courses.
6. The Master's degree:
 - (1) The question of retaining the thesis.
 - (2) The desirability of a modern language requirement.
 - (3) The possibility of using for the Master's degree only such courses as are exclusively graduate courses.
 - (4) The question of substituting for regular courses a series of courses of independent reading under the direction of a professor.
 - (5) The question of doing away with course examinations and giving only one comprehensive examination (written and oral) for the degree.
 - (6) The amount of work (in addition to the thesis, if required) for the Master's degree: three quarters of residence work in addition to the University of Chicago principal sequence or its equivalent.
7. The Doctor's degree:
 - (1) The foreign language requirement.

AGENDA

February 28, 1924

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- (5) The question of doing away with course examinations and giving only one comprehensive examination (written and oral) for the degree.
- (6) The amount of work (in addition to the thesis, if required) for the Master's degree: three quarters of residence work in addition to the University of Chicago principal sequence or its equivalent.

7. The Doctor's degree:

- (1) The foreign language requirement.

- (2) The abolition of course examinations and the institution of two comprehensive examinations (one at the end of the first or second year; the other before the granting of the degree).
- (3) The possibility of substituting some courses of assigned reading for some of the regular courses.

8. A Men's Graduate Club.

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

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

8. A Men's Graduate Club.

Report on Social Life of Graduate Students.

Intellectual growth depends not only upon academic conditions but upon the social environment as well. It is a proper function of the University to provide as essential elements in the life of its graduate students such agencies as will contribute to the development of the broader culture that comes not only from books but from social intercourse, from measuring oneself in association with one's fellow-students. In particular graduate students need opportunities for free informal discussion among themselves and with members of the faculties.

The development of cultural interests through the fostering of social relations among graduate students may be encouraged in some measure by the organization of departmental clubs and small "discussion groups." But convenient and comfortable meeting-places are necessary for such groups and this need the University should meet (1) by providing a graduate clubhouse for graduate men and women and (2) by setting aside certain halls of residence for the exclusive use of graduate students.

1. THE NEED OF A GRADUATE CLUBHOUSE.

The most direct method of promoting the social contacts that bring with them an interchange of ideas and lead to cultural development would be the establishment of a clubhouse for the use of the graduate men and women of the University. This recommendation does not carry with it any suggestion of a large club organization with formal meetings, papers, and speakers. What is needed is rather a building which will provide an informal and comfortable meeting-place for graduate students of different departments and for students and members of the faculties. Such a club would also aid in fostering the intellectual association of graduate students by providing a meeting-place for graduate departmental clubs, discussion groups, and for departmental and professorial school dinners.

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The graduate students themselves have petitioned the President to establish such a club. More than seven hundred graduate men and women signed such a petition during the Autumn Quarter, 1924, and an effort is now being made by these students to secure at least a graduate dining-room until larger facilities can be provided. As it is important that temporary quarters be provided pending the establishment of an adequate club building, it is suggested that the two rooms adjoining Hutchinson Commons on the south side would be practicable and suitable for this purpose. The smaller of these two rooms is now used as a "Coffee Shop" for men and women students of all departments, the larger room is not used for any purpose. One of these rooms might be used as a "graduate common room" and comfortable chairs and tables and magazines provided. The other and larger room could be used as a graduate dining-room, and cafeteria equipment could be installed.

It is particularly desirable that such rooms be available during the Summer Quarter, when the University cafeterias are inconveniently crowded. There has been in the past ^vigorous complaint on the part of graduate students of the overcrowding in Hutchinson Commons and Ida Noyes, where students must stand in line for a long time to get any food at all. The opening of a smaller graduate dining-room would be liberally patronized and greatly appreciated by summer students.

The setting aside of the rooms on the south side of Hutchinson would be a good beginning toward the establishment of a graduate club, but they ^{it} would be only a beginning. Much more than this is needed. A house with a large common room, dining-room, with separate lounging rooms for men and for women, with a small dining-room for special groups is an urgent need.

Various suggestions/^{looking}toward the establishment of such a graduate clubhouse have been made. One of these is the salvaging of the old Hale house opposite the old Quadrangle Club. This house will be torn down probably within two years to make way for a new building. It might be moved to the lot south of the present Quadrangle Club tennis courts or to the corner lot east of the old Quadrangle Club for a relatively small sum. Other suggestions look to the

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purchase of one of the two houses now for sale in the 5700 block on Woodlawn Avenue if funds for an entirely new building cannot be secured. No definite recommendation as to the method of securing an adequate building will be made. It is, however, urged, that temporary quarters providing special dining-room privileges for graduate students be established immediately.

