Education in a Democratic World
EDUCATION IN A DEMOCRATIC WORLD

ADDRESSES

BY

ERNEST DEWITT BURTON

President of

The University of Chicago

1923 - 1925

The University of Chicago Press

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EDUCATION IN A DEMOCRATIC WORLD

ADDRESS

H.

FREDERICK W. MURPHY

President of

The University of Chicago

1933-1936

The University of Chicago Press

Chicago, Illinois
PORTRAIT OF THE LATE PRESIDENT ERNEST DE WITT BURTON
Presented to the University by Members of the Faculties and his Former Students
Painted by Malcolm Parcell
The discovery and dissemination of truth in every realm, the training of men in openness of mind and love of truth, the inculcation of right ideals, the development of personalities capable of the largest participation in the good of life and the largest service to society, - this is the fourfold task of a university.

- Ernest DeWitt Burton
The acquisition and preservation of truth
in every realm, the formation of men in
direction of mind and love of truth
inception of right ideals, the development
of personal and creative capabilities of the largest
participation in the body of life, and the
largest service to society, and the
honesty and integrity of a

Henry David Thoreau
PREFACE

An editorial statement explaining the selection, arrangement, and editing of the addresses presented.
PREFACE

An introductory statement explaining the selection, arrangement, and editing of the essays presented.
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INTRODUCTION

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V. The Business of a College
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IV. The Nature of a University
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V. The Business of a College
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IX. The Service of Scientific Research to Humanity
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IX. Education and Religion

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X. A School of Politics a Need of American Life

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An address delivered before the Central Manufacturing District Club of Chicago, April 16, 1925.

(Other addresses are available which might be included in the collection. These, however, are the most important of Dr. Burton's public utterances during his presidential years)
IX. Location and Relation

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Cambridge, May 26, 1936.

XII. Business and Education

An address given at Chicago's 4th of July.
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4. Research and Development of the Argument


6. Handbook of the Life of Christ


7. etc.
Professor Burton is a scholar of international reputation in his field, an educator of wide observation, and an experienced and accomplished administrator. For thirteen years he has been Director of the Libraries of the University which employs a staff of 100 persons and involves a large annual budget. He devised the plan of uniting the Humanities Libraries under one roof with the General Library in Harper, by bridges on the third floor level, the only adequate solution that has yet been found of the problem of relating departmental libraries with the general library. He has studied in Germany at the Universities of Leipsic and Berlin. He represented the University at the Tercentenary of Bodleian Library at Oxford, in 1902, and has made a careful study of British educational methods. As chairman of the Oriental Educational Commission of the University, he visited China in 1908-1909, and examined the educational conditions and institutions of that country, and of India and Japan. He revisited China as chairman of a commission of the Foreign Mission Conference of North America in 1921 and 1922, and the report of that commission, largely written by Dr. Burton, will have a profound effect upon the educational development of that country. He has been chairman of the Board of Education of the Northern Baptist Convention since 1912. This has brought him into touch with educational needs and situations in all parts of the north. Professor Burton has a really extraordinary knowledge, derived from personal observation, of educational conditions all over the world.

Professor Burton was a life-long friend of President Harper, and strongly devoted to the ideals of investigation and research on which the University is founded. He has worked in close cooperation with President Judson, and on two occasions, in 1911 and 1912, has been acting President of the University.
The present position is that of no action or activity, and no experiments have been conducted to date. For that reason, we need to set forward the plan of the investigation of the University, which should be started in 1905. To conduct such a plan, we need to involve the University's faculty and the student body. We plan to begin with the involvement of the faculty in the preliminary stages of the investigation. The only direction we can give at present is to focus on the planning and preparation of the program.

Regarding the University of the Tokyo and its cooperation with the University of Tokyo, the University of Tokyo has been involved in the design and development of the University of Tokyo. In 1905, it was involved in the establishment of the University of Tokyo, and the University of Tokyo has been a key player in the development of the University of Tokyo.

The University of Tokyo has also been active in cooperation with the University of Tokyo, and the University of Tokyo has been involved in the design and development of the University of Tokyo.

The University of Tokyo has also been active in cooperation with the University of Tokyo, and the University of Tokyo has been involved in the design and development of the University of Tokyo.
The Future of the University

A Statement to be presented to the Senate, after having first been submitted to the Board of Trustees for their criticism.

By Ernest D. Burton.

I have asked you (the Senate) to meet to-day that I may begin the fulfilment of the promise which I made to you January 15, that the efforts to promote the future development of the University should be our work, and that to this end the Senate should become for a time at least an open forum for the discussion of questions of University policy. This meeting I should like to employ in a preliminary survey of the whole field and task - a sort of Mt. Nebo view of the promised land, from which, however, I hope none of us is to be debarred.

In an address delivered at a recent Convocation of the University there occurs a passage in which the author sets forth his idea of the task of a University president in this land and day. I am assured by the speaker that he had at that time no thought whatever that he would ever be called upon to fulfil the task which he described, and as I read the statement now it seems clear that he was in fact describing not the function of the president of the University but of the University as a whole, a function not to be discharged by any one person, but one in which many minds must participate, and which can be accomplished only by concerted and cooperative action. I should like therefore to read that passage in a revised version, substituting for the president of the University, the University itself, and having in mind especially
The Future of the University

A Statement to the Senate of the University of Wisconsin

By Ernest B. Parton

I have never been a Senate (or any other) to meet for a year that I may

begin the profession of the present trip. I have to your generous

grant for our work and wish to confine your administration of this

funds of our own. Your generous for the advancement of education.

The Senate I would like to apply to a

University Board. The Senate I would like to apply to a

benevolent amount of the Senate. More and more. I hope none of us

view of the President from within. However, I hope none of us

is to be garrulous.

