Mr. Grey:
Members of the Class of 1923:

It gives me great pleasure on behalf of the University to accept the gift which you today tender to the University, and to promise you that it will be carefully preserved and cherished by the University. I desire also to express my pleasure in the particular character of the gift which you are presenting, and in the wisdom of your selection. It is eminently suitable that the gifts of successive classes should constitute an historical record which successive generations of students will read. It is one of the charms of the great English Universities that they abound in such memorials. We are still young, and we have comparatively few. We ought to have more and more as the years go on, and I am glad that you are adding one today.

I am especially happy that you are giving the University a bas relief of Mr. Judson
It gives me great pleasure to

express my sincere appreciation of

the University Board of Trustees

for the splendid manner in which

the work of the University

has been handled during the

past year. The University Board

of Trustees has, in my opinion,

been one of the most effective

bodies that I have known, and

I am confident that the work of

an educational institution such as

the University of the University

will be conducted on a high level.

I have every confidence in the

ability of the University Board

of Trustees to guide the University

in the right direction and to

maintain its high standard of

efficiency and excellence.

Sincerely yours,

John Doe
which will preserve his portrait in imperishable bronze for centuries to come.

He has been the President of the University practically throughout your college course, and it is eminently appropriate that your class should in this way perpetuate the memory of his presidency.

I do not know how many of you have come to know President Judson personally. I hope that many of you have done so. But probably none of you can have known him as well as I, who have been his colleague for over thirty years and have served under him as President for seventeen years. Perhaps, therefore, I may venture to say to you some things about him on the basis of my more intimate acquaintance with him.

The world knows him as an author, and as an educational administrator of unusual ability, as a member of important Boards and Foundations, and as representative of these Boards and of the national government on import- and Commissions to foreign lands. But I, who
with his presence the part taken in important

sense for consideration to come.
He has been the principal at the
university basically throughout your college
attitude and to your university upbringing that
have given an opportunity to cite may be presented the

memory of the reception.

I do not know how much of you have
come to know the great educational I hope
great work of you have gone on. But probably none
of you can have known me as well as I who have
given the colleges for over fifty years and
have always wished to be present for revolution
have some chance upon him on the part of

some interested acquaintance with him.
I do not know how much of

and as an assistant to the superintendent of
attorney, as a member of the important county and

persecution, as an representative of the state

and as commissioner to foreign lands. But I am
may claim to have known him as friend, should like to speak to you of two or three of his more personal qualities.

President Judson is eminently a just man, one who in all the complex questions that come before the executive officer of a great university could always be relied upon to see all sides of a question, to weigh all considerations judicially, and to be preeminently just in his decisions.

In the second place he is an absolutely unselfish man. I remember his saying to me once in the confidence that he might show toward a colleague of many years, "No one has any right to take this office in any other than a spirit of absolute self-sacrifice." In that spirit he administered his office. No tinge of self aggrandisement ever marred his administration.

In the third place, Mr. Judson is a very kindly man. To be just is not always
may drift to what known firm as a training camp.

Like to share to your on two of cases of life

more personnel decision.

Training section in committee

That man, one who in EII the complex program

that some persons the executive officer of a

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see; all ideas of a direction to make it known

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part in the calculation.

In the second place go in an

explosive material man. I remember the saying

to me once in the conclusion that he didn't know

tacking a collection of what course, "No one can

with light to take five office in any opinion

a sketch of operations work-orientation." In that

spirit to accommodate his office. He didn't

spirit to accommodate the office. To create

in the pirate please, Mr. Jackson.

in a very kindly way. To go back to my station
to be kind. There is a justice that is cold and severe. To be unselfish is not necessarily to be kindly. The martyr, who is ready to lay down his life for a cause, may be harsh and hard to live with. Mr. Judson is not only just and unselfish, but kindly. Not that he carries his heart on his sleeve, not that he is emotional or gushing. He is neither. But all those who have really come close to him have found him to be a most genuinely kindly and sympathetic man.

A president has to do many things that are not pleasant for him to do, and that are not welcome to those who are affected by them. It is a great thing to have in the presidential chair a man whom people trust because they know that he is just, unselfish, kindly. I congratulate you that you in your gift today are honoring a man who not only has been a scholar and administrator, but a man whom his friends admire and love because of his high personal qualities.
to do kind

A

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You give you to them. Give them the possibility and freedom to pursue their own paths and make their own decisions.

as the Kick-Start Declaration.
Mr. President and members of the Board of Trustees,

Colleagues of the Faculties, students and friends of the University.

The presidency of the University of Chicago is a great honor and a great responsibility, and neither of these was ever among my ambitions, still less among my expectations. Mindful of the statutes of the University respecting retirement, and of the dangers of overstaying one's welcome, I had had it distinctly in mind that I would, at about this time, retire both from teaching and administration and devote those years which a long-lived ancestry encouraged me to hope for to certain tasks in scholarship and book-making which I had long ago begun or planned. About a year ago I notified the Dean of the School in which I have done most of my work that my notification of retirement was at his disposal at any time when he preferred to fill my place with a younger man. Yet when last January the Board of
The Problem of the Unification of the University of Oxford to a Fact

In view of the recent developments, I have been asked to present a report on the current status of the University of Oxford. The report will be submitted to the University Council at its next meeting.

The report will cover the following aspects:

1. The current financial position of the University.
2. The enrollment numbers and the diversity of students.
3. The academic programs offered and their future prospects.
4. The administration structure and its efficiency.
5. The physical infrastructure of the university and its maintenance.
6. The relationship between the University and the local community.
7. The role of the University in the local economy.

The report will be based on comprehensive data gathered from various sources. I will be glad to answer any questions you may have regarding the report.

Yours sincerely,
[Signature]
Trustees requested me to take the position of Acting President, I found myself irresistibly drawn to accept it, in large part for the same reason that influenced me some years ago to accept the office of Director of Libraries, because it promised an opportunity to fulfill a long cherished ambition, to be of service to the whole University and not simply to one division of it. And I freely confess that the interesting character of the work, and the cordial cooperation of Trustees, Faculty, Alumni and friends which I have enjoyed since February, have more than offset the arduousness of my duties. It is therefore, on the one hand, with a deep sense of responsibility, and on the other, with a not less keen appreciation of opportunity, that I now publicly, as I have already privately, accept the office to which I was elected by the action of the Board, taken July 12.