Such a building cannot be expected to be self-supporting. It will call for an annual appropriation from University funds. This building should, however, be looked upon as part of the educational equipment of the University since some of the finer intangible elements in education are best developed outside formal of the formal academic organization.

Other methods of meeting the social needs of graduate students which are already in use but which will be more widely adopted after a clubhouse is established are the organization of (a) graduate departmental clubs, (b) graduate "discussion groups," and (c) formal and informal departmental and professional school dinners.

a) Graduate Departmental Clubs. — Such clubs have been for so many years a part of the life of the University and have been so successfully carried on, that no recommendations are made on this point beyond suggesting that a graduate clubhouse would provide an additional and convenient meeting-place for such clubs.

b) Graduate "Discussion Groups." — Small and informal organizations of graduate students for the kind of free discussion that can be most fruitful only in a group of smaller dimensions than the departmental "clubs" are a valuable means of promoting intellectual interests among the students. Such groups already exist in various departments and while their organization must be on the basis of student initiative they can be encouraged and fostered by the faculty. A present difficulty in the way of such groups as are now meeting is the lack of a University dining-room where students may dine together and continue their discussion during the evening. The only University dining-halls

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continue their discussion during the evening. The only University dining-halls are the large Commons, which students must leave promptly. The opening of a smaller graduate dining-room or cafeteria where a more leisurely dinner is possible and where a group of graduate students may continue their discussion, might be provided immediately.

c) Informal and Formal Departmental and Professional School Dinners.- Gatherings of this sort are already used to some extent as a means of promoting departmental group interests and visiting scholars have sometimes been present as guests of honor and speakers on such occasions. The lack of a dining-hall for such dinners has in the past prevented the frequent arrangement of such meetings. Here again a graduate clubhouse would make possible more adequate provision for meetings that have already proved useful.

2. THE ESTABLISHMENT OF RESIDENCE HALLS FOR GRADUATE STUDENTS

The present system of residence halls in the University, and in particular the management of the halls for women, has proved so successful over a long period of years that it may be regarded as one of the University contributions to educational organization. This system, however, has been more helpful in meeting the needs of undergraduate than of graduate students. In order to set forth the present situation as regards the housing of all groups of students, certain data have been assembled, which are attached to this section of the report.

Dealing with the women first, these data show, for example, that during the Winter Quarter, 1925, 21 per cent of the undergraduate and 19 per cent of the graduate women were living in the University houses. An earlier study made by the Housing Bureau showed for the year 1923 that a large proportion of the undergraduate women (52 per cent in comparison with 29 per cent of the graduate students) lived in their own homes. There remained then 55 per cent of the graduate women, in contrast to 30 per cent of the undergraduate women living in "rooms." It is hardly necessary to

continue their discussion during the evening. The only University dining-halls are the large Commons, which students must leave promptly. The opening of a smaller graduate dining-room or cafeteria where a more leisurely dinner is possible and where a group of graduate students may continue their discussion, might be provided immediately.

(c) Internal and External Departmental Meetings

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comment upon the undesirability of such housing arrangements. Suitable rooms in the vicinity of the University are few and expensive. The life is isolated as well as uncomfortable.

A table of ages of the graduate women (see attached sheets) indicates that many of them are young enough to need the intellectual and social help that comes from properly organized group living arrangements. Approximately one-fifth of the graduate women are under twenty-five years of age, a fourth of them are between twenty-five and thirty, another fifth between thirty and thirty-five, leaving 30 per cent over thirty-five. Data collected from the Graduate Office also show that 11 per cent of the graduate women (in contrast to 30 per cent of the graduate men) are married. There remain then a large proportion of relatively young unmarried women pursuing graduate studies in the University and living in "rooms" that do not provide either the best conditions for study nor for the kind of social life that will promote rather than retard intellectual development.

The large proportion of graduate students living in rooms is probably to be explained in part by the difficulty of securing accommodation in the University houses, since the undergraduates remain at the University for a longer time and acquire "house membership." They have therefore a prior claim on such housing accommodation as the University furnishes. In part, however, the situation may be explained by the fact that the graduate women prefer not to adopt living arrangements with large numbers of undergraduates. The data assembled show that the graduate women in general tend to gravitate to the houses in which they are likely to meet other graduate women.