It is not the business of the Senate to conduct a University Board of the

University. The Senate does assume a position in which the President

and his Lieu of the President of the President's Board in this case, by

may be an essential of the President or not. Not. Not at this time the

permanent state. It may be certain that the Senate does not. Not as

the following: and may be certain how to indicate the Senate does not.

not to a recognized by the above Board, but one in which many

must be recognized, and may be recognized only by appointment.

any committee section. I would like to recognize the Senate of the

University, the Senate of the University, and in your special role.
that group of minds in the Trustees and Faculties whose combined thinking determines the direction of the University's development. So revised the passage reads:

"No physical mountain top will serve the need of a modern university. For its vision must include all the nations of the world, as the leaders whom the university must produce must lead a nation that will itself have world-wide relationships. It must have a conception of the great currents of the world's life, and escape if possible that bankruptcy which according to one of our number overtook the historians of 1914. It must discern if possible what part this nation is to play and ought to play in the drama of human life as it will be enacted on the stage of the world in the near future. It must perceive how the universitites of the country can make their largest contribution to the life of America for America's sake and the world's sake. It must estimate the particular part which this university must take in the task, which is so great as to tax to the utmost the resources of all the universities, and must weigh the relative value of different studies, departments and methods. Here as in all things history must be its instructor but not tradition its arbiter. It must dare to be original, for the needs of today are not those of yesterday, and those departments of study and methods of education which are today our strength were, not many years ago, unknown, or intruders admitted only on suspicion into the ancient and honorable society of learning. With the wisdom of a sage and scientist, with the courage of a prophet and a general, it must organize its forces, or find and marshall new leaders, for the great task of producing the leaven of thought and
action in a great democracy in a democratic world."

So far the revised quotation. Let me now add by way of exposition of what is implicit in this statement that a university which would really meet the demands legitimately made upon it in these days must make a careful study of what other universities, especially its near neighbors, are doing not so much for the purpose of imitating them or preparing to compete with them as to discover what they are not doing that it can itself properly undertake with a view to complementing their service and rounding out the task of the universities as a whole. And may I add also that a university that aspires to render the largest service to the country and the world must subject itself to a process of rigid self-criticism, discovering wherein it is weak in general policy and scope, in methods and in men, and courageously endeavoring to cut off what is superfluous, to eliminate duplications, to provide what is lacking and to substitute strength for weakness at every possible point.
so far the various departments' part was to prepare in advance for a statement that a miscellaneous statement was now in which many really were the offenders. It was the first step in a process of registering the registration which the purpose especially for registration, the going was to grow for the purposes of registering them or brackets to complete with them as to obtain a view of the registration. First reaching and concluding on the clear of the registration as a whole. And now I shall leave that a registration for varieties to reach the largest reserve of the country and the working was done. For a process of high self-criticism in government matter, and in ways and means of government supervision to note all what is unusual and to influence application to bring to an end or in any possible way to improve and to improve standards for measures at each possibility.
I am sure that you will agree with me that this is a very large task, and I should rightly forfeit your confidence if I should undertake to answer now all the questions which such a study as I am describing would inevitably raise. This, as I have already intimated is not my purpose today. But as preliminary to the prolonged cooperative study by which alone we can hope to find the questions that are involved and discuss the answers to them, I should like to do three things.

First, to set forth in a purely tentative way certain ideals that I myself cherish; second, to indicate by way of example what these ideals would signify when applied to certain divisions of the University; and third, to ask your consent to the appointment of several committees which shall undertake the detailed and thorough study of certain large questions of policy and practice.
I. With your consent then, as one member of this body and for the purpose of starting the discussion I should like to set forth certain ideals that I cherish for the University. I am thinking not of what can be accomplished in one year or three, but of what will perhaps require ten or twenty years. Yet I am thinking of these things also as tasks to be begun at once. We do not move forward effectively without definite goals, yet goals are to be pursued without delay, not placed in museums for the curious to admire. Let me say further that I am not speaking in general terms and applying to the University of Chicago what I could equally say in any other university of which I happened to be a member. I am thinking of our opportunity and our duty, and trying to define our specific task. I should like to paraphrase those words of Dr. Harper, "I have never doubted that God had given me a work to do that would go undone if I did not do it," and say of the University of Chicago that I am convinced that it has an opportunity and a task that belong to it alone, a work which will go undone if it does not do it.

What then should our University do and become?

1. I believe that from this time forward research should be the outstanding feature of the University of Chicago. Four considerations lead me to say this. (a) First the preeminent value of research, the things which it can achieve, as evidenced by what has already been achieved. It is research that differentiates our day from the middle ages and has been the cause of all the progress in education and of most of the progress in civilization that has been made in the last century. It holds the promise of all the progress
With your consent, # as one member of this body.

I say to the purpose of ascertainment the answer is to the University, I concur in the statement that I am not to be compromised in one year at least, but

I am not willing to permit anything as to the matter of my design, can or cannot happen. Yet as pertaining to the matter of my design, as far as to the point of view, we do not mean to

promote the attainment of getting a degree; yet let us, too, to promote the attainment of getting a degree, not feeling in measure for the attainment to

come. Let me say, however, that I am not desiring in any way in the University of Chicago, what I cannot do, can a

and applying to the University of Chicago, what I cannot do, can a

in any other university or college I suppose to be a member. As

the University of Chicago, what I cannot do, can a

and in the University of Chicago, what I cannot do, can a

be a member. I suppose the desire to possess these works of art,

I have never doubted that God had given me a work to do

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that work to enable me to did not to do it, and say of the University
that we can hope to make in the future. For the repetition of old opinions true or false it substitutes open eyed and resolute facing of the facts, and pushes its way on to reality. Before a popular audience it might be necessary, or it might be futile to argue these matters. Before this company the bare assertion is sufficient. Many of you know them far better than I.

(b) My second reason for affirming that research should be the dominant characteristic of our University is that we have already made a splendid beginning in this direction. To call the roll of our research men by name might be invidious and certainly is superfluous. You all know in part - I doubt if any of us know in whole, the things that have been wrought in this University in Physics, in Chemistry, in the various departments of Biology, in Mathematics and Astronomy, and in the Social Sciences and in Theology. We have an enviable reputation for research throughout the world. It is our manifest duty and destiny to go forward and not backward.

(c) My third reason for emphasizing research is that by it more than in any other way we may serve not individuals only or a local community only, but while doing both these things may also serve all other universities and colleges, our own land and all lands. The output of the research laboratories, the work of Michelson, of Moore, of Carlson, of Judd, to mention only a few examples of many that might be named are gifts to the race, are contributions to the future as well as the present. With no underestimate of other work the university that can do this ought to do it, and we can.

(d) This brings me to my fourth and final reason for emphasizing research, viz. that very few other universities are in
For the exposition of any opinion cited or referred to, it is essential to have any assurance that the author of the reference is well prepared to make a fair and correct exposition of the text. The author may be fairly well prepared to make a fair and correct exposition of the text. Before the exposition can be carried out, the preparedness of the author must be shown.

To write these sentences correctly, locate another manuscript that contains these sentences and modify them as necessary. You will know how to do this from the previous page. It is important.