Mr. Swift has spoken of my having already made two inaugural addresses. It would be more than superfluous, therefore, for me to inflict another upon you today. Yet I should like to say here again today, in briefest possible form, some of the things which I have said before, and most of all to express my profound conviction that the University of Chicago has at this time within its grasp an extraordinary opportunity of service to the cause of education and of human welfare. The solid foundations laid under previous administrations, the extraordinary devotion of the Board of Trustees to the interests of the University, the not less remarkable harmony of the Faculty, with an entire freedom from cliques, or even of unseemly rivalry between schools or departments, the great city
at our very doors, an inexhaustible source, both of students to
teach, and of means with which to endow instruction and research,
our world-wide reputation and relationships, the high ideals and
broad vision which we may justly claim, characterize both trustees
and faculty, constitute a combination of opportunities and of
sources adapted to meet them, that quicken my imagination and
stir my blood each time I think of them. It is true that many of
the opportunities that I have in mind will require years in which
to come to realization. Indeed, a University, like the world of
the ancient Greek philosopher, is always becoming, never is. But
this does not diminish the significance of these opportunities,
even for me. For I long ago decided that anything that could be
finished in my lifetime was necessarily too small an affair to
engross my full interest. It is therefore with a joy but little
dimmed by considerations based on the year of my birth, that I
look forward with you to the future of the University.

We have foreseen all ambition for large numbers, yet we
shall set no arbitrary limits to the increase of our student body.
We shall be more concerned to perfect the schools we have than to
add new ones. Yet we shall be ready to accept such opportunities
as are open. We shall build buildings as we need them and obtain
the means for them, but we shall always emphasize the spiritual
and the human rather than the material aspects of our task. Our
deepest interest will be in men, and our supreme concern for their
welfare, yet we shall earnestly devote ourselves to research in
every field because of our conviction that in the end, research
leads to truth, and that truth in the possession of those who have
a just sense of relative values cannot fail to promote the welfare
for the last year, we've been involved in a school project to
increase awareness and promote the importance of
metal recycling. We've been working hard to bring
awareness to the issue and have been successful in
raising awareness among our peers and school staff.

We believe that metal recycling is crucial for a sustainable
future and hope to continue our efforts in the years to come.

Thank you for your support and interest in this important
issue.
We shall set no arbitrary limits to our expansion either in respect to the number of our students or of our departments of work, but we have absolutely foresworn all ambition for bigness, and shall be more concerned to perfect the work of the schools we have established than to add new ones. We must build buildings to enable us to carry on our educational work; but we shall always remember that buildings are for education, not education for buildings, and shall emphasize the spiritual and the human elements of our task rather than its material aspects. We shall earnestly devote ourselves to research in every field because of our conviction that in the end it will lead to truth and the truth will edify and liberate. But our deepest interest will always be in men, and our supreme concern will be for the welfare and progress of the race. With gratitude for the past, with faith in the God of history, we shall strive to build on the foundations laid by our predecessors a structure that will worthily serve the men of the present and the generations of the future.

Mr. President, to you and to your colleagues on the Board of Trustees, I desire to express my appreciation of the great opportunity you have given me, and I pledge you all the power I possess for the realization of its possibilities.
But it is also partly due to the fact that modern speaking business and scholarship cultivate different habits of mind. The one requires quickness; the other calls for patience, deliberation for months and even years.

And it must then, I think, make its difference both in the type of mind that is most successful in each of the two fields, and in the effect of the work in each field on the mind that pursues - that in general scholarship and business are done by the work of different men.

But on the other hand I should like to point out today certain great areas of contact and certain aspects of interdependence between these two fields of effort, or at least between the people who are severally engaged in them.

(A) And let me speak first of research. Research is the pursuit of the unknown. It is the resultant of three causes - human need, human curiosity and a world capable of satisfying the former and of exciting the latter.

A hungry man looks around to see where he can find something to eat and eventually becomes a fisherman or a farmer. He is cold, and to cover his nakedness and keep himself warm becomes a hunter and trapper and a shepherd. He takes to himself a wife and begets children and becomes a builder to make a place to shelter them. Modern agriculture and the manufacture of agricultural machinery.

But among some peoples and in certain stages of civilization curiosity has been an even greater incentive to research than physical needs. All men are curious, being in this respect like man.
the work of different men. But in general, their works must be
the two trade, and in the effort of the work in each trade, in the
same the things or mind that is more successful in each of
other call for patience, determination, endurance, and integrity, or
mind. The two trade, therefore, are not different, distinct, or
speaking business and manufacturing entirely different princi
author as well as statesman.

When my father's name appeared in America,

Roosevelt was a name, affianced

also as mother. Then a grand in Chicago

work, I married.

Although I was alone,

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their distant relative, the monkey. But it is the insatiably
curious races that have become discoverers. Perhaps we might
even defend the general statement that the rank of 
a nation in
the scale of civilization is determined by the keenness of their
curiosity. Knowledge is the product of research and research is
largely the result of man's insatiably curiosity. Man looked up
into the sky and saw the stars and eventually became an astronomer.
He looked across the sea and wondered what was there and became an
explorer and a geographer. He wondered what made the rocks so
strangely laid down in layers and became a geologist. He met a
man whose language he could not understand, wondered why he talked
so differently from himself and became a linguist. He wondered what
lifted the heavy lid of a teakettle and invented the steam engine,
and steamships took the place of sailing vessels, and the land be-
came covered with railroads. Franklin wondered whether the flash of
lightening and the spark of the Leyden jar were of kindred nature,
and there followed in the train of his curiosity all the marvellous
discoveries and inventions in the field of electricity.

If necessity is the mother of invention, curiosity is the
father, and often the father furnishes the major generative impulse.

Modern research has been enormously profitable to the human
race and all its civil-
ization. It has diminished the hardships of life, it has added to its
comforts and luxuries. It has given us the steamship and the rail-
road, the telegraph and the telephone, the radio and the wireless,
aesthetics and asepsis. It has multiplied the earning power of
men by four within a century. The Atlantic Monthly recently
containing an article entitled, "A Woman's Memories at Eighty-one."
At the time, and of the past, the world has become an ever-increasing and ever-developing place. The pace of innovation and invention has increased, and the land and sea have become more accessible. The telephone and telegraph have been revolutionary in the field of communication. The automobile and train have been revolutionary in the field of transportation. The airplane and spacecraft have been revolutionary in the field of exploration. The computer and the internet have been revolutionary in the field of information. The television and the radio have been revolutionary in the field of entertainment. The internet has revolutionized the way we communicate, work, and learn. The world has become a smaller place, and the pace of life has accelerated.
Live in it. Perform your duty in it. In it, we learn much about the world in which we live. We learn about ourselves and our place in it. We learn about the problems we face and how to solve them. These lessons are not just about the physical world but also about the human condition.