During the Winter Quarter, 1925, there were 89 graduate women living in the various residence halls, distributed as follows: 26 in Green Hall; 13 in Kelly; Greenwood 12; Kenwood 10; Woster 10; Woodlawn 9; Beecher 6; Drexel 2; and 2 in the Maison Francaise.

The data presented seem to indicate the necessity of setting aside Green Hall, the largest of the halls in the Quadrangles, for the exclusive use of graduate women.

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During the Winter Quarter, 1936, there were 89 graduate women living in the various residence halls, distributed as follows: 36 in Green Hall; 13 in Kelly; Greenwood 13; Kennwood 10; Webster 10; Woodlawn 9; Beecher 6; Drexel 2; and 2 in the Maison Francaise.

The data presented seem to indicate the necessity of setting aside Green Hall, the largest of the halls in the quadrangles, for the exclusive use of graduate women.

Green Hall has at present the largest number and the largest proportion of graduate students. The newly appointed head of Green Hall will cordially approve such an arrangement.

In addition to Green Hall, it is recommended that the University take over one of its adjacent flat buildings as a second residence hall for graduate women. It has already been shown that even a Hall as large as Green could accommodate only 70 of the 89 graduate women now in the women's houses. There are also to be provided for the graduate women whose applications for residence have been rejected and the other women who have objected to the old system of mixed graduate and undergraduate houses who would be glad to come in under the new system of special graduate halls. It is urged that the University look upon this matter of adequate housing as part of an educational program. Its graduate students should be enabled while they are here to get something from life as well as from books. Association with other graduate students should help to make this possible.

The housing situation is quite different in the case of the men because of the provision of fraternity houses. Statistics collected two years ago showed that 7 per cent of the undergraduate and 18 per cent of the graduate men lived in residence halls while 25 per cent of the undergraduate men and 4 per cent of the graduate men lived in fraternity houses. As in the case of the women, a large proportion of the undergraduate men (42 per cent as compared with 27 per cent of the graduate men) lived at home. On the other hand, 51 per cent of the graduate men lived in rooms as compared with 27 per cent of the undergraduates.

During the Winter quarter, 1925, there were 152 graduate men in the University halls and in addition 25 law students who may be classed with the graduate group. The 49 divinity students are living in Goodspeed and Gates. If the two adjoining halls Snell and Hitchcock were set aside for the exclusive use of graduate men, the total number of graduate students now in the residence halls would be provided for.

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In addition to Green Hall, it is recommended that the University take over one of its adjacent flat buildings as a second residence hall for graduate women. It has already been shown that even a Hall as large as Green could accommodate only 70 of the 82 graduate women now in the women's houses. There are also to be provided for the graduate women whose applications for residence have been rejected and the other women who have objected to the old system of mixed graduate and undergraduate houses who would be glad to come in under the new system of special graduate halls. It is urged that the University look upon this matter of adequate housing as part of an educational program. Its graduate students should be enabled while they are here to get something from life as well as from books. Association with other graduate students should help to make this possible.

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In the case of the men as in the case of the women, there is also need of an additional residence hall to accommodate the graduate men students now living in Hrooms" who have been unable to secure rooms on the Quadrangles.

SUMMARY OF RECOMMENDATIONS

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

1. The establishment of a graduate Clubhouse for Graduate Students.
2. Temporary provision of graduate club facilities by taking over the two south rooms of Hutchinson Commons for a graduate cafeteria and common room.
3. The encouragement through the provision of club facilities of meetings of graduate departmental and professional school clubs, graduate departmental and professional school dinners, small informal discussion groups among graduate students and a common meeting-place for interchange of ideas and the encouragement of intellectual interests.
4. The setting aside of Green Hall as a residence hall for graduate women students.
5. The setting aside of the Snell-Hitchcock Quadrangle for the exclusive use of graduate men students.
6. The temporary provision off the Quadrangles of at least one new residence hall for graduate women and another for graduate men, pending the development of an adequate housing plan for all university students.

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4. The setting aside of Green Hall as a residence hall for graduate women students.
5. The setting aside of the Shell-Hitchcock Quadrangle for the exclusive use of graduate men students.
6. The temporary provision off the Quadangles of at least one new residence hall for graduate women and another for graduate men, pending the development of an adequate housing plan for all university students.