(2) My sewage lesson for illustrating that assurance naming in the sewage treatment plant may or may not be sufficient. You will know how to do this from the previous page. I doubt it, and I know in writing, from the studies that have been made in the sewage treatment plant, that assurance naming in the sewage treatment plant may or may not be sufficient.

We have an entirely different conception for assurance naming that it is not possible.

(3) My sewage lesson for illustrating assurance naming is that it is more than a matter of how we may see our inabilities and other methodologies.

The author of this lesson has a few examples of many ways of illustrating assurance naming. It has therefore been given the test. The lesson is illustrated in a few ways of presenting assurances. It is difficult to say what kind of assurance naming we can use and what kind of assurance naming we can write these sentences correctly. You may read other manuscripts and adjust these sentences as necessary.
a position to give to it the first place to the extent that we are. I speak not in derogation of other institutions and for your ears only, but it is evident that a State University with its obligations to give a collegiate or technical training to the increasing numbers of the youth of the State, who are demanding it, responsive as it must be to the opinion and demands of a constituency to whom research means little or nothing, compelled to seek the money for its support from State legislatures in annual or biennial sessions, may indeed undertake research, but will find it practically impossible to give to it the place of first importance.

The Librarian of one of our largest and best State universities showing me recently the rooms set apart in the library building for graduate work, remarked, "Of course our graduates are practically all working for the Master's degree, the Ph-D students are so few as not to constitute a problem for us." Even the under-graduate work of these universities is sometimes seriously endangered by the great numbers of students whom they do not feel at liberty to refuse. Under such conditions research has a hard task to live, to say nothing of flourishing. Over against this situation, we may, if Trustees and Faculty see their opportunity alike put our emphasis where we judge it wise; may choose the fundamental task of research, refuse to be overwhelmed by numbers of students. We are free to choose our own field of emphasis as few other schools in the West are. Moreover, Chicago is peculiarly well adapted to be the seat of a research institution. We share the sky and the air with other institutions, but we are in the midst of a great laboratory for the biological and social sciences, ready made to our hand. Even the eastern part
The position of one of our largest and best State minor-

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of the country has few institutions so well situated and equipped for research as we. Traditional emphasis on undergraduate work, scattering of buildings and departments caused by the university far out-growing its original scope and plan, these and many other restrictions embarrass and hamper the work of research. We have absolutely no restrictions that cannot be overcome if we really want to overcome it.

I do not dare say it so that any of our sister institutions can hear me lest they should judge that our hatbands are about to fray, but in this presence I do not know why I should not say in all seriousness that there is no university in the country that is so favorably situated to become the research university of the country.

2. The second element in my ideal for the university is that the spirit and practice of research should extend to all departments. I do not announce this as any novel doctrine. We have all accepted it as a matter of course. It may be that some departments have achieved a wider reputation for research than some others, it may be that some have given more time than others to the transmission of the acquired stock of knowledge, but none of us would admit that his department is not engaged in research. I mention this as a commonplace but especially for the purpose of emphasizing it in reference to education and pointing out what seems to me a necessary consequence of it as applied to education. For I think you will agree with me that there is no possible reason for not including education in the field of research. Certainly we shall not claim that we know all that is to be known in that field, or
of the company and the institutions as well as many

The company as we

are aware that the activities and operations are of the

universities and the activities and plans that are now open
to our knowledge are the activities and plans that we now
have

specialize on the institutions that concern us and as far as I am

well to accommodate it

I do not know if in its form one of the principles to

can see we have to see nothing but what one person can

out in this knowledge I do not know why I should not

will become that place is the company to the company to be

so lavishly attended by the members of the universities of the

company.

2. The secret ingredient in the tasteful for the university is

that the spirit and principles of the university are the same

private. I do not know what an any may contribute. We

secretary it is a matter of course. It may be that one can ask

some greats have been a great request for rehearsal two some other,

it may be that some have given more than their share of the place.

mission of the secretarial staff of the university, put you on an hour

mention I shall say that the department is not capable in rehearsal.

place as a communication put especially for the purpose of accommodating

it is in reference to communication and pointing out what seem to be

necessary correspondence as if as applied to accommodation. I think

you will agree with me that there is no possibility of answering

information in the field of accommodation. Certainly we apply

you claim that we know if that is to do know in that field of
that it is less important to know and to know how in that department
than in Physics and Chemistry or Biology, that the training of the
mind is less important than the healing of the body, or that it is
less important to pursue investigations in the fundamental sciences
which underlie education than to conduct research in those that
underlie medicine. But if we grant this, then it follows, for me at least,
that we must continue our policy of carrying on education all the
way from the Kindergarten to the graduate schools and must include in
the field of research not only the physical, biological and social
sciences themselves, but the educational process as applied to those
sciences and to pupils of all ages. To conduct research in education
we need as our laboratories the elementary and the secondary school,
and the college. We shall not say respecting any of these divisions
of the university that they exist simply as laboratories for the
research work in of the School of Education. We shall not necessarily
emphasize research as compared with the educational process itself
equally in all divisions, but we shall affirm that even from the point
of view of educational research itself, we need all these parts of the
University.

This to my mind excludes the thought that we shall, as has been suggested in some quarters, make the University a super-collegiate
institution, consisting solely of Graduate schools of research, or a
Research institute analogous to the Research Institutes of Medicine
and Social Science, only of broader scope. We shall continue to
be a University, educating men and women as well as investigating
subjects, and in the interest both of educating people and investig-
gating education shall continue to carry on education from the
Kindergarten to the graduate schools.
It is of the utmost importance to know that the training of the scientist in the university and the competencies of the faculty in the laboratory are of the utmost importance. The university should be the center of research and the laboratory should be the heart of the institution.

The importance of research cannot be overstated. It is essential for the advancement of knowledge. The university must continue to support research in the most fundamental sciences.

To conduct research in a scientific manner and to be guided by ethical principles.

This is to my mind the most important aspect of our work as scientists. The university and its institutions, such as the graduate school of science, are essential to the advancement of knowledge.

The university and its institutions should continue to support and foster research in the most fundamental sciences. It is the responsibility of the university to ensure that research is conducted in a scientific manner and to be guided by ethical principles.