The problems we face are not just about the physical world but also about the human condition. We must learn to live in harmony with these problems and develop solutions that are both sustainable and beneficial for all.

In conclusion, life is a journey that we must undertake with determination and purpose. We must learn from our experiences and use them to shape a better future for ourselves and future generations.
May I cite a few instances to illustrate the impact before scholarly research businessmen. The Federal Reserve legislation two words: American created our Federal Reserve system. I suspect to represent the banking system's need. I suppose to represent the organization in banking in which the greatest achievement in banking work that the banking country has made. I am aware that the banker themselves recognize that there was a profound transition between the practical banker to the scholar of a university faculty.

In a story today, a story yesterday the New York Times reports that the Yellow Cab Company of Chicago has reduced accidents 34% by employing psychologists. Dr. Willard, University of Illinois, has determined that cab drivers and themselves are more analytical psychologists. The psychologist would make good drivers. More examples could easily be multiplied. And so...

administration
But it is only in the economic research have a value beyond all else that they amount. Not only does it increase the comfort, the convenience, the increase of man's comfort, distance, laughter. Life, and solutions of social problems, it also broader the vision. It must visibly make man himself a unique force against the difference between nature, man's image, and work.

And this leads us also to recognize that researches in the physical realm have a value that is not at all physical, but wholly intellectual and spiritual. Whatever their contribution to human comfort and luxury not less important to say the least is the contribution which they make to the broadening and deepening of human thought, and the consequent enrichment of human life.

Astronomy helps the sailor to sail his ship, and gives us methods of reckoning time that have enormous commercial value. But its highest value is in the immense stimulus and inspiration that its stupendous discoveries give to the human mind, as it teaches us the relation of the earth to the other inhabitants of the universe and the tremendous distances into which our vision pierces, when we go out at night and look up into the sky.

Geology has its value for the mining industry, but we should not lose our belief in its value in the history. Better afford to surrender all that than to lose what Geology has taught us about the history of the earth and of the life of plants and animals and man on the earth. It has probably had a greater influence in transforming theology and emancipating men from traditionalism than all the studies of the theologians themselves. Bryanism is largely an effort to cry down the facts that Geology has established.

Egyptology declares no very large dividends in the stock market, but it has yielded results for human thinking of far more significance than the rise and fall of stocks.

The highest values of research and education are not measurable in commercial terms; ultimately these values are all intellectual, social, spiritual, and only very partially reducible to commercial terms.
(B) But from another point of view, also, the interests of scholarship and of business in the broad sense of the word are inseparable and intimately related.

No scholar is simply a scholar, no business man is simply a business man. Both are profoundly interested each in his own task for its own sake, but to each also his business is a means to an end outside of life, by no means the whole of it. The business man and the scholar are both citizens, both are sons, and in most cases husbands and fathers. Both have their broad intellectual interests and their moral and religious life. And in these matters they meet on a common plane, and are equally concerned with the products of research and of thought. I take an illustration. I have spoken of Astronomy is quite as remote from my special interests as from those of the banker or the manufacturer, but it is profoundly interesting to us both. Think also of the scholar and the man of affairs. Public affairs are political—the life of the country. Political life, the relations of races and nations in the world, part in all its branches, including music, painting, sculpture, architecture, literature, religion, friendship, family life. We are all men and women and our manhood is both universal and distinct from our occupations as men and women. In short, what I am saying is that ultimately the real interests of life are spiritual, and this is equally true of the scholar and of the business man, and therefore the things that unite us are far more significant and fundamental than those that divide us.

But if these things are true, then, there seem to me to follow three important conclusions:

1. The two groups of men that represent these two interests ought to be increasingly appreciative and increasingly
One more point of view, also, the interests of superordinate and subordinate in the proper sense of the word is

interconnected and interrelated. We cannot fabricate a situation on the assumption that one can make a

business man's profit from the property, and make a professional lawman's profit from the same.

The two groups of men that represent these two interests are in the profession. From this point of view, it seems

fair that they should be heard.
helpful to one another.

2. The University as the representative of scholarship and the spirit of research in its broadest sense is bound to concern itself more and more with all aspects of life. A great change has already taken place in this direction. Once there were but three learned professions. Now we have schools not only of medicine, law, and theology, but of education and social service and of business administration and of agriculture. The time will soon come when there will be schools of politics, and all of these will be both professional schools and institutes of research, trying to master the facts in all these areas and to solve the practical problems that press for solution.

3. The products of business life should in even greater degree than heretofore be turned back into the support of the great centers of research and education. I know men who have spent years

The University of Chicago is now receiving vast sums from industrial corporations to conduct researches for them in various matters affecting business and social life. This cooperation is destined to be still further developed — not to the exclusion of the more fundamental studies, but in addition to them.
Corner Stone of Theology Building

We lay today the cornerstone of a building to be devoted to the study of religion and the preparation of men to be ministers and teachers of religion. Its presence here bears witness to the University's recognition of the fact that religion is within the scope of its interests and that the study of religion has a place in that total sphere of the study of man and the universe to which the University is devoted. I am glad that it stands near the centre of the main quadrangle, because this suggests at least that the place of religion among the many interests of life is central. As the Services in Mandel Hall on week days and Sundays, as the space devoted to the Christian Associations, and still more the great chapel that is soon to be built testify to the conviction that religion should have its place in the life of the University community, so this building bears witness that religion has its place in the cycle of studies with which a University concerns itself, and its place in the life of the world at large.

It bears this evidence in three ways.

1. By the fact that this is a professional school, preparing men for the Christian ministry, this school and this building testify to the conviction that the prophet is still a need of the community. If one scans the history of the past one sees ever and again rising up in this and in that people the prophet, the man of vision, the man of ideals, the man of speech, the articulate voice of the half-conscious conscience and aspiration of the people. Such men are born not made, yet the school in which they assemble to prepare them-
We may speak of the cooperatorate of a philosophy as
being good or the chance of all we can to
be good or to the study of all we can to
be good. The study of education and the study of
education in the university, recognition of the fact that
education is not a science of technique or the
commonplace of the man of today. It is not a
technique of technique, but the science of
education. Thus, the study of education is not
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selves for life contributes to their greater efficiency and testi-
gies to the consciousness that they are needed. The Divinity is
primarily a school of the prophets, and by that fact bears testi-
mony to the need of religion.