MEETING OF THE COMMISSION ON THE GRADUATE SCHOOLS

Quadrangle Club, October 7, 1928

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

1. That on page 4, paragraph 3, the second and third sentences be made to read as follows: "We fully realize that the major part of the work of the graduate schools is concerned with the training of students for teaching positions in universities, colleges and schools and for the various professions, and it will be our purpose to keep this important fact constantly in mind in drawing up the Commission's Report."
2. That the following paragraph, to be numbered (2), be inserted on page 7: "The establishment of a fund the revenue of which would be used for the publication of (a) the results of important pieces of research work by members of the Faculty and (b) doctoral dissertations of outstanding merit. A fund of this kind is essential to the success of the research program of the University. For while several of the departments already have their journals, these periodicals do not provide sufficient space for long and detailed investigations. There are now many books of conspicuous merit by members of our Faculty that are ready for the press, but for lack of funds they may never be published. On account of their technical character commercial publishers will not accept them and there is no money at the disposal of our own Press to publish them. Books of this kind appeal to a very limited constituency and the sale is necessarily small. In regard to the doctoral dissertations the situation is also serious. As the University no longer requires that Ph. D. dissertations be published in full, almost all of them are buried in the typewritten copies deposited in the Library. As many of these dissertations are works of distinction, constituting important contributions to knowledge, the loss to scholarship and to the prestige of the University is very great".
3. That for section (d) on page 18 the following paragraph be substituted: "Four grades shall be used in reporting courses that yield graduate credit:

p*	--	passed with distinction
p	--	passed
D	--	no graduate credit
F	--	failed."
4. That section V (The Master's Degree) on page 19 be changed so that less emphasis be placed on research in the case of candidates for this degree.

MEETING OF THE COMMISSION ON THE GRADUATE SCHOOLS

Geography Club, October 7, 1932

Since the completion of the preliminary report, copies of

which are not in your hands, the following changes have been suggested and

approved by the Faculty members of the Commission:

1. That on page 4, paragraph 2, the second and third sentences be made to read as follows: "The Faculty members of the major part of the work of the graduate schools is concerned with the training of students for teaching positions in universities, colleges and schools and for the various professions, and it will be our purpose to keep this important fact constantly in mind in drawing up the Commission's report."
2. That the following paragraph, to be numbered (3), be inserted on page 7: "The establishment of a fund the revenue of which could be used for the publication of (a) the results of important pieces of research work by members of the Faculty and (b) doctoral dissertations of outstanding merit. A fund of this kind is essential to the success of the research program of the University. For while several of the departments already have their journals, these periodicals do not provide sufficient space for long and detailed investigations. There are now many books of an expensive size by members of our Faculty that are ready for the press but for lack of funds they are never published. On account of their technical character, university publishers will not accept them and there is no money at the disposal of our own press to publish them. Books of this kind appeal to a very limited constituency and the sale is consequently small. In regard to the doctoral dissertations the situation is also serious. As the University no longer requires that Ph. D. dissertations be published in full, almost all of them are buried in the typewriter copies deposited in the library. As many of these dissertations are works of distinction, constituting important contributions to knowledge, the loss to scholarship and to the prestige of the University is very great."
3. That for section (4) on page 10 the following paragraph be substituted: "Four grades shall be used in reporting courses that yield graduate credits:

passed with distinction	—	4
passed	—	3
no graduate credits	—	2
failed	—	1

4. That section 5 (The Faculty's Report) on page 12 be changed so that last sentence be placed at the end of paragraph 3 on page 11.

It is suggested that the following statement be substituted for page 19 and the first two paragraphs of page 20:

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

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

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

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

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

It is suggested that the following statement be substituted for page 19 and the first two paragraphs of page 20:

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

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

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

5. That on page 15, after the first sentence, the following sentence should be inserted: "The Junior College is in fact the continuation of the period of general education and should be treated as an integral part thereof."