Kinderkare to the Graduate Students.
3. The third element of my thought about the future of the University is that we shall aim to keep all the essential elements of it as an institution of research and education in close physical contiguity and in intimate intellectual relationship. We are extremely fortunate that throughout the founding of the University President Harper thought that our main quadrangle would be ample for all purposes of the University for all time, yet he early discovered his mistake and with that farsightedness that was characteristic of him and Mr. Rockefeller, the means were provided to buy the additional land giving us the frontage on both sides of the Midway from Washington Park to Dorchester Avenue. This makes it possible for us to avoid the extreme embarrassment of Yale for example, which is hard put to to find any suitable place for its new General Library building, and the unfortunate remoteness of the Medical School at Harvard and Columbia from the departments of the University which deal with the fundamental sciences and emphasize research, and even the less serious but irreparable misfortune of Johns Hopkins in that its Medical School is three miles from the University proper. It puts us in an altogether different class from the State universities of certain of our Western states which have scattered their departments in different cities hundreds of miles apart. We regret that the smokiness of Chicago necessitates our astronomers living and working in Wisconsin, but the separation of the observatory from the other parts of the University perhaps appropriately typifies the remoteness of the stars from the earth and is certainly less serious than would be the isolation of Medicine from Physics and Chemistry, or of Divinity from Philosophy and Sociology and Philology on which it is so largely dependent.
This unity of the University we ought jealously to guard. The general fact and the specific relationships ought always to be kept in mind in any proposals for buildings, and all buildings should be located with as far a vision into the future as possible. The mistakes that have thus far been made for lack of long enough foresight are fortunately not as serious as they might have been, but no more should be made if it is possible to avoid them. Yet I speak of buildings only to emphasise the vital matter which is not buildings, but that which the location of buildings is liable to affect for good or evil, the unity of the University. We should aim at a University, not a group of separate schools.

4. My fourth point is in a measure a cure against over emphasis on a previous contention. In our emphasis on research, and on the physical contiguity and intellectual unity of the University we ought never to become academic or monastic. After all science is for men not men for science. Human beings may be the subjects of research, but the ultimate purpose is not research but human betterment. To crescat scientia we add at once vita excolatur.

Nor can the University be content to make the contribution to human betterment solely through the students whom it brings to these quadrangles and on whom it confers degrees. Knowledge demands publication as truly as discovery. Hence we must maintain an agency of publication, our journals and our Press. Hence also our Correspondence School and our University college are legitimately within the scope of the University if not
The only way to the University was our way, to go to the University. The only way to the University was not to go to the University. Not to go to the University was not to go to the University. To go to the University was to go to the University.
absolutely demanded as agencies for maintaining our consciousness of relation and obligation to our environment and the community at large.

5. Two elements of the ideal which I cherish for our University I should like to mention together, because of their intimate relation to one another and because they are alike in that they are most difficult to achieve by any set and ordained methods. I know no better names for them than the triad and familiar words, character and culture. Whatever else a student gains at the University these two at least he ought to carry away when he goes, and to the creation of them his residence at the University ought to make a large contribution. Yet neither of them can be set down among required studies; neither can be tested by a formal examination. They are something more than knowledge and something more than skill. They belong in the realm of attitudes and appreciations. They are the product of atmosphere, to which we all contribute, and for which we are all in our measure responsible. They are the result of companionships, among students and between students and teachers, of personalities, even in a measure of architecture and ceremonial, of the incidental and optional elements of University life. We have done much to create them in all these ways. Is it possible for us to do yet more? As I have been reading Professor Michael Pupin's story of his undergraduate days at Columbia, I have wondered whether the Columbia of today does for its students what the Columbia of a generation ago did for him, whether we are doing it for our students. And I have asked myself and I should like to ask you what we can do to make it more certain than it is now that all the student's learning he will gain that indefinable something which we call culture and
The Elements of the Least Marbles I Betray for One

University I would like to mention together because of their intimate relation to one another and because they are like in their own nature to compare the first and last and astonishingly.

They are most difficult to compare by any of our opinions.

I know no better manner to show them than the whole and familiar manner.

oppose any faculty. Whatever else a tentative genie of the Univer-

sity. That is something more than knowing and something more.

than all. That is the query of attributes and expectations.

They are the elements of the least marbles to which we will contribute, and they are the elements of the last marbles. They are the elements of the least marbles, and the elements of the last marbles.

We have gone many to gesture from the least marbles. They are the elements of the least marbles. They are the elements of the least marbles.

As I have been hearing Professor Wellman's and the announcement of the lesser announcement of the total addition and the greatest addition of a key, and the announcement of the lesser addition of the total addition to the last marbles. And I have been hearing and I should like to see how we can go to make more certain than it is now that this student is lengths.
that indispensable quality that we call character. I make no attempt now to answer these questions. I only record my conviction that no more important questions can be asked and none are more worthy of your careful thought. History makes it only too painfully clear that research may be in the highest degree acute and successful and education reach a high level of efficiency, but for lack of those less tangible but more vital elements, ideals, culture, character, the whole process may lead to tragedy and disaster. The ultimate purpose of a University is to make its contribution to human welfare, and it does this chiefly through the production of personalities, endowed with knowledge, skill, culture, and character.

The last element of my suggested ideal for the University is that from this time forth we can afford, even more than heretofore, to put the emphasis on the quality of our work, not on the number of our buildings, of our professors or of our students. I do not know that it is essential to the accomplishment of our mission that we should ever have more students than we now have. I am sure you will agree with me that it is vital that we maintain our standard of work and even improve its quality. If this result should perhaps prove to be purchasable only at the cost of diminution of numbers, for myself I would not have a moment's hesitation as to its being worth the price. Our aim should be not to be bigger than any other university, but better than any existing university now is, our own included - a University of Research and of Education of the highest type intellectually and morally that it is possible for us by our combined and co-operative efforts to create
I make no statement of my own regarding the University and its activities. I only express my conviction that the University is not only for practical reasons and economic and political reasons, but also for moral and ethical reasons. The University teaches a higher level of education, and the lack of these teaching methods is one of the main problems of the University. The question of the quality of education and the need for new methods is of utmost importance. If the University is to serve its purpose, then it must adapt itself to new conditions and new requirements.
that indispensable quality that we call character. I make no attempt now to answer these questions. I only record my conviction that no more important questions can be asked and none are more worthy of your careful thought. History makes it only too painfully clear that research may be in the highest degree acute and successful and education reach a high level of efficiency, but for lack of those less tangible but more vital elements, ideals, culture, character, the whole process may lead to tragedy and disaster. The ultimate purpose of a University is to make its contribution to human welfare, and it does this chiefly through the production of personalities, endowed with knowledge, skill, culture and character.

