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THE SITE FOR THE MUNICIPAL UNIVERSITY OF OMAHA

REPORT OF THE BUILDINGS AND GROUNDS COMMITTEE  
OF THE  
BOARD OF REGENTS OF THE MUNICIPAL UNIVERSITY OF OMAHA  
TO THE  
BOARD OF REGENTS

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## THE SITE FOR THE MUNICIPAL UNIVERSITY OF OMAHA

### REPORT OF THE BUILDINGS AND GROUNDS COMMITTEE TO THE BOARD OF REGENTS

While this report comes to you from the Buildings and Grounds Committee, we know that the Board of Regents will appreciate the fact that this is largely a summary of matters taken up with the Board at various meetings. All through the process of the study of sites, the Buildings and Grounds Committee has taken the position that this question was so important that the entire Board of Regents should be familiar with every step of the proceedings. As you know, many meetings of the Board have been held relative to different features of the study, and main decisions have been made only after the committee has been assured of the approval of the Board. We felt, however, that it would be helpful to bring together into a single report a summary of the findings and recommendations which we have previously discussed with you.

#### Section I

##### NUMBER OF SITES STUDIED AND ITEMS COVERED

Over a period of many months the Buildings and Grounds Committee has been working on the problem of the best site for the Municipal University of Omaha. We have considered about twenty-five different sites and have made a careful study of seven sites which seemed to be located so as to meet the general principles of site location that were worked out.

The sites considered and studied have been in all parts of the city, down town, north, west, and south. They have varied in size from four or five acres to ninety acres.

Essential items of many kinds have been studied. Maps showing geographical distribution of general population of the city, of the present university population, and of the present high school population from which future students of the University are to come have been prepared and carefully studied.

Engineering and real estate advice has been secured covering contours of various sites, amount of grading required, location of water supply, sewer connections, etc. With several of the sites possible layouts of buildings have been prepared to show whether the necessary plant can be advantageously and economically located on the plot of ground considered.

## Section II

### THE KIND OF INSTITUTION THE MUNICIPAL UNIVERSITY OF OMAHA IS LIKELY TO BECOME

We have asked President Haynes to give us a memorandum on this subject. A summary of that memorandum follows. In Appendix A are given statistics supporting various points in this summary.

#### SUMMARY OF MEMORANDUM FROM THE PRESIDENT OF THE UNIVERSITY

About a year ago there came out a statistical article on major trends in college enrollments. This showed that during the three years 1932-1935 the enrollments of regular colleges of arts and sciences were practically identical with their enrollments in 1921. In other words, colleges which offer only arts and sciences have been at a standstill in enrollment. During the same period university enrollments increased



35%, enrollments in teacher colleges 150%, and enrollments in junior colleges more than 600%.

The thing to note is that enrollments increased at the places where the courses given were thought to be of more value in everyday life. The university enrollments increased largely because they covered professional schools which fitted directly for a given line of work. The same was true of teacher colleges. Junior colleges increased because they helped those able to give two but not four years to additional schooling.

The above facts confirm my recommendations for the development of the University of Omaha as follows:

1. We should retain our four-year A.B. course.
2. We should develop a college of applied arts and sciences which would group courses primarily for those who are going to work after leaving the institution rather than going on for further academic or professional courses. This college of applied arts and sciences should include courses in business administration, the pre-engineering courses, teacher training courses, courses in home economics, preparation for the junior grades of welfare work, and similar lines of instruction.
3. We should give a junior degree at the close of two years' work both in the arts college and in the proposed college of applied arts and sciences. This would mean that we would appeal to those who wish junior college work, but would not abandon the fine foundation we already have for four-year courses. In the college of applied arts and sciences we should, in the laboratory, shop, drafting, and similiar courses, give a junior degree at the end of two years so that we would be preparing

those students who are likely to become sub-executives or foremen but do not plan to go ahead to become fully trained engineers.

4. We should continue our preprofessional work, but should not attempt to duplicate the medical, law, or engineering schools of the University of Nebraska, or of Creighton University.

5. We should develop our co-operative relations with the University of Nebraska so that more of our students who wish to do further work than we can give may go there and so that more Omaha students whose parents cannot afford to give them four years at the state university may carry with us the courses in the preliminary years before they go to Lincoln.