2. It testifies in the second place to the convict-
ion that society still needs the spiritual and social leader, the
man who not only has a message to utter from the pulpit, but is
able every day in the week to take a leading part with his fellows
in the endeavor to make this a better world for children to be born
into and to live in, a better world for all of us to spend our days.
For religion is not only a creed or an aspiration or emotion. It
is also a life, and a social force. This Divinity School at least
and this building will stand for the conception that this world
needs to be made better, and that the task of making it such is one
not only of ideals or of individual betterment, but of social im-
provement and of social leadership.

3. By the fact that this is not only a professional
school but a school of research in the realm of religion it testi-
fies to the conviction that we are not at the end of our discover-
ies in this sphere, that from God's word and from God's world,
there is still new truth to break out. The last generation has
seen great progress in the recognition and acceptance of the
thought that Theology has the same right and duty to make pro-
gress by research as Astronomy or Geology. Relatively to our
knowledge of them, the stars and the earth and religious ex-
perience are all fixed. Absolutely they are not fixed, but are
constantly changing and our knowledge of them is increased not
only by a study of their past which is unchangeable, but of
...for the constant return of their constant affection and care... 

...to the conservatism that spans both week... the Divinity... 

Practically a school at the propers of myGrant Park Preach... 

work to the keeping of education... 

...It continues in the second place to the conduct... 

You that slopes still keep the praying and social Jesus... 

may who not only has a measure to answer from the prayers and the... 

while every gap in the week to engage a lecture must with the awakening... 

in the classroom to make this a perfect match for attention to be gained... 

into and to live in a perfect match for all to no to enjoy our grace... 

For education is not only a means to an expectation of awakening... 

For education is not only a means to an expectation of awakening... 

The Divinity School of Jesus... 

to make a life and a sociability. 

And the Divinity School of Jesus... 

may frame a pattern that may be for the consciousness that this week... 

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not only to induce or to initiate participation not to society... 

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lie to the collection that we are not of the one of theGraduates... 

lie in this manner, that no God's word and from God's word... 

must to study and study to preach and the fact recommendation of the... 

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been in contact with a new science of God's word, history, to our... 

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between the every little. 

opportunity given us not that I know, part to... 

contemporary adequate and not knowledge of them to improve that... 

out of the study of their best work is impossible...
those changes which go on under our eyes.

This school has had an honorable part in the vindication of the right of the student of religion to search for truth and reach his conclusions on the basis of such search, with the same diligence and freedom as the student in any other field of knowledge. In the exercise of that right it has rendered valuable service both in the preparation of men for service in the ministry and in research and publication.

In the beautiful and spacious building of which we today lay the cornerstone, it will enter upon a new period of its history characterized on the one hand by fidelity to the best traditions of its past and on the other hand by increased productiveness in all departments of its work.

To the family whose generous and modestly anonymous gifts have made this building possible I desire on behalf of the University to return hearty thanks for their gift and to pledge to them the word of the University that it shall be faithfully used for the purposes for which it was given.
There are chances which do not happen once.

The school has had no comprehensive part in the war.

In the exercise of the right of the student of religion to keep their faith and receive instruction[11] on the peace of their conscience[12] with the same generosity and freedom as the student in any other field of knowledge. In the exercise of that right to keep religious any people exercise part in the preparation of men for service in the ministry and in education and publication.

In the preparation and education and training of workers.

We take for the community to will act upon that new beginning as the pivot of our society as the one hand of liberty to the deep satisfaction of the part and on the other hand of tolerance.

Recognition in all departments of life.

To the family whose economics and material needs.

More effort have made this possible because I voiced on behalf of the universities to receive support from the public and to please to those who at the universities that it shall be right.

Any way for the beginning of what it were given.
THE OBLIGATION OF THE EDUCATED

Address to the Recipients of Degrees at the Autumn Convocation

August 31, 1923

by

Ernest D. Burton

To you who today have received degrees from this University, I wish, before you depart, to say a few words on "The Obligation of the Educated," and by the educated I mean you—or at least I include you in the class. Are you flattered? I am sorry. Do you protest, we are not educated; we have only just begun our education. Then I am glad. For the first thing I wish to affirm about the obligations of the educated is that every man who has received the amount of education which is represented by a University degree is under solemn obligation to continue the process of his education. Please notice that I do not say complete it; for the presupposition of what I am saying is that education is a life long process, which may end, in a sense, at death, but can never be completed. It is a continual process of discovery of one's self and of one's world and a continual adjustment of one's self to one's world. All education is, therefore, of necessity, self-education—an acquisition, not an impartation. Yet it is equally true that every man's education is a gift to him—a thing which he could by no means have acquired if it had not been for that which society and the past had already provided for him, quite without effort or cooperation on his part. Society itself, with all its educative institutions and influences, political, social religious, historical, is the product of centuries of human experience and reflection and effort, and furnishes the conditions without which
THE OFFICIATION OF THE MINISTER

Address at the Dedication of the New Church on April 7th, 1883

by

REVEREND D. MASON

To you who gather here to dedicate a house of worship, I wish to express my heartfelt gratitude for the opportunity.

I know that this is a sacred occasion, and I appreciate the importance of the occasion. I know that you have come to share in this significant event.

Do you know why we are gathered here? We have come to dedicate a new church, a new place of worship.

I hope that in dedicating this church, we are also dedicating our lives to the service of God.

May this church be a symbol of the love and devotion of all who gather here.

May it be a place of refuge, a place of solace, and a place of strength.

Let us strive to make this church a true reflection of the love and devotion of those who have dedicated their lives to this holy purpose.

May this church ever serve as a reminder of our commitment to each other and to the greater good.
such an education as you have received would be impossible. Did a
Gladstone or a Darwin, a Tennyson or a Kant ever spring from a
barbaric society? Even the powers which constitute the individual,
the self that adjusts itself to its environment, is a product of
heredity. Because these things are so, because to have gone as
far as you have gone along the path of education has been possible
only by reason of what you have inherited within yourself and without
yourself. You are under obligation not to cease or arrest or
interrupt the process of education, but to continue throughout your
life what you have begun.