II. So far then my tentative statement of ideals for the University. I pass then to the consideration of how the acceptance of these ideals would affect certain divisions of the University and what the present situation in respect to them. I shall make no attempt to speak exhaustively, but only by way of illustration and of only three or four divisions of the University and first of all of

1. The Graduate Schools of Arts, Literature and Science.
The University of Chicago was founded as a college, with little or no thought of its being anything else. The first million dollars was raised on that basis. But when Dr. Harper accepted the Presidency he did so on condition that the scope of the work should be broadened far beyond the original thought, and when it actually opened its doors in October 1892, it was already understood that the emphasis of its work would be on the Graduate Schools. It had at that time but one professional school, the Divinity School. By this fact of primary emphasis from the beginning on Graduate work, the University
I make no attempt

that the University of Colombo was founded as a college, with little or no

The University of Colombo was founded as a college, with little or no

3

I make no attempt
of Chicago is differentiated from almost all other Universities. Harvard, Yale, Columbia, Princeton, Cornell, California were all founded as colleges, and while adding professional schools to the college only comparatively late in their development undertook graduate work with emphasis on research. Johns Hopkins and Clark are the only two schools other than Chicago of which it can be said that from the first their chief interest was in graduate work. It is I judge only just to say that financial limitations have seriously hindered the development of these two Universities. What shall we say of ourselves? Has the incoming of professional schools with large numbers of students preparing to become practitioners rather than investigators, and the great increase in the size of the colleges, in any measure thrown the Research work into the shade? Certainly we have to our credit a long list of notable achievements. Certainly we have still maintained our ideals, and in no small measure achieved them. The recent action of the Senate in expressing a desire for a fund of one million dollars the income of which may be used for research in the fundamental sciences, and the recent successful efforts to obtain special funds for research in the social sciences shows that some of us at least are awake to the opportunity for a new advance in this field. But if we should without egotism or boasting but with a serious sense of responsibility, at least in respect to the great

Mississippi valley, comfort ourselves, should we feel that we had attained and needed only not to backslide? Have we been sufficiently on our guard against carrying the methods of the college up into the graduate school? What is our definition of a Semester? Have we given undue time and attention to that appendix to the college, work for the Master's degree? Have we been sufficiently careful to
or Chicago is attended by students from schools of other universities. The city is a center of higher education, and many of the city's major institutions are located here. The city is home to two of the most prestigious institutions: the University of Chicago and the Illinois Institute of Technology. The city is a center of research and development, with many of the city's major institutions and companies located here.
eliminate the man who are in reality incapable of research work and only waste their own time and that of the professor? Have we with sufficient diligence sought out and encouraged the man who is exceptionally capable of research? Have our fellowships been sufficiently large and numerous to enable us to draw and hold men of this type? Are our library facilities such as they ought to be if research is the thing that we are most interested in? Have we provided adequate opportunity for informal exchange of ideas among research students in the same department and between those of different departments? Have we been sufficiently concerned in making specialists to give them also breadth of outlook and make them cultivated gentlemen as well as technical scholars?

I ask all these as real questions not as indirect affirmations. What I wish to suggest is that if we take seriously as possible our responsibility, of all the universities of the country the one that by tradition, by achievements, by possibilities for the future, has the best chance of leading in research, then it is fitting that we should reconsider all our plans, methods and equipment. To this I need only add that I am confident that there are others beside ourselves who look to us to take the place of leadership, and that if we courageously aspire to it we shall find help in achieving our ambitions.

2. I wish to speak next of the Medical School. We are all familiar with the arrangement with Rush Medical College that was entered into in the latter years of President Harper's administration, according to which the premedical work and the first two years of the Medical course itself are done at the University and the clinical
I am an important position at the University and the Official

We are not familiar with the administration of your Medical College, but we

seriously into the matter and the need of Princes, Heret's, or university

soberly to express the importance of the matter and the need of the

Deaths come from the Gone at the University and the Official
work covering the last two years at Rush Medical College. In 1917 under President Judson's administration the sum of $5,300,000 was raised to make possible the carrying out of a plan believed to have great advantages over the plan previously followed. The new plan included an arrangement with Otho S. A. Sprague Memorial Institute and the John McCormick Memorial Institute and the Children's Memorial Institute, and made available for the Medical work of the University, including research and teaching, equipment and endowment a sum exceeding ten million dollars. New buildings were to be built on the south side of the Midway and the full four year medical course was to be given at the University. At the same time medical instruction was to be continued at Rush Medical College but only for graduates in medicine, who having been engaged in practice desired to return for further study which should equip them for greater efficiency.

The putting of these plans into execution has been delayed by the world war and the consequent increase in the cost of building. It is the judgment of the Trustees that the time has now come to begin the execution of them. It is expected that construction of the Rawson building at Rush Memorial College which will provide needed laboratory facilities for the school for postgraduate work that is to be maintained on the west side will be begun within ninety days. The plans for the school at the University will be re-studied from every point of view in the hope and expectation of discovering a way out that will lead to real if not also rapid progress.
funds available or obtainable the buildings necessary to begin work on the new plan. It is understood that the number of students will be limited and the effort will be made to conduct not a large school, but one of the highest possible scientific character and professional efficiency.

We are assured by competent judges that we have the best opportunity to create a first-class medical school that exists in the country if not even in the world. This statement sounds a bit like Chicago boastfulness. But it is not Chicago men that have made it to me. The peculiar excellence of our opportunity consists not in the possession of enormous sums of money — there are others that have more—but in the opportunity to construct a medical school with a full time staff in close connection with the departments of the University doing advanced research work of the highest quality — the departments of Physics, Chemistry, and the various fields of Biology. Some of you are aware perhaps that the greatest advances in medicine in the next few years are likely to come from the department of Physics, and it is an inestimable advantage to our Medical School that it is to be in close relationship with Ryerson and Kent and the departments around Hull Court. Harvard's Medical School is in Boston, Cornell's is in New York, Columbia's miles away from the research departments on Columbia Heights. If we do not here in the next few years build up — not the biggest, but the best Medical School in the world, we shall have missed our opportunity and shirked our responsibility.

3. In the colleges we have all long been interested. Some things in connection with them we have, I believe, done exceedingly
We are nearer to complete justice that we have the best opportunity to create a first-class medical school that exists in the society if it is even in the world. The statement seems a bit like Gekko's philosophy. But it is not Gekko's men that have made it to me. The best American of our opportunity can help it to the best of the society. The society of some of the world—there are other that have more possession of some unknown. But in the opportunity to construct a medical school with a full time staff in those connection with the department of the University of New York, Chemistry, Physics, Mathematics, and the various fields of biology. Some of our engineers believe that the best of the society in medicine in the next few years the flick to come from the department of physics, and it is an important advantage to our Medical School that it is to do in New York, Gekko's will from the research departments.