6. We may expect our student body to be made up primarily of the following groups:

- a) Those who recognize that specialized training, finishing with a professional school or graduate work, calls for a considerable sum of money and who see that, if preliminary work can be done where they can live at home, more of their investment will be left for professional and graduate work, and that in this way the money they have available will take them further than if they spend much of it in away-from-home expenses in undergraduate years;
- b) Those whose parents wish to add the education of home life to the education of college courses and college companionship;
- c) Those who, either because they are already working or



because their funds are limited, must get their higher education, if at all, in the place where they live. This group often makes the most solid success in after-life.

#### HOW LARGE A UNIVERSITY SHOULD WE PLAN FOR?

In general, I think we may reasonably plan for an enrollment in the next stage of development, that is, in the next ten or fifteen years, of approximately two and one-half times what we now have, that is, for an enrollment in day classes of 1,500 students, in evening classes of 2,000, and in summer session classes of 1,000. In the academic year ending last July (1936), the University served in those three groups a total of 1,876 students. With adequate facilities we may expect within this next period to be helping 4,000 to 5,000 different students each year.

What we may expect in the following stage of development, that is, after ten or fifteen years, it is hard to predict with figures which shall be estimates, not guesses. We can say, however, that if the experience of public educational institutions in this country during the last fifty years is any criterion, growth in service to the Omaha community will be continuous and rapid.

Rowland Haynes, President



### Section III

#### COMPARISON OF A DOWNTOWN SITE AND A RESIDENCE DISTRICT SITE

There is given herewith a summary of six reasons why a residence district site is likely to be more advantageous for the University than a downtown site. In Appendix B are additional facts supporting this summary.

#### ADVANTAGES FOR THE UNIVERSITY OF OMAHA OF A SITE IN OR NEAR A RESIDENCE DISTRICT COMPARED WITH A DOWNTOWN SITE

1. A residence district site over a period of years is more accessible to the students.
2. A residence district site makes it possible to arrange University buildings to meet educational needs rather than to fit into a street pattern, because in a residence district site we can get a larger single piece of land.
3. In a residence district site it is possible to handle the physical exercise part of the University more effectively. By this is meant outdoor exercise for everybody, not a stadium for intercollegiate competition. Intercollegiate contests can be handled, if necessary, away from the site of academic buildings, whether that is down town or in a residence district.
4. A residence district site costs less per acre than a downtown site.
5. The idea that the University needs a downtown location for students to go out between classes to work is not well founded, because only about 5% of our students who work do in-between-class jobs.
6. The argument that we need a down-town location in order to handle evening extension students is not sound, because extension students

needing downtown classes are not likely to constitute over 15% of the University's work. Experience shows these can be handled in downtown locations obtained free or for a small rental. (See Appendix B, Sec. VI)

#### Section IV

##### COMPARISON OF A NEIGHBORHOOD SITE WITHIN OR CONTIGUOUS TO THE PRESENT CITY LIMITS AND A SITE AT SOME DISTANCE OUTSIDE THE CITY LIMITS

Illustrations of sites far outside the city limits are Bellevue College, various sites west on Dodge Street, and various sites beyond the city limits to the north. There are two objections which seem to be final in these far outlying sites:

1. They are not accessible to the students.

In an institution where at present 95% of the students live at home and where throughout its history a majority of its students are likely to be residents of Omaha, accessibility is a prime consideration.

2. Counsel advises us that the Enabling Act indicates that the University must be either in the city limits or contiguous to the city limits so that the site can be taken within those limits.

These two considerations rule out property at a distance unless special legislation were secured, which would simply result in additional delay.

#### Section V

##### WHICH NEIGHBORHOOD DISTRICT?

The simplest way of approaching this problem is to look at the

essential geography of Omaha. This city is like Detroit and Chicago in that it is located in such a way that growth is precluded on one side. Omaha is unlike Indianapolis, which can grow fairly equally around the common center. This means that the growth of Omaha is necessarily westward.

The second characteristic of Omaha is that it has an east-west line; namely, Dodge Street. The population is fairly well distributed along this east-west line, with a slight predominance to the north. The center of population, according to studies recently completed, is approximately at Capitol and 28th Street, that is, one block north of Dodge and thirteen blocks west of downtown, if we consider 15th Street as the center of the downtown district.

At our request, the President made a study of the distribution of high school seniors north and south of three different locations. This showed that 55% were north of Dodge Street, 45% south; 11% north of Ames Avenue, 89% south; 75% north of Pacific Street, and 25% south.

Maps have also been prepared showing the distribution of the homes of the students now at the University and the homes of the seniors in the high schools, showing the location from which students who attend the University are likely to come. All of these point to a location as near Dodge Street as is possible. This is a main thoroughfare. Omaha is likely to develop bus transportation as the years come on, and there is likely to be a bus line on or near this main thoroughfare.