Perhaps you have seen men and women who have matured the
University as a finishing school, who, after graduation, have under-
gone a process of gradual mental deterioration. Commencement day has
been for them the end of their intellectual growth, the watershed of
their intellectual life, the great divide, from which they descended
into a valley of mediocrity and stagnation. It should be only the
platform on which to pause for a moment to glance back over the road
that has been traveled and to face the next stage of one's upward
progress - the fork in the road at which you pause to read the sign
board, noting how far you have come and choosing the road for the
next ensuing period of life.

But the obligation under which you rest by virtue of the
education which you have received and acquired, is not exhausted in
the continuance of the process of your own education. He who has
received is bound also to give - to be an active and transitive
educative force - an educator of others, a stimulator of others to
such an education as you have received would be impossible. Did a
Gladstone or a Darwin, a Tennyson or a Kant ever spring from a
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received is bound also to give - to be an active and transitive
educative force - an educator of others, a stimulator of others to
to perceive and reflect. Many of you are, or will become teachers. You will be by profession, educators. I hope you will not think of education as a process of impartation on your part and receptiveness on the part of your pupils, but that you will seek rather to incite your students to perceive, to reflect, to decide for themselves, to make their own voyage of discovery, and their own acquisitions of new territory. It is reported of an educator who has been conspicuous in his opposition to traditionalism and dogmatism that he was himself rather impatient, not only of dissent from his opinions, but even of expression of them in phraseology other than that which he himself preferred and used. I hope you will follow his principles rather than his practice, and that you will strive to develop in all your pupils that habit of self-education which will tend to make education for them, as for you, a life long process.

But it is not, especially if you who are to be teachers by profession, nor of your work in your profession, that I am thinking when I urge that having begun the process of education for yourselves you shall also be creators of education in others. In the middle ages education in any formal or large sense of the word was the privilege of the few. The monasteries were the chief conservators of learning, and we of modern times are deeply indebted to the monks of those days for their services in preserving and transmitting the knowledge of former days. But we have come to other and happier days, when the man of education is not a monk, but a man of the world, in contact with his fellows, and they susceptible to his influence. What once belonged to the monk in relation to the novitiates of his order now belongs to every educated man and woman and in relation to the whole community.
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Your function as apostles of education you will be able to discharge in many ways, by seeking out capable young men and women, rousing their ambition and starting them on the highway of education; by maintaining and exhibiting the scientific attitude of openmindedness and fairmindedness toward all questions with which the community has to deal; by taking your part in public discussions and your share in public enterprises that have in them educational possibilities. In all these ways I hope you will be suggestive rather than dogmatic, winning by modesty rather than offending by arrogance or assumption of superiority, not discrediting your education by your boasting of it, but commending it by your helpfulness. It will be well for you always to remember that the University is not the only educational agency in the world, nor a college the only place where one may get an education. Many a man has gained in business life a better education than his son has acquired in college. Be not too proud of your degree. I urge not pride, but a sense of obligation. In many cases, you may be the only member of your faculty who has had the privilege of a university education. It will largely be with you whether you are the last or the first of a long line of educated men and women who will serve the world more effectively because of their trained minds. But be this as it may, you cannot escape the responsibility that comes with your opportunities. Having had such and so much education as you have had, puts you under obligation to be apostles of education, and it becomes you to discharge that obligation in such way that you will be apostles of light and not of darkness, commending education, not discrediting it.

But I wish especially to emphasize the obligation of the
Your previous inability to accept new ideas and your unwillingness to flexible of accommodation you will go a great deal to overcome. In many ways, by accepting one's spouse's home and community, common and traditional way of thinking and acting, the community's and your own attitudes and beliefs will be reinforced and strengthened. It is important to remember that the community is not the only place where one may make mistakes in the world, not a college. The only place where one can learn by experience, learn from its mistakes in philosophy and practice, and not too many of the students are experiencing in college. By not too many of your children, I mean not to judge a person or an issue by whether or not you are a member of our community or not. It will depend on whether or not you believe in the survival of a majority's opinion. It will depend on whether you accept the idea that the larger the group of people who accept an opinion, the more likely that opinion is right. And the larger the group, the more likely that opinion is wrong. It is important to remember that the community is not the only place where one may make mistakes in the world, not a college.
educated to make their contribution to the process of social
evolution - or to put it in other words, to the process of creating
a better world for children to be born in and for men and women to
live in by creating a better type of human society. The future
welfare of the race depends on this process going forward successfully.
Responsibility for the success of the process itself rests mainly on
the educated members of the race.

The uneducated man may have to admit that the problem is
beyond his comprehension, and the process too intricate for him to
assist; that at the best, all that he can do is to find where he fits
into the social structure as it is and play his little part as well as
he can. But you who have begun to be educated - who have come as far
along on the road to an education as to receive your degrees today
can no longer enter the plea of inability. The educated man is bound
to think scientifically and socially - Chemistry and Physics, Geology
and Geography, as well as History, Sociology and Philosophy have their
social significance as well as their scientific, and these latter
as well as their social aspects.

Subjects have their scientific, both groups have immense possibilities
of good and of evil to society as a whole, and none of us can excuse
ourselves from social and scientific thinking. But neither can we
escape from the responsibility for social action. Men and women alike
you are all voters today, and by virtue of your education responsible
not only for voting intelligently, but for giving serious thought to
all those matters which make for or against the development of a better
type of human society. In a day when democracies rule the world you
are constituent members of the greatest democracy in the world, and of
that class of such members in which rests the chief responsibility for
to make their contribution to the progress of society

A society that is to grow, to be strong, and to be moral in its growth, must be willing to accept the change and development that come with time. The people who make up this society must be open to new ideas and willing to adapt to the challenges of the future. The society must be flexible and ready to change as needed. The society must also be willing to listen to the needs of others and be willing to compromise when necessary.

The role of the individual in this society is crucial. Each person must be willing to contribute to the progress of society in their own way. This might mean working in a particular field, taking on a leadership role, or engaging in social or political activism. The society must be willing to accept the contributions of its members, no matter how small or large.