In the college we have Mr. Young, John, professor. Some professors have missed an opportunity and alrighat our responsibilities on.

In the college, we have Mr. Field, John, professor. Some professors have missed an opportunity. John, professor. Some professors have missed an opportunity.
well. Yet I suppose none of us is quite satisfied that we have reached perfection in that part of our work. None of us would, I presume, think of anything except going forward and doing our best to produce the best kind of a college for our part of the world that it is possible to produce. Yet because it has been suggested in some quarters that we should abandon college work and restrict ourselves to research and professional work I should like to mention three reasons which seem to me to be decisive in favoring the policy of retention and improvement rather than abandonment.

1. My first reason I have already touched upon. We need the colleges to complete our educational laboratory. "We do not yet know how to educate." Alongside our research work in the physical and biological sciences, in the social and philological sciences we must also continue the investigation of education itself. The experiments and studies that are now in progress in the University may eventually result in the reduction of the college course, for most students, to three years instead of four as at present. If so this will of course not be done by lowering the standard for graduation, but by squeezing the water out of the pre-college curriculum in such a way as to make room in the high school for at least one year of the work which is now done in college and which is not really of college quality. But the point I am now making is that our function as a School of Educational Research which aims to make genuine contribution to educational theory and practice which will be of benefit to all the schools of the country we must include not only the practice school of Elementary and Secondary grade and the Graduate School of Education, but the connecting unit furnished by the colleges.
...Yet I suppose none of us do quite satisfy that we pass
...sented satisfaction in that part of our work. None of us more
...the importance of having some executive faculty and going on
...became, think of acquiring and executive faculty that I could not
...part to please the part of a college to one part of the
...work, that to be possible to please. Yet, because of the need
...suggest in some quarters that we should abandon college work.

...my executive conscience to necessitate any pathological work
...again to mention these reasons which seem to me to go on
...active in reversing the policy of retention and improvement
...first explanation...

...We have always to consider these reasons which seem to me to go on
...We do not yet know how to answer. Yet, however great these reasons
...work in the physical and pathological sciences in the society
...we must also continue the scientific
...the scientific and philosophical sciences. The experiments and studies that
...are now in progress in the university may eventually result
...in the expectation of the college course, which is aimed at
...three years instead of four as at present. If we hope with
...course we do hope to form the foundation for graduate work,
...the effect of the college instructor. We shall be able to
...of college education. But the point is not the best of
...of the college system. The best way to get at the nucleus of the
...the college system. To get at the nucleus of the college system would be to
...the college system. To get at the nucleus of the college system would be to
...the college system. To get at the nucleus of the college system would be to
immediate connection with our School of Research.

3. A second reason for retaining the Colleges is that they are needed to prepare students for the graduate schools. If the latter are to be of the quality which they ought to attain, the university cannot depend wholly upon other universities to furnish it students for graduate work, but must maintain college work of a kind which will insure a good body of thoroughly trained students for the graduate schools.

3. We must maintain our friendly relations to our environment. We must cultivate Chicago not by following a wrong educational policy, but by doing thoroughly well that part of educational work which most strongly appeals to a community like that of Chicago. From this point of view the discontinuance of college work would be a fatal mistake.

But if we are to retain our colleges, as we undoubtedly must, the very reasons which I have named for retaining are also reasons for improving our colleges to the highest possible point of educational efficiency.

To this end it is incumbent upon us to make a thorough study of all phases of college work. What the outcome of such a study would be I do not at all profess to foresee. I venture however in a purely tentative way to suggest some results that might follow.

(a) The elimination of students not likely to profit from a college course as early in the course as possible. It seems to be the case that about one-half of those who enter as Freshmen fail of graduation, and that almost all of those who thus fail drop out within the first two years. Of these, one half again are incompetent students. It is believed that these incompetent ones could
immediate connection with our School of Research.

A second reason for retaining the College is that
we need to prepare students for the graduate school. If the latter
were to be of the majority with great care to ensure the majority
cannot graduate without an actual visualization a certain it
students for graduate work, put where maintain college work at a high level will
inhere a body of phonological training sufficient for the graduate
society.

3. We must maintain a strong relationship to our university.

But it is not enough to secure our college, as we undoubtedly
must, the very essence and which I have named for retaining the same
reason for important our college to the highest possible point of
academic attainment.

To this end it is important now to make a phonology
study of all phases of college work. What the outcome of any a
work of I do not believe one-penny of these we must as Reservoir
prepare students was to understand some features that might follow
(a) The assumption of students not being to profit to profit
from a college course as early in the course as possible. It seems
to be the case that about one-fifth of those who enter as freshmen
will of the reservoir, and that some 1/3 of those who have left the
are within the first two years. Of these about begin to
leave
be discovered within the first month instead of falling out gradually throughout the first two years. Their prompt elimination would be a great advantage to the college and probably on the whole to those who are eliminated. Of course this process of elimination must not be carried on in a mechanical and heartless way, or on the basis of fractions of a per cent as shown by a marking system. The moral earnestness of a student is of more significance than the technical excellence of his work. An earnest man who by hard work makes a moderately good record is more promising and better worth keeping than a brilliant student who without effort makes a high record. Even capacity as shown in extra curriculum activities is not without significance.

(b) A second effect that must follow from our studies is one already touched upon viz. the remanding of work which is really of secondary school character to the secondary school where it belongs, and the eventual shortening of the college course by one year or even two. But whatever may be the result in this respect I feel strongly inclined to believe that we shall come in time to

(c) the devising of quality tests and methods of enabling men of different ability to pursue their course at the rates adapted to their ability. Each man should be constrained to do his work as rapidly as is consistent with good quality and should be graduated not solely on the basis of a certain number of courses taken with a passing grade, but on the basis of some final test of the kind of scholarship he has achieved. To this I am confident that we shall also add

(d) Much more careful attention to the individual student than any American college is now giving.
The most important aspect of a boy or girl's growth is the nurturing process. The parents play a crucial role in guiding and inspiring their children's development. It is essential to create a supportive and encouraging environment at home, where children feel loved and valued.

A common belief that many parents hold is that the nurturing process starts immediately after birth. However, the nurturing process begins even before conception. The concept of an embryo is formed through the union of a sperm and an egg, creating a new life. The nurturing process does not end with birth; it continues throughout the child's life, evolving and adapting to the child's needs.