## Section VI

### WHICH OF THE SITES NEAR THE EAST-WEST LINE?

After considering three or four sites in this general location; namely, west from the downtown district and on or near Dodge Street, the committee recommends the site on Dodge Street just north of the main part of Elmwood Park and west of the narrow tongue which reaches out from Elmwood Park to Dodge Street. This site is now owned by Mr. John Porter Webster and, in part, by the Standard Development Company. Some of the other sites were ruled out because the costs were prohibitive; some because of the protests of the neighbors. These protests we believe arise from a misunderstanding of the effect of locating the University in this section of the city. The Regents are planning to put up buildings of dignity and charm. The university residence districts in St. Louis, Toledo, and many other cities are recognized as having been benefited by the institution. These protests do, however, emphasize the fear that the University site might be surrounded by a fringe of undesirable commercial development. The development feared will be impossible on the south and east of the proposed tract since Elmwood Park covers those two sides. Such undesirable development to the north and west can be prevented by proper zoning. The University will be just as anxious to get 100% protection against undesirable surrounding development as any property owner.

The advantages of this site are obvious.

1. It is accessible.
2. It is surrounded on two sides by the park.

This means that its neighborhood is secure for years to come, and also means that the landscaping of the University property can be



handled in such a way as to be mutually helpful to the city and to the University. It makes it possible that, without additional expense, the adjacent park property will make the campus of the University seem larger, and the University property, if suitably arranged and landscaped, will make the park area seem larger. The University of Cincinnati is similarly located adjacent to a park area.

3. It makes possible a large enough plot of ground so that the buildings can be arranged so as to give sunlight for class rooms and north light for laboratories and studios--in other words, so that buildings can be arranged according to their educational needs.

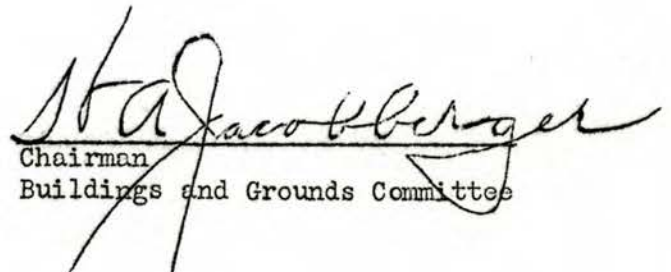
## Section VII

### COST

The committee fully realizes the need of care in spending public funds. They are convinced, however, that it is necessary to look ahead not merely five years, but at least fifty years; that it is also necessary to consider the cost of the site in relation to the total cost of the University plant. We have asked the President to draw up a list of buildings for different stages of development. This appears in Appendix C. From this it is clear that, as the years pass and with careful handling of the University's budget, very considerable sums will be saved

and put into buildings and equipment. Other sites could be obtained for less money, but are less desirable because they will not be so accessible or because of inability to lay out buildings satisfactorily. Others, because of large supplemental expenses for grading, paving, etc., would run into nearly as large net expenditure. For these reasons we feel that the site proposed represents true economy in the light of the largest usefulness of the University over a period of years.

In conclusion, we would express our appreciation of the time and thought which has been given by the entire Board to this important problem, and also for the friendliness of spirit which has dominated the discussion. Each person has expressed his own opinion freely; yet the conclusion has been arrived at harmoniously.

  
Chairman  
Buildings and Grounds Committee

September 29, 1936

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**APPENDICES**

Appendix A

FACTS SUPPORTING SECTION II

THE KIND AND SIZE OF INSTITUTION THE MUNICIPAL UNIVERSITY OF OMAHA  
IS LIKELY TO BECOME

I. Where are our students likely to come from?

Table I below shows the number of graduates each year from the high schools of Omaha and Council Bluffs. There follows an outline of where the graduates of Omaha high schools went to college in the fall of 1935:

Table I

<u>Year</u>	<u>Omaha</u>	<u>Council Bluffs</u>	<u>Total</u>
1931	1616	340	1956
1932	1751	352	2103
1933	1957	390	2347
1934	2045	459	2504
1935	2084	401	2485
1936	1916	421	2337

By getting the number of transcripts of graduates from Omaha high schools accepted by the University of Nebraska in the fall of 1935, by counting the number of students listed from Omaha in the catalogues of certain other institutions, and by estimating from reports of high school principals the number of their graduates going to other colleges and universities outside Omaha and Lincoln, we find that of every 100 students graduating from Omaha high schools each year:

- 9 Go away from Omaha to college  
(Includes those going to the  
University of Nebraska.)