6. That the statement beginning with the second paragraph on page 15 and ending with the first paragraph on page 16 be changed. The following is suggested: "While the Junior College belongs to the period of general education, yet a definite degree of specialization should be allowed in it, especially in the second year. With due provision for his general culture a student should be allowed to follow his bent. This specialization should increase steadily during his third and fourth years. He should choose one of the four fields: language and

Literature, Social Science, Physical Science, Biological Science. Within his chosen field he should specialize in one department, but not to the exclusion of courses in allied departments. His work might well be in one, two or three departments of a group.

level "Provision should be made to enable students of high grade to obtain the Bachelor's degree in less than four years. Moreover, with properly organized specialization some students could reach the proficiency of the Ph. D. degree after two years of graduate work. In the case of medical students specialization might to such an extent anticipate work now taken after the attainment of the Bachelor's degree, that the M. D. level could be reached from one to two years earlier than is possible now.

"We believe that just as the Junior College is closely related to the Secondary School, so the Senior College adheres to the Graduate *and Preparing* School. These ~~two~~, in fact, constitute the University."

7. That the following statement be substituted for Section 2 on page 25:

"Section 2.

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

- a) Admission to candidacy will be granted only to holders of degrees that are equivalent to the Bachelor's degree at the University of Chicago, and to those who having degrees inferior to that of the University of Chicago have made up the deficiency.
- b) The degree of attainment usually represented by at least three years of resident work, academic or professional, at approved educational institutions, beyond that offered for admission to candidacy, is required. At least three quarters of residence in the University of Chicago are required.
- c) The presentation of a dissertation is required, produced under the direction of a member or members of the Graduate Faculty, evincing power of independent investigation and constituting a creditable contribution to existing scholarship in its field.

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

- a) Admission to candidacy will be granted only to holders

Literature, Social Science, Physical Science, Biological Science, within his chosen field he should specialize in one department, but not to the exclusion of courses in allied departments. His work might well be in one, two or three departments of a group.

Provision should be made to enable students of high grade to obtain the Bachelor's degree in less than four years. Moreover, with properly organized specialization some students should reach the postgraduate of the Ph.D. degree after two years of graduate work. In the case of students specialization might be such as extent, anticipate work now taken after the attainment of the Bachelor's degree, that the M. A. level could be reached from one to two years earlier than is possible now.

"We believe that just as the Junior College is closely related to the Secondary School, so the Senior College adheres to the Graduate and Professional Schools, in fact, constitutes the University."

7. That the following statement be substituted for Section 2 on page 18:

Section 2.

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

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

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

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

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

a) Admission to candidacy will be granted only to holders

of degrees that are equivalent to the Bachelor's degree of the University of Chicago; and to those who, having degrees inferior to that of the University of Chicago, have made up the deficiency.

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

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

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

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

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

8. That Section 3 on page 25 be omitted.
9. That paragraph (3) on page 37 be changed to read: "All recommendations in regard to promotions, protracted vacations, appointments of officers above the rank of instructor, and other departmental matters shall be made in duplicate to him and the Vice-President in charge of educational matters by the head or chairman of the Department concerned."
10. That in paragraph (3) on page 38 the words "three weeks before the Convocation at which the degree is to be conferred" be substituted for "ten days before the final examination".
11. That Professor Northup's studies in Calderon be added to the list of projects in the Institute of Language and Literature.
12. That Mr. Shall be asked to prepare a statement (three or four pages) in regard to the Institute in Botany and Agriculture to be substituted for the statement on page 83.

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

9. That Section 8 on page 28 be omitted.

10. That paragraph (3) on page 27 be changed to read: "All recommendations in regard to promotions, projected vacations, appointments of officers above the rank of instructor, and other departmental matters shall be made in duplicate to him and the Vice-President in charge of educational matters by the head or chairman of the Department concerned."

11. That in paragraph (3) on page 26 the words "three weeks before the Convocation at which the degree is to be conferred" be substituted for "ten days before the final examination."

12. That Professor Northrup's studies in German be added to the list of projects in the Institute of Language and Literature.

13. That Dr. Smith be asked to prepare a statement (three or four pages) in regard to the Institute in Economy and Agriculture to be submitted for the statement on page 25.

Suggestions for the Development of the Study of English
that a Modern Language Building would Make Possible

I. Training for Cooperative Work under Guidance

For A.M.

- 2 quarters of bibliography and getting range of source materials
- 3 quarters of reading in foreign languages types of material needed for the problem chosen
- 2 quarters of reading in background
- 1 quarter of working out small phase of subject chosen, to show research ability

For Ph.D.