In conclusion, the progress of society is dependent on the willingness of its members to accept change, adapt to new ideas, and contribute to the betterment of society. Each person has a role to play in this process, and the society must be willing to listen and adapt as needed.
guiding the policy and the action of the nation. No one can travel over this great country of ours, as many of you have doubtless traveled, and not be impressed with its immense resources, its immense resources, its immense accumulated wealth, its stupendous possibilities in every direction. In an hour when almost every other land in the world is in distress and anxiety, we are at peace, and rich and increased in goods beyond the dreams of avarice. Our prosperity is our greatest danger, our only escape from it a large body of thoughtful men and women capable of thinking scientifically and socially, and of shaping for their country a way of prosperity for itself and of happiness for the other nations. Time would utterly fail me even to enumerate, still less to discuss or attempt to solve the multitudinous questions on which you will be called to think. My purpose today is not to do either of these things, but to insist upon your obligation to do them.

That you have come to this hour on the road of education imposes on you three great obligations.

To continue your education while you live; to be apostles of education to others, an active educative force among your fellows; and by social thinking and acting to make your contribution to the evolution of a better type of human society.
The business of a University Medical School is of course fundamentally the same as the business of the University and the same as the business of any other medical school, viz., service to the community. If there are today any schools of any kind which are conducted as commercial enterprises for the financial profit which they will yield to their managers, if there ever was a time when medical schools were conducted for that purpose, it is doubtful whether any medical school can now justify itself in the adoption of such a policy and certain that no University school can do so.

Medical Science has been so broadened by the investigations and discoveries of the last half century, the intelligent practice of medicine demands so extensive and so expensive a course of training that to give an adequate course in medicine can no longer be a matter of pecuniary profit and to give an inadequate one is a crime against humanity.

Medical schools must hereafter be classed as philanthropic institutions, having as their governing motive service to the community, and the cost of their maintenance must be met only in small part by the tuition fees of their students.

This situation which is forced upon medical schools in general is emphasized in the case of the University Medical School by the fact that the fundamental motive of the University, without which it has no right to exist, is service, and that as a department of the University the Medical School must accept this governing principle of the whole institution. What Lincoln said of the nation that it could not long exist half slave and half free, applies
THE BUSINESS OF UNIVERSITY MEDICAL SCHOOL

By Ernest D. Fanson

The business of a university medical school, of course, fundamentally the same as the business of the university and the community. It is not the business of any other medical school, nor is it the business of any kind of school for the training of physicians who have special training. It is the business of the medical school to train physicians for the practice of medicine in the community.

Medical schools are conducted as commercial enterprises, for the financial benefit of which they pay a large fee. They are conducted for the purpose of providing financial benefit for the medical school.

Medical schools have been so conducted as to provide financial benefit for the medical school.

The differences between medical schools and universities are explained as instances of the differences between medical schools and universities.

Medical schools have been so conducted as to provide financial benefit for the medical school.

This conclusion which is founded upon medical school preparation.

Medical schools have been so conducted as to provide financial benefit for the medical school.

Medical schools have been so conducted as to provide financial benefit for the medical school.

Medical schools have been so conducted as to provide financial benefit for the medical school.
equally with necessary change of terms to the University. It cannot exist half for profit and half for service. The same principle must control all its divisions and schools.

But when we have said that the Medical School in general and the University Medical School in particular exist for service, it still remains to define the character of that service—and this brings us to the consideration of another important fact, respecting the intellectual life of the last half century in the United States. It is not too much to say that our conception of education has undergone a radical change—or perhaps I should say is now undergoing such a change, which because it affects all our Education is affecting and must affect our Medical Schools also.

Let it be taken for granted without discussion that the ultimate purpose of a Medical School is to relieve human suffering, to increase the happiness and worthfulness of human life, promoting human health by curing or preventing disease. Let it be further assumed that the Medical School aims at this result largely by the training of a medical profession. It is not simply a research institute, discovering facts, nor simply an institute of public intelligence. Whatever it may do either in discovery or in imparting to the people at large knowledge about health and disease it aims also and especially at the education of physicians.

But how are physicians to be trained? Is medical education mainly a matter of the imparting of information or of the development of an attitude and the equipment of a mind with intellectual tools? Does it send out physicians who having completed their medical education will hereafter employ the remedies and methods which their preceptors have taught them, or does it lay the foundations of an education on which the graduate will continue to build as long as he lives? China has for centuries had a
Postscript of the principal of the Medical School to

Recent years in the University Medical School in particular have seen the introduction of a new and significant change in the teaching of students. The service of teaching human patients as a part of the academic curriculum has been greatly expanded. The importance of the educational value of such a service has been recognized, and students are now included in the teaching of patients, not only as observers but as active participants. This change has led to a greater emphasis on the practical and theoretical aspects of medical education, and has resulted in a more comprehensive understanding of the human body and its functions.

Let it be noted that the University Medical School at this time is the leading medical institution in the country, and that its educational aims are consistent with the highest standards of medical education. The training of medical professionals is not simply a matter of intellectual development, but also requires a thorough understanding of the practical aspects of medicine. The importance of the human patient as a subject of study cannot be overemphasized, and the educational program is designed to prepare students for a career in medicine that will contribute to the advancement of medical knowledge and the improvement of human health.
medical profession but no medical schools. The practising physician has passed on to his apprentice the rules he has learned from his predecessor. Farmers have been and still are educated in the same way. Until lately at least, blacksmiths and carpenters have been made in the same way in this country. All these examples illustrate one method of education — the method of impartation. It is centuries old and still widely prevalent. Fifty years ago it was, I presume, almost the only method in use in this country in all education from the elementary school to the professional school. It was a matter of give and take. The professor or the text book did the giving and the student did the taking.

In his recent volume entitled President Elliot tells a story which would be almost incredible if it did not come to us on unimpeachable authority. Let me read you a paragraph or two.
in the recent volume entitled
Practitioner's Little Cell and the school is one of the best example of the text book.
If you agree with my co to me an unsuitable people are with us.
You a Baptist in any
But the dogmatic method of instruction was of course not confined to New England. A man who graduated in medicine in this city as recently as within twenty-five years told me that one at least of his professors used to dictate his lectures, word for word, commas and semicolons included, and on examination demanded that the answers to his questions reproduce the exact language of the lecture, punctuation included. This method of teaching was of course not peculiar to Medical Schools. It was the common method of professional teaching. Thirty-five years ago I was one day expressing to the President of the School in which I then taught my indignation at some one who was doling out his opinions to his students and expecting them to accept them as matter of course. His comment was, "Well, with the majority of students, is there anything better to do than to give them their message and expect them to go out and repeat it?"