- 15 Go to college in the city of Omaha  
 76 Or 3 out of every 4, do not go to  
 college (See page 14a.)

II. How many students live at home?

Table II shows how many students of the University of Omaha lived at home and in boarding houses during the academic year just ending:

Table II

	1935-36				1936	
	September - June		September - June		June - Aug.	
	Day School	Extension	Day School	Extension	Summer	Summer
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
Number living at home	323	264	306	554	64	304
Number rooming and boarding	<u>30</u>	<u>3</u>	—	—	<u>4</u>	<u>24</u>
Total	<u>353</u>	<u>267</u>	<u>306</u>	<u>554</u>	<u>68</u>	<u>328</u>
Total men and women	620		860		396	
Per Cent rooming	5%		0		7%	

The noticeable fact is that 95% of our regular day students live at home, that all our evening students live at home, and that in the summer session, where certain school teachers attend, less than 10% live in boarding houses. Of those who are listed as boarding some are living with relatives and would not move nearer the University even if facilities were provided for them. It does not seem that dormitories are likely to be a problem for a long time, if at all.

III. What do the students come to get?

We have three types of students--the day students, the evening students, and the summer session students. Let us try to answer this question with regard to each group.

Council Bluffs has about one-fifth as many high school graduates as Omaha, or about 400 each year. Assuming that the same ratio go to college, we find 300 in Council Bluffs to add to the 1500 in Omaha, or a total of 1800 who each year graduate from the high schools but do not go to college anywhere. This 1800 is the main source of our student body. If one-fourth of this 1800 come to the University of Omaha each year in addition to those now coming, our enrollment in the day classes alone would be 1500.

Some hint of what the students get can be obtained from the records of what they do when they leave the University. We made a study of the 305 students who were in the University the fall of 1934 and did not return in the fall of 1935. This included not only the 58 who had graduated but also the 247 who dropped out to work or to go to college elsewhere. Table III shows where these students went, so far as we could find out.

Table III

Evidence of Students Not Returning to the University

	<u>Number</u>	<u>Per Cent</u>
Went to other schools	75	25%
Went to work	151	50%
Could not find jobs at the time of the report	45	14%
Unaccounted for	<u>34</u>	<u>11%</u>
Total	305	100%

From this it is evident that the day students come to the University for two purposes:

1. To prepare themselves to go to other institutions or professional schools for further training
2. To get some training to be of value to them when they go to work.

With reference to (1) it is interesting to note that the 25% who went to other institutions during the last three years entered fifty-seven different schools without loss of credit by transfer from the University of Omaha. Among these institutions were such as the Universities of Nebraska, Iowa, Chicago, California, Southern California, Illinois, Minnesota, Wisconsin, as well as Harvard, Yale, and Columbia. It is



further a source of congratulation to note that of the students in the last three years who left Omaha to go to other institutions two-thirds achieved superior grades at these other universities. This speaks well for the kind of work which they got at the University of Omaha.

With reference to (2<sup>i</sup>) it is significant that twice as many of our students are in this group, that is, going to work, than in group (1) going to take further academic courses. This fact should be observed in future developments of the course of study.

The evening students seem to come for the following types of courses:

1. Continuation courses to continue their work finished in high school, when they cannot afford to go to college in the day time because of being regularly employed.
2. Work improvement courses to help them advance in their job with their employer.
3. Refresher courses to help people keep up to date with the growing achievements of research as it has a bearing on their own field of interest.
4. General information courses for those who wish to keep mentally alert by not stopping learning after they complete their formal education.

Summer Courses - These are chiefly patronized by school teachers who wish to renew their teaching certificates or to advance themselves in their profession by added study. A limited number of day class students continue in the summer to make more rapid progress or to make up work in which they failed.



IV. What is the bearing of the facts presented in the preceding sections on the size to which the University of Omaha is likely to grow?

The following table shows our present enrollment and estimated enrollment within the next ten or fifteen years, if suitable facilities are provided:

Table IV

	<u>Present</u>	<u>Estimated</u>
Day classes	620	1500
Evening	860	2000
Summer	<u>396</u>	<u>1000</u>
Total	1876	4500

## Appendix B

### FACTS SUPPORTING SECTION III

#### ADVANTAGES FOR THE UNIVERSITY OF OMAHA OF A SITE IN OR NEAR A RESIDENCE DISTRICT COMPARED WITH A DOWNTOWN SITE

I. A residence district site over a period of years is more accessible to the students:

Accessibility consists of two factors:

1. Distance between the homes of the students and the University

The map showing the distribution of high school seniors in Omaha shows more of them near some residence district location than near the downtown district.