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

Conditions under which such training becomes possible

Great extension of library like the M.L. library

Many more desks for A.M. students

Small rooms or cubicles of large room, with adequate arrangements for typewriting and filing, so that the work can be done with immediate use of any book, with continual possibility of conference between students engaged upon the same problem, and with the instructor in charge.

Because of the noise of typewriters, small rooms would be better (unless noiseless typewriters are used).

Release of persons in charge of big investigations from routine teaching of classes

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II. Problems that Could be Worked out

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

Method:

1. Get photostats of all the MSS
2. Give A.M. students the work of collating, and let them check one another for accuracy
some
3. Give Ph.D. students the work of editing, under continual, close direction
4. Give other Ph.D. students the problem of studying the source materials abroad for Chaucer's life and times
5. Give other Ph.D. students, as the text is established, problems in metre, style, and ideas
6. Leave the general assembling, presentation, and revision to the head of the work

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

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

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

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

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

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

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2. Settling the Bacon-Shakespeare problem

Method

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

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

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

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

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

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III. Establishing Basic Methods for Scientific Criticism , to be applied to the evaluation of new work and to the testing of work by unknown authors

Methods

Analyze style into its manifestations through:

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

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

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

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

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

The work in rhythm, tone color, and imagery should be carried on in cooperation with the departments of psychology and physics and with the aid of their machines and tests. The English students should furnish material, help with the making of the tests and records, and work up the results.

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- IV. A Laboratory Theatre, for the reconstruction of early dramatic forms, and the better understanding of their principles and value, for the presentation of new plays written by students, and the discussion of them to promote sounder dramatic criticism, and for the try-out of new theories of dramatic construction, stage management, mechanical contrivance, lighting, costume, speech, acting, and combinations with music, dancing, pantomime, and so on.

Methods

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

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

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

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

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

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- V. Research in modern speech, especially in dialects now obsolescent, with a special view to preserving the speech now used in the Americas, and beginning to study it for the working out of more scientific theories of the origin, nature, and possibilities of language

Method

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

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

- VI. Research in surviving folk lore and customs

Method

This could be done by the persons engaged in collecting dialects, and would doubtless be furthered by cooperation with the Smithsonian Institution and other federal, and municipal and state organizations.

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VI. Research in surviving folk lore and customs

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This could be done by the persons engaged in collecting dialects, and would doubtless be furthered by co-operation with the Smithsonian Institution and other federal, state, and local organizations.

VII. Research in cultural backgrounds, to secure firmer bases for the interpretation of literature and for the formation of higher ideals of taste and of character in the people at large.

Method

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

This body might be made to serve several purposes:

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

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

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

4. Closed meetings to discuss methods of cooperation and new methods of studying cultural backgrounds, and of laying foundations for such study in the undergraduate work.

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John Bale

b. Cove, near Dunwich, in Suffolk 21 Nov. 1495. Humble parents; aged 12 sent to Carmelite convent at Norwich, ed. there and at James Coll. Camb. At first zealous Catholic and opponent of New Learning. Converted by teaching of Lord Wentworth and became zealous, even violent propagandist of Protestantism. Renounced his vows and took a wife. Escaped punishment only by influence of Cromwell (E. of Essex). Held living of Thornden in Suffolk. Upon fall of Cromwell, was obliged to flee with wife and children to Germany (1540), where he continued his controversial writings. On accession of Ed. VI (1547) returned to England and shared in triumphs of Protestantism, becoming successively rector of Bishopstoke (Hamps), vicar of Swaffham (Norfolk) and bp. of Ossory (consecrated 2 Feb. 1553). Refused to be ordained by Roman ritual (the new ritual not having yet been accepted by Irish bishops or sanctioned by Irish parliament). He carried his point and labored with unbridled violence. Upon death of Ed. VI he hesitated to recognize Lady Jane Grey and on proclamation of Q. Mary preached on duty of obedience, but the Catholic party was too strong for him and he set sail from Dublin for Holland. Driven by storm into St. Ives he was arrested for high treason, but released. So also at Dover and in Holland (paid £ 300). Went to Basel

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where he remained till accession of Elizabeth. Old and worn-out he did not return to bishopric but accepted prebend in Canterbury and died there in 1563 and was buried in the cathedral.

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

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

1. Least controversial is his bibliographical account of the writers of Great Britain: Illustrium Majoris Britanniae Scriptorum Summarium, Ipswich 1548 revised as Script. ill. maj. Br. -- Catalogus, Basel 1557-9.