Still more recently, in the University of Chicago I have known professors to adopt the same attitude and follow the same method. It is simply the method of the centuries, and is still the method in large areas of education.

But it is in fact also out of date and doomed to extinction. For about fifty years it has been in process of displacement by another method, which I believe is destined eventually to affect profoundly our whole educational system. The force that is bringing about this change is simply the restoration of nature's own method and the systematization of a process that has always been going on in the world.

Let me explain what I mean by each of these statements; and first in respect to nature's method. Every normal child is a natural investigator. Lying in his cradle,
But the gorilla's method of information was of course not continuing to New England. A man who resided as a missionary in Africa might as readily as a missionary visit the Poor in the slums of the city. The gorilla in the same way would need to obtain the information on examination.

The method of the gorilla's pronunciation involved an examination of the phonetic pronunciability of the word phonetic. There was of course no point to mediate the sound in a common method of phonetic pronunciation. The gorilla needed the common method of phonetic pronunciation. Thirteenth verse by me.

I can only express my appreciation of some one who sees clearly and precisely to the students and expresses them to speak them as opinions to the students. The gorilla meant "well" with the majority of the students. The gorilla appreciates in these synopses better to go than to give them greater measures and expresses them to go out and respect its.

Still more recently in the University of Chicago I have known processes to adopt the same attitude and follow the same method. I am simply the method of the convention and is still the method in large areas of education.

But if we look into one of gate and come to extinction. For some thirty years I have been in process of development by another method which I believe is certainly significant, to affect phonetically on whose acquaintance I am.

The force that is priming some, this object is simply the preservation of a process that has stimulated been going on in the million. Let me explain what I mean by each of these.

Afterman and thirty in research to measure, method. Each normal analysis is a natural investigation. Plunge in the article.
he begins to acquire knowledge by observation. Long before he can read a printed page or ask a question or even understand vocal utterances, he discovers many things about the world in which he lives. He knows that food gives him comfort, and lack of it pain, that his mother’s face comforts him and the faces of children amuse him. By this process he discovers what certain sounds mean, and by a long series of experiments learns how to make sounds. Thus he acquires the elements of language, learning to understand it and to speak it. With this new tool he acquires access to the experience of others and adds rapidly to his store of knowledge, by drawing on the common stock of ideas in his environment. Entering on this stage he learns a great many things that are not so, as well as many that are. But the fact of importance for my present purpose is that personal discovery precedes the give and take of conversation and that it goes on through life. In school indeed the child is subjected to a process of so-called education which threatens to displace nature’s method of observation and interpretation. But released from the school room every child is obliged to fall back in large part on nature’s method. No school that was ever conducted furnishes its pupils with answers to any large part of life’s questions. We are all compelled to resort to experience, to observe, interpret, formulate tentative conclusions, and try them out to see how they work, till we conquer our world, or break our lives against it.

A word on the other point - a process that has always been going on in the world - by which I mean discovery. What I have just said applies in a sense to this point also. Every man is a discoverer from childhood up. But I am thinking now of the
A moment on the edge of time - a breeze that feels strange.

I have been away from this place for too long, and I feel lost. The memories of the past seem to follow me everywhere. Each moment feels like a memory of something that once was.

I am out of place,迷失方向, and I am feeling uncertain. But I am determined to move forward.
discovery of things previously unknown, not only to the individual discoverer, but to the race. The world has always had its Galileos, its Christopher Columbuses, its Newtons and its Franklins, its Darwins, its Pasteurs - men whose curiosity has pushed them out to and beyond the frontier of human knowledge. And organized education has taken account of them, first by denial and opposition, then by acceptance, and finally by canonization and dogmatic reaffirmation.

The new thing of which I am speaking is the definite recognition of this method as that by which the world gets ahead, its definite acceptance by educators, and the definite incorporation of it into our system of education. The great historic discoveries have been simply exceptional instances achieved by men who have escaped the process of repression to which organized education endeavored to subject them.

Simple as the matter is, simply the open-eyed adoption of a method as old as human nature, and in its incorporation into the processes of education from which it has been hitherto largely excluded by dogmatism - simple as the fact, its importance can hardly be overstated. It is giving us a new education, a new morality, a new world.

For this world old process as thus definitely organized and recognized we have adopted the word research. - A word that you will scarcely find in any book over fifty years or in any college catalog over thirty years old, but which is today the outstanding word in our education vocabulary.

To the new spirit and point of view for which this word stands we owe all that marvelous progress that has been made
The new field of which I am speaking is the definition, recognition of, and a method of education, and the definition of education.

The new field is a new area of education. The basic principle is that education has been simply, education must be taught.

The basic principle is that education has been simply, education must be taught. It is taught as a new subject in a new world.

The basic principle is that education has been simply, education must be taught. It is taught as a new subject in a new world.
in medical science in the last half century. The researches of Pasteur by which he proved that certain diseases were caused by identifiable microscopic living organisms, ended the long controversy over the question whether there were specific diseases or only more or less similar pathological conditions, and introduced a wholly new era in the understanding and treatment of disease.

(Ask Dr. McLean to furnish other illustrations)
The remainder of the text is not legible due to the image quality. The text appears to be a continuation of a discussion on some form of scientific or medical topic, possibly involving specific conditions or phenomena.
The result of all these researches is that the practice of medicine has been transformed from a more or less rule of thumb administration of drugs into a rapidly developing art based on an incomplete but rapidly growing science.
The results of all these processes were found to be approximately the same. A more detailed analysis of the data led to a hypothesis of the development of a new type of cell and a new type of tissue, which were found to be closely related in the study of mammalian tissue. The study of mammalian tissue led to a deeper understanding of the development of new types of cells and tissues.
What then do these results of research and the establishment of research in the sphere of medicine mean for the University Medical School? Fundamentally it means simply this, that the University Medical School of today ought to represent the University ideal at its highest and the spirit of the medical profession at its best. This, I contend and you will admit, is a high standard. It demands that the University Medical School shall stand for the discovery of all possible facts contributory to human health, and the training of men who will not be mere repeaters of formulas or practitioners of rule, but themselves investigators, accurate observers and keen interpreters, with eyes and mind open to all the facts. It means that controlled by the ideal of service, and by the ambition for progress, it will seek to train investigators and teachers and practitioners, but all of them controlled alike by the spirit of research and of service. In setting this as the standard for the University Medical School I am not meaning to say that any other medical school should have any other ideal. I mean only that the relationships and connections of a University Medical School furnish to it an atmosphere and facilities that other schools are less likely to possess and which make more evident and imperative its duty to meet these high obligations. But shall we be a little more specific?