2. Method of transportation

A recent inquiry at the University of Omaha shows that 45% of the students come to college by street car and bus, 55% by some form of transportation under control of the student or his family. Of this 55% half regularly come in automobiles, half on foot or on bicycles.

Two further things are to be considered:

1. Bus transportation is expanding in all cities. It is likely to make it easier to carry students from their homes to the University than when they were dependent entirely on street cars, which are a more fixed form of transportation.

2. The number of students using their own cars is likely to increase. Experience with the growth of automobile traffic throughout

the country shows a tendency for private cars to keep away from the downtown district because of parking difficulties. Even in a city like Washington, D. C., which is only about twice the present population of Omaha, many people now drive their cars part way down town and then take buses or street cars because of downtown parking difficulties.

II. A residence district site makes it possible to arrange University buildings to meet educational needs rather than to fit into a street pattern.

A downtown site requires that the buildings be laid out primarily to fit into the street pattern. There are educational considerations which should control the arrangement of the buildings. Thus, in general, class rooms should be placed so as to get sunlight, and certain types of laboratories and studios to get sunless light. The physics laboratory must be so located as not to be interfered with by traffic jars. In a neighborhood district site the University buildings can be grouped into units, either quadrangles or open U-shaped arrangements, to meet these educational requirements; such groupings are too large to get within the usual city blocks.

III. In a residence district site it is possible to handle the physical exercise part of the University's program more effectively.

I am not here referring to a stadium for competitive athletics. This can be taken care of, if necessary, away from the campus whether the campus is down town or in a residence district. Thus, Boston University,



a downtown university, has its field for intercollegiate competition nearly twenty miles from its buildings used for teaching. I am referring to the larger matter of outdoor physical exercise needed for everyone. This is needed to keep students physically fit for their work during college years, and also to lay the foundation for physical fitness after college years. This should be the sort of outdoor exercise which can be carried on after graduation. At college it must be carried on between classes so as not to interfere too much with the class room and study schedule. In other words, students can go out for an hour for physical exercise who will not or cannot go after they have finished their class room work for the day. Furthermore, by spreading this work over a number of hours as it fits into class schedules, less space is required for this than would be necessary if all students took outdoor exercise at one time.

IV. A residence district site costs less per acre than a downtown business site.

Preliminary estimates of downtown sites indicate a cost per acre of from 60% to 200% higher than for sites in residence districts.

V. The argument that the University needs a downtown location so that the students may go out between classes to do work, such as waiting on tables, working at soda fountains, and the like, is not important.

Studies at the University of Omaha last year showed that only about 5% of our students who work have this sort of job. Last year we made two studies of the different kinds of jobs in which our students

were working part time. One was made during the first semester and covered practically all of the men. This showed that of 215 part-time jobs, only 11 were in restaurants and soda fountains or other in-between-hour jobs. This was slightly over 5% of the jobs. In May of this year; namely, during the second semester of the last academic year, Mr. Woods made a study of both men and women at the University, how many were working, and how many were likely to be interested in the work-study plan. His study revealed that slightly less than 5% were engaged in jobs, like bus boys, cooks, and waiters, which required a location near down town.

I believe that with the development of the work-study plan, where the student works continuously for a certain number of months and then studies continuously for a certain number of months, the tendency will be to confine the part-time jobs largely to freshmen, who are not eligible for work-study jobs; hence, there will be less of a demand for a downtown location in order to accommodate students who wish to work between classes.

VI. The argument that we need a downtown location in order to handle evening extension students is not sound.

In figuring the amount of working time for our students, we must count not only the number of students in each group but also the number of hours' use which they make of the University. We have three main groups of students: Daytime students, evening students, and summer session students. Figuring the student hours of use of the University, we find that at present the division is as follows:



Table showing distribution of University service to different groups of students:

Group	Number of Students	Average No. of Hours Per Week	Total Number of Student Hours	Per Cent Student Hours
Day	620	14.6	9052	73
Evening	860	2.6	2236	18
Summer	396	3.	1188	9

My estimate is that as our University grows we shall have proportionally more extension students, that the proportion will roughly be 60% of the total class hours for day school students, 30% for evening students, and 10% for summer session students. Our study of the present extension students shows that over half of them come to the University as it is. This would mean that not over 15% of the class hours of service is likely to be given to extension students away from the University. We should not locate our University down town to accommodate only 15% of our work.