2. Prose pamphlets. The most important: A brief Chronicle Conc. the Exam. and Death of Sir J. Oldcastle. The Actes of Englyshe Votaryes, The Image of bothe Churches. The vocacyon of J.B. to the Bysshoperycke of Ossorie. The Pageant of the Popes. Yet a Course at the Romyshe Foxe, A Mysterye of Iniquitie, etc.

3. Plays. Five preserved: A Tragedie; or onterlude manyfesting the chief promyses of God unto Man (Dod's I). The Temptacyon of Our Lorde (Grosart, Fuller Lib. misc. I). A brefe Comedy or Enterlude of Johan Baptystes preachynge in the Wyldernesse (Harl. Misc, I). A Comedie of the Three Laws of Nature, Moses & Christ (ed. Schröer). Kynge Johan (ed. Collier, Manly, Facs. Bang).

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1. Least controversial in his bibliographical account of the writers of Great Britain: Illustrationes Britanniae Scriptorum Summarum, Ipswich 1548 revised as Script. ill. maj. Br. -- Catalogus, Basel 1557-9.

2. Prose pamphlets. The most important: A brief Chronicle of the Exam. and Death of Sir J. Oldcastle. The Actes of English Votaries, The Image of both Churches. The vocation of J.H. to the Bishopricke of Osnabruck. The Pageant of the Popes. Yet a Course at the Romane Roke, A Mysterie of Indulges, etc.

3. Plays. Five preserved: A Tragedie; or entrande manifesting the chief promises of God unto Man (Dodd's I.). The Temptation of Our Lord (Gosart, Fuller lib. misc. I.). A brief Comedy or Entland of Johan Baptiste preaching in the Wyldernesse (Earl. Misc. I.). A Comedie of the Three laws of Nature, Moses & Christ (ed. Schröder). Kynges Johan (ed. Collier, Manly, Foss. Bang.).

PASS AND HONORS DEGREES

Introductory

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

Pass candidates

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

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

Honors candidates

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

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

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The Graduate School

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

General Remarks

It would seem very desirable that each department should in its announcements set forth in considerable detail its conception of the education desirable for a specialist in that field, including suggestions concerning related fields and also suggestions concerning the general culture expected of the specialist.

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General Regulations

It would seem very desirable that each department should in its announcements set forth in considerable detail its conception of the education desirable for a specialist in that field, including suggestions concerning related fields and also suggestions concerning the general culture expected of the specialist.

POLICY OF THE UNIVERSITY

The policy of an institution is determined by its aims, and the outstanding aim of a ~~real~~ university is to increase and impart knowledge - for its own sake and for the sake of mankind.

A university increases knowledge through research, and it imparts knowledge through teaching. The two activities are related in the respect that the university disseminates by teaching the results that have been acquired by research. The quest of ~~the~~ truth begets the desire to have others share in its possession and partake of its liberating power. A subject may be studied to further its own advancement - in this regard, the university stands for research; or it may be studied for the ^{enlighten} ~~advancement~~ of him who studies it - in this regard, the university stands for teaching. It is characteristic of a university that the two activities overlap and intertwine, and while they are distinct in function they aid and stimulate one another in practice, much as exercise promotes health and health, exercise.

If, then, it is the duty of the university to provide teaching, its prime and essential function is to carry on research. ~~For~~ Research is the keystone of the real university. In the words of President Burton, "research is the use of human curiosity for the purpose of enlarging the field of human knowledge in the interest of human progress."

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From its beginning, over thirty-two years ago, the University of Chicago has sought to embody this ideal. ~~The~~
As applied to the University of Chicago ~~objects for which the University exists~~
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~~To provide, impart, and furnish opportunities for all departments of higher education to persons of both sexes on equal terms.~~

It was the untiring effort and the signal achievement of President William Rainey Harper to lay the foundations leading to the ultimate realization of this goal. With ~~an~~ ^{the} insight ^{of} ~~akin~~ to genius, he knew that a great university is composed primarily of men, each of whom is engaged, in his own field of knowledge, in extending and deepening our grasp of the truth. His successor, President Judson, aimed above all to strengthen and solidify the foundations thus laid. And it is significant that during his administration the motto was finally adopted which so strikingly illustrates the purpose that the founders of the University had in mind: Crescat Scientia; Vita Excolatur - "Let knowledge grow from more to more, and so be human life enriched."