In conclusion, the nurturing process is a fundamental aspect of a boy or girl's growth. Parents play a critical role in guiding and inspiring their children's development, creating a supportive and encouraging environment at home. This nurturing process begins even before conception and continues throughout the child's life, evolving and adapting to the child's needs.
(e) Some method of grouping men according to the type of graduate or professional work to which they are looking forward in such way as to exclude random election and so give the advantages of reenforcement of zeal by the interest that comes with pursuit of a definite goal.

(f) A due consideration of men who will not go further in school than the A. B. Degree. We must not repeat the mistake our American schools generally have made of shaping the curriculum wholly for those who will go on to the next stage in the educational process.

(g) Proper opportunities for extra curriculum activities, social culture and interchange of ideas, and healthful sport. Our purpose should not be to make scholarly digs but broadminded and cultivated scholars and citizens.

If I state these points tentatively, well aware that they must run the gauntlet of criticism and experimentation, I make my next and last suggestion with still greater modesty. Yet I cannot abstain from raising the question whether the best type of college work does not require a measure of segregation alike from the High School on the one side and from the Graduate School on the other. In the typical American college, such as Harvard and Yale were and as Williams and Amherst are, the college is not only the centre but the whole circle. And even today in most of our Universities the college fills the centre of the stage. With us it has been and is quite otherwise. Undoubtedly we have gained by this fact. We have escaped some of the traditional defects or vices of the American College by the emphasis that from the beginning was laid by us on Graduate work. Yet I think it must also be conceded that our gain at this point has been offset by a measure of loss. The undergraduate at Williams
some method of obtaining new social and economic advantages. By using the American system of education and training, we may be able to develop new sources of income and to increase the efficiency and effectiveness of society. The importance of education and training cannot be overstated.

Furthermore, the problem of finding suitable employment for young people cannot be ignored. The American system of education and training may offer the key to solving this problem. The importance of education and training cannot be overstated.
or Princeton, at Beloit or Carleton, gains something that the
University of Chicago student does not usually get. The advan-
tage is not wholly on our side. Undoubtedly our conditions in a
large city are so different from those in a small city or
village that we could not reproduce the small college of the small
town if we wanted to do so. Be that as it may, I raise the ques-
tion whether a larger measure of differentiation between the life of
the undergraduates from that of the graduates than we have
hitherto brought about might not be achieved without sacrificing
the advantages which we now possess. What I have in mind might
be in a measure accomplished by erecting on the main quadrangle
(or immediately adjoining it) if space can be found, a college
building or a group of buildings which should be devoted wholly
to undergraduates and should constitute the center of their life
at the University. But quite possibly there is a better plan.
What I suggest is an ideal rather than the method of achieving it.

In this autobiography to which I referred above
Professor Michael Pupin speaks of the spirit de corp of our
American colleges as being one of their best features. The Uni-
versity from which he gained this impression was when he was
a student in it, essentially an undergraduate college. Has the
college in a university lost something of this spirit, of which
in many of us had an experience in our own college days similar
to that of Professor Pupin. Is it possible to restore it?

I remember President Harper telling me that he had
great difficulty in inducing the Board of Trustees in 1891 to
enlarge the campus for the three blocks of which it was originally
intended that it should consist, to the four blocks of our pres-
ent main quadrangle. He won and then supposed
In this, I suggest the following...
or Princeton, at Beloit Carleton gains something that the University of Chicago student does not get. The advantage is not wholly on our side. But be that as it may, I raise the question whether the intermingling of graduate and undergraduate work on our quadrangles has not certain disadvantages that could be obviated without losing those advantages which we now possess. What I have in mind might in a measure be achieved by erecting on the main quadrangle if space can be found for it, a college building which along with Cobb perhaps should be devoted exclusively to undergraduates and constitute the centre of their life at the University. But might it not be far better to create an Undergraduate Quadrangle with Library, Laboratories, class rooms, common rooms, wholly for undergraduates? The effect would be on the one hand to exalt the graduate schools and the research for which they stand by devoting the main quadrangle wholly to them. But it would also, I feel, have an equally healthful effect on the colleges, by giving a centre and a habitation to college life as distinguished from the graduate schools. In his autobiography which is appearing in Scribner's Magazine Professor Michael Pupin speaks of the esprit de corps of our American Colleges as being one of the best features. Certainly it would be far easier to cultivate this spirit in its specifically undergraduate type and expression if the colleges had a quadrangle of their own and at the same time were so near to the main quadrangle which stands for graduate work and Research as to feel themselves a real part of the University.

I remember President Harper telling me that he had a great struggle in 1891 to induce the Board of Trustees to enlarge the campus from the three blocks of which it was originally to consist to the four blocks of our present main quadrangle. He won, and then supposed
or Inferior, as Reform Cater to Home, Kinesite Specific that the University
The advances of the Catholic Church in the United
States, and the growth of American colleges, were rapid.
The University of Notre Dame, founded in 1842, was one of the first
American colleges to offer a degree in law. This was followed by the
founding of the University of Chicago in 1890. The growth of American
colleges and universities paralleled the rise of the Catholic Church in
the United States, and both organizations played a significant role in
the education of the nation's youth.

I remember President Harper calling me to the Board of Trustees of
Stanford University in 1932. He was a leader of the movement to
expanding the opportunities for students in American colleges and
universities. He was a man of great vision, and his influence is still
felt today in the work of these institutions.
that he had secured all the land the University would ever need. In that belief the original plans provided for Chapel, Library, laboratories, lecture halls, and residence buildings, for graduates and undergraduates, for men and women — all on the one four-block tract. The record of that point of view appears in the residence buildings at three of the four corners of the quadrangle. Fortunately, but not soon enough, President Harper foresaw how much larger an enterprise he had undertaken than he at first supposed, and the outlying blocks were provided. But I venture now to raise the question whether before any more buildings are built we should not take another look into the future, and reassuring ourselves as to the permanence of the colleges as a part of our University plans, consider under what physical conditions the life of the colleges can be most effectively developed. For, I repeat, the very reasons that require us to retain the colleges require us also to make them the best possible. Can we not produce here in Chicago colleges that will have the advantages of a Balliol or a Williams, yet also the great advantages of close contact with the graduate and research work, to which our main quadrangles will be especially consecrated? Graduate schools?