Our experience this last year has shown that those who require extension work down town can be cared for in locations secured down town either free or at a nominal rental. We have had classes this last year at the Joslyn Memorial, the Y.M.C.A., the Y.W.C.A., Elks Club, Court House, City Hall, and at two hotels.

Our experience this year shows that extension work can be placed nearer the homes of certain students by using the high schools. Thus, we



have had extension classes in such widely scattered locations as South High School, North High School, and the Y.M.C.A. in Council Bluffs.

Summarizing, we find a downtown location is not needed for the extension part of our work.

VII. Special considerations relative to the Central High School site:

Various informal conferences have been held in connection with the Central High School site. The Board has previously heard the conclusions of the committee and has concurred in them in principal. Summarizing:

a) To take the Central High School site and building would delay adequate housing of the University from two to ten years. Uncertainties in financing a new high school building, modifications of plan which may come from the fact that high school enrollment may fall off in Omaha as school registrations are falling off in other cities in the country because of falling birth rate and restricted immigration--all these make it far from clear that the University could obtain this plant in time to meet the needs of the University's development.

b) If the Central High School site and plant are to be obtained by purchase, the Board of Education cannot afford to sell for what the University can afford to pay. The Board of Education must obtain from the University enough to reduce very materially any funds it might have to obtain otherwise. To give this would cramp the University's budget for the next twenty years.

c) If the new Central High School building is to be financed partly by a FWA grant hoped for sometime in the future, it should be

remembered that the University has had a revised application before the PWA for over a year, and recent inquiries seem to indicate that this application may be carefully studied by the PWA authorities. At least this application would seem to have as good a chance as one which the Board of Education has not yet been able to make.

d) Much expensive remodeling of Central High School plant would be necessary to adapt it to university uses. Operating costs of this high school building are at least 75% higher than at our present plant. If the University were able to get the Central High School building, it would spend a lot of money and have a secondhand, made-over plant, much of it old. For the same, or not much more, cost the University can have a new plant, custom made to its own needs.

e) Purchase of the Central High School plant is not adapted to a pay-as-you-go financial policy for the University. On a specially selected site university buildings can be put up one at a time as money is available, whereas on the Central High School site the financial obligation must be assumed all at one time.

f) The same reasons which make the school authorities wish to move Central High School to meet changed distribution of school population operate in part to preclude this as a site for the University. A university freshman is only one year older than a high school senior. We should not take a site discarded by the high school unless we are sure that the reasons which led to the discarding of that site would not militate against the usefulness of that site for the University.

g) The Central High School site gives no chance for adequate outdoor exercise for everybody and has very inadequate parking space; however, these handicaps are not peculiar to this site, but apply to all downtown locations.

Rowland Haynes, President



## Appendix C

### NUMBER AND SIZE OF BUILDINGS NEEDED

#### Group I Academic Buildings for Next Stage of Development of the University

1. A science building with laboratories and shops, about  $2\frac{1}{2}$  times our present space

2. A general recitation building, about 3 times the size of the present Joslyn Hall at the University

The reason I suggest 3 times rather than  $2\frac{1}{2}$  times is that at present we have the offices of many of the faculty who now study and have conferences with students in other buildings than Joslyn Hall. These offices should also be placed in the main recitation and administration building.

3. A library and study building, about the size of Joslyn Hall

At a university like ours, the students do much studying between classes at the University. This is unlike a small college with dormitories where students go back to their rooms to study. This means that we need in the library building not only space for books and space for regular reading rooms where students are consulting books on the reference shelves, but also a considerable amount of space for between-class study rooms.

#### Group II Service Buildings for this Next Stage

4. A heating plant

5. A gymnasium or field house

This would follow the modern trend of college gymnasiums.

We would probably have two small gymnasiums for corrective gymnastics: one for men and one for women, and a large open space for exercise during cold and rainy weather.

6. A student building

If we can get money for it, I believe that such a building would be extremely useful. It would include an auditorium, offices for student activities, such as the newspaper, and quarters for various student groups. Other universities find such a building helps greatly in general student life and that student life is an integral part of education. Students learn from each other as well as from the faculty.

Group III Additional Buildings in Succeeding Stage, Probably at Least Ten Years in the Future

7. Separate school of business administration
8. Enlarged and modified engineering shops
9. A service research institute
10. Special building for the college of applied arts and sciences

These are so far in the future that I believe we need to think of them only to provide space available for later development.