With all of this, the present Commission on the Graduate Schools is in hearty accord. Its members are
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differentiated it at once from the large State-Universities that surround it. ~~For while these have, each in its own way a particular duty to the State of which they are a part - in furthering the technical, industrial, and agricultural interests of that State -~~ ^{which to a certain determine their activities, whereas} the University of Chicago is free to pursue knowledge for its own sake, quite aside from any limited, utilitarian bearing that it may have. ^{Thus, by deliberately} ~~In this respect, the University is both the servant and the leader of the other institutions in this territory -- since All problems are open to it for investigation, and what the other universities may have to neglect in the field of research, the University of Chicago may undertake, ~~for them.~~~~

~~Thus~~ The Commission holds that in maintaining the highest possible standards of research the University of Chicago is also performing a real service ^{not only} to the territory ^{but also to the nation & the world.} in which it is located. Assuming for the sake of argument that the University needs strengthening in any one or several directions, it is apparent that first of all its facilities for research should be upheld. And vice versa, if for financial or other reasons the work of the University has to be curtailed, it is equally apparent that the curtailment should be rather on the side of undergraduate or professional studies than in the fields of research, in which the University has already won such widespread and merited fame.

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Resolved that the Senate of the University of Chicago is convinced that present conditions in this country indicate that this University would perform its highest service by continuing and developing its historic policy of laying chief emphasis upon the encouragement of research and graduate work in the various fields of knowledge.

And further:

that the Senate believes that in the advertisement of the needs of the University the emphasis should be put upon the intensive development of graduate work.

The mandate expressed in the above words seems to us singularly clear. We have tried to incorporate their spirit in the following report. They mean, as we understand them, that the policy of the University is to be determined by "the encouragement and advancement of research and graduate work." This we shall regard as the prime function of the University, and the program which we offer, together with such changes and additions as we shall suggest, will be in harmony with this point of view.

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

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

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

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

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PLANS FOR RESEARCH IN THE ENGLISH LANGUAGE AND LITERATURE

I. A Dictionary of the English Language in America

Aim and Scope

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

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

The University's Contribution

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

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Financial Aid Requested

The University requests financial aid for the following purposes:

Salary of research assistant.....	\$3,000
Stipends of two research fellows at \$1,000 each.....	\$2,000
Office supplies, including slips of uniform size and quality to be furnished to readers.....	\$1,000
Appropriation for purchase of books not otherwise accessible, and photostats of unpublished material.....	<u>\$2,000</u>
Total annual appropriation.....	\$8,000

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

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

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

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The courses in English suggested for the Junior Colleges are of the following nature: two or more courses in English composition, written and oral; courses designed to cultivate taste and literary judgment, such as introductory courses in Shakespeare, in the drama, the lyric, the novel, the essay, as literary forms, and one course each in recent English and American literature, and, finally, to be taken preferably in the last quarter, a rapid survey of the main outlines of English literature.

The Senior Colleges

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

Courses for honors

Subjects for honors shall be the following:

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

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8. The novel, development and technique
9. The principles of criticism and history of contemporary literature, English and American

Candidates for honors shall offer subjects 3, 4, and 5 and any three others. A reading knowledge of French, German, or Latin will be required of all candidates.

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

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

The Graduate School

The Master's Degree

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

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

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It is recommended that candidates for honors in English

shall prepare themselves for entering upon the work by previously taking pass courses in one or more modern sciences, in English history, and in philosophy or the social sciences. While pursuing the honor course in the senior colleges

candidates should carry also pass courses in philosophy, history, the social sciences, or modern literature.

The Graduate School

The Master's Degree A reading knowledge of French, German, or Latin will be

required of all candidates for the master's degree. All

candidates will also be required to take course 301, and

either 321 or 321 if not already passed. In addition, candi-

dates will be required to offer a principal subject (three

courses or more) and a secondary subject (two courses or more)

chosen from the following subjects:

1. Old and Middle English and the history of

the English language

2. Special studies in authors, movements, and

types, 1500-1600

3. Special studies, 1600-1700

4. Special studies, 1700-1800

5. Special studies in the drama and theater

6. Special studies in fiction, medieval and

As the work here prescribed will not wholly occupy the candidates time, opportunity will be afforded for subsidiary studies in related departments, and each candidate will be expected to choose courses which will contribute to his mastery of his special field.

The doctor's
degree

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

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