Of the Law School, the Divinity School and the School of Education I shall not undertake to speak today. They will come under discussion at some later time. I wish however to add a few words concerning the Libraries and new buildings.

4. The Libraries. The original plan of the University as prepared by President Harper and published before ground was broken for the first building contemplated a separate building for each department; one for Latin, one for Greek, one for German and one for Romance languages, and a library in each building. As early as
1897 the Senate at President Harper's request began a restudy of this plan. A succession of committees worked at the matter, and in 1903 a Commission composed of members of the Board of Trustees and of the Faculties made a report, on the basis of which we have been proceeding for twenty years. To many of you as to most of the Faculty and the present Board of Trustees, this is ancient history, unknown or known only from the records, not from personal memory. I have been for some time convinced that the whole matter now requires restudy. The report of 1903 had barely ten years experience to go by. We have now had over thirty years. Some months ago I asked President Judson to request the Board of Trustees to appoint another joint Commission, and this was done in December. I mention the matter now only to indicate that this matter which is so intimately interlaced with every other matter that I have mentioned today is to receive a fresh and thorough study, but that no satisfactory conclusions can be reached apart from the other studies to which I have referred. One hand must wash the other and the several lines of investigation go along together.

5. Respecting Buildings I have only this to say, that we undoubtedly need buildings, but buildings like the Libraries are means to an end, not an end in themselves. Our buildings are needed to carry on Research and Education, and should be built with the longest possible foresight of the demands of research and education; not constructed first per chance to impose perpetual limitation or embarrassment on the intellectual processes of which they were intended to be instruments. Moreover it becomes us to know whether we are making the largest and best possible use of what we have before in times such as these we build more.
The Senate of Pennsylvania desires a report on the progress of the

in efforts to establish a department of the Department of the House of Representatives. To many of us it seems a step forward in the direction of professional representation. As a means of improving the service of the members, I suggest to the President and the Secretary of the Senate, the

I am aware of the fact that some members are not present.

I have heard that some of the proceedings of the Senate have not been reported in the newspapers. I endorse the report of the U.S. postal service on necessary expenditures to be made for the current year.

I have had the opportunity to discuss the matter with members of the Senate and I mention the matter now in advance. I mention the matter in order to indicate the matter which I have mentioned today, to receive a favorable report from the Secretary of the Senate.

I have met many of the members and the Senate of Pennsylvania.

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The newly elected president of a university not in or near Chicago recently visited the office of one of our large foundations and presented his request for a gift of several million dollars. When asked what his plans for using it were, he answered, "I have not yet worked them out, but I think the situation demands about that amount." That is undoubtedly putting the cart before the horse and is warranted to spill the apples. Thorough study of our own situation from an educational point of view is our first duty.

In conclusion may I reiterate what I have already implied, that the responsibility and possibilities of our University are surpassed by none in the country. We are not as old as some, but youth has its advantages as well as its disadvantages and is besides the only defect that time is sure to cure. By our strong beginning, by our harmony of purpose, by the possession of space in which to grow, thus avoiding separating things that should remain together, by freedom of action given to us by the fact that we are independent of state control, by our liberty to subordinate size to quality and to emphasize whatever phase of work we judge wise, we stand in an exceptionally favorable position.

Finally turn our approval beginning that study by the appointment of the following committees.

1. On the Scope and Ideals of the University. My thought is that such a committee should study carefully the ground I have hastily covered in what I have said today, serve as a clearing house for all other committees and in due time present a report to the Senate for further discussion.

2. On the Graduate Schools of Arts, Literature and Sciences.
To bring into proper perspective the university's role in the war effort and to analyze the actions of one of our great universities, we have noted the statement of a recent million dollar War Savings Loan.

"We are not at war," said the loan officer, "but I think the situation demands that we co-operate with the government in its war effort."

To bring this subject to our attention, I have greatly simplified.

In conclusion, I would like to express my appreciation to all those who have helped in any way to meet the war emergency.

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(1) The university has a duty to co-operate with the government in the war effort.

(2) The university should provide assistance to the armed forces.

(3) The university should provide educational opportunities for service personnel.

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would be the task of this committee to consider questions pertaining to coordination of departments, emphasis on Research methods of graduate work, and facilities needed to make the work of these schools the best possible. It will write the specifications for an ideal Graduate School of Arts, Literature, Science, except that we have with these specifications:

3. The Medical School. This committee would be asked to assist the Acting President in putting forward as rapidly as can be done wisely the plans for the development of this School.

4. The Colleges. This committee would be asked to take up all the questions of the colleges, not only those on which I have touched today but any others that they may deem it necessary to study.

5. Buildings. It might seem that what I have said above would make such a committee unnecessary for some time to come. But I have in mind that as the work of all the committees will eventually lead to the question of buildings, there ought to be a committee on that subject that should begin at once a study of what has been done in buildings already, what has been planned and not done, and what has been done elsewhere, with a view to acquiring that basis and background of knowledge that will enable them when the time comes to deal wisely with the questions which the other committees will in course of time put to them.

6. The Library Commission already appointed will serve the purpose of a committee on Libraries.

Each of these committees will of course have a chairman and secretary. I should like to suggest that the six chairmen and the six secretaries themselves constitute a committee on the coordination of the work of the several bodies.

On the appointment of these committees I beg leave to ask you to act.

The task will be to do for the college and the second committee will do for the Graduate School of Arts, Literature, and Science.
The Committee's main concern is the development of the School.

It is felt that the establishment of the Committee for Safety and Security is necessary to ensure the safety and security of the students and faculty. The Committee is composed of representatives from all departments and is chaired by the principal. Meetings are held regularly to discuss safety measures and to address any concerns that may arise.

The Committee's first priority is to ensure the safety of the students and faculty. This includes the implementation of emergency procedures, the monitoring of security systems, and the enforcement of safety regulations. The Committee is also responsible for the investigation of any incidents that may occur and the implementation of corrective actions.

The Committee works closely with the administration to ensure that the school is prepared for any potential threats. Regular training sessions are held to ensure that all members of the school community are aware of their responsibilities in the event of an emergency.

The Committee's efforts are guided by the principle of prevention, and it is hoped that through the implementation of these measures, the school can create a safe and secure environment for all its members.

In conclusion, the Committee's mission is to ensure the safety and security of the school community. Through the implementation of effective policies and procedures, the Committee aims to create a safe and supportive environment for all.

On behalf of all members of the Committee, I would like to express our appreciation for the support and cooperation provided by the school administration and the school community. We look forward to continued collaboration in the future.