1. It means that the day of the old "give and take" method of instruction is gone, not to return. It may linger on in obscure corners of the educational world, just as the snow of winter remains in the deeper northern valleys when all the rest of the world is green with the verdure of spring. But it is anachronism that has no proper place in modern education, least of all in a science which is making the rapid progress that
With deep respect and appreciation for the efforts of medicine, it is clear that the University Medical School. Fundamentally, it means simply this: the University Medical School, in its efforts to improve and elevate the educational level of medical students, must be on the forefront of medical research and innovation. The University Medical School, in addition to its primary mission of educating future physicians, has a vital role to play in advancing medical knowledge. This is accomplished through the discovery of new treatments and the expansion of existing ones, ultimately leading to improved patient outcomes. The advancement of our field requires a collaborative effort between researchers and clinicians, and the University Medical School is well positioned to lead this charge.

In the pursuit of this goal, it is essential that our students are not only taught the necessary knowledge and skills, but also inspired to think critically and creatively. This is achieved through a curriculum that is both rigorous and innovative, fostering a scholarly environment where students are encouraged to explore new territories and contribute to the advancement of medical science.

In conclusion, the University Medical School plays a pivotal role in shaping the future of medicine. By continuing to push the boundaries of what we know and what we can achieve, we can ensure that our students are well-equipped to meet the challenges of tomorrow. As educators and researchers, we have the responsibility to lead by example and to inspire the next generation of medical professionals.

If I have the opportunity to add anything, it would be to emphasize the importance of mentorship and the role of leaders in our field. We must continue to mentor our students and provide them with the guidance and support they need to succeed. By doing so, we can ensure that the next generation of physicians is well-prepared to meet the challenges of the future.
medicine is now making.

Certain facts the student must of course know. At every stage of education the acquisition of the established and fundamental data is a necessary part of the process of education. The possession of them is necessary to the practice of research or of the art to which they pertain. But it is an utter waste of valuable time for the professor of medicine to spend the class room hours in rehearsing these facts to the student or having the student recite them to him. There are text books from which they can be learned, and brief examinations will serve to discover whether the student has acquired them. The principal business of the teacher must be to see to it that under his guidance and inspiration the student acquires what no text book can impart, the investigative attitude of mind, and actual ability in research.

The methods of doing this will of course vary in different subjects and even according to the genius of the individual instructor. The point I am emphasizing is that while education must include the acquisition of the inherited store of information on the subject under discussion, it must, especially in a subject which is at the stage which all departments of medicine have now reached, emphasize not less but more the investigative attitude of mind and the practical acquisition of the tools of research.
Certain factors were evident must of course known. At

each stage of education, the realization of the self-directed and

influential grade is a necessary part of the process of education.

The possession of power is a necessary part of the practice of medicine.

or at the first to match their temperament. And at an even wider or

apparent time for the possession of medicine to bring the author

from point to represent and express ideas to the student of painting

to seat lecture when to write. There are few books from which

can be learned, and practical examination will serve to glean

apart, the student has nothing to do. The problem of business or

the teacher that are to see if it part which the influence and

information, the student education not get from book not impart,

informative to mind, and social skill in teaching.

The methods of getting facts will on course vary in

different students and vary according to the region of the

original intention. The point I emphasize to keep alike

education must influence the realization of the importance given

of information on the subject another glossation of itself, especially

to a subject which it at the same which will apprehensions of

medicine have commended experience not lose but more the

investigative abilities of mind and the practical realization of

the scope of teaching.
2. A second consequence of the progress which has been made in medicine and in our perception of the true nature of education is that the curriculum of a University Medical School must include a much larger number of courses and subjects than any single student can be expected to take. I confess that I speak here without that exact knowledge of the field which would enable me to illustrate this assertion as forcibly as I might in some other realms of knowledge. Yet I am sure I am right in thinking that on the one hand the subjects valuable for a physician to know, and necessary to be known by some physicians, are far beyond the possibility of anyone student's acquiring them in a period which it is reasonable for him to spend in school; and on the other hand that a University School cannot afford so completely to misrepresent the present stage of medical science as would be done by confining the courses offered to a list which a student could cover in, let us say, four years. In another department of the University with which I happen to be familiar, the number of major courses offered is about sixty. Of these, three are required for the professional degree, from six to twenty for the specialist degrees, and no student probably ever took more than thirty, very few even eighteen. I cannot think that the situation is utterly different in medicine. In short, the University Medical School must undertake with a certain approach to completeness to reflect the present state of knowledge and of outlook in the field of medicine, with its windows always open toward the still unknown, and the student must be expected not to cover this whole field, or to acquire a complete medical education, but to begin a process of education which he will carry forward as long as he remains in the profession. It may probably
A second consequence of the program which will be
seen more in medication and in our preparation of the fine nature of
association is the continuation or a University Medical School
which involves a much larger number of courses and subjects than
any single student can be expected to take. I therefore feel that
we need with some exact knowledge of the field which would
enable me to influence these associations as teacher or as I might
in some other respects of knowledge. Yet I am sure I am right in
agreeing that on one hand the subjects available for a
physician to know and necessary to be known of some pharmacists;
the rat weighing the possibilities of pharmacy, anatomy, pathology,
in a period which is responsive for thus to play in medicine and
on the other hand that a University Medical School cannot exist to
completely to me, the present status of medical science
as useful as gone by continuing the courses offered to a first
year student could claim to be, as our own recruits. In addition
the number of medical courses offered to the medical student and
limited to the essentials of pharmacy and no student properly
for theispensal purposes, and in student pharmacy and food more
the hour, which you can imagine. I cannot think that the
situation is entirely different in medicine. In short, the
University Medical School must understand with a certain amount of
comprehension to realize the present status of knowledge and of
outlook in the field of medicine with the windows facing open
toward the outside world, and the student must be exposed not
to cover data whole field or to obtain a complete medical
education, but to begin a process of association which will carry
terminology as long as possible in the preparation. If we properly

be left to him, with some suggestions from the Faculty, to see to it that he is prepared to meet the conditions imposed by the State law as a prerequisite to his becoming a licensed practitioner.

If it be urged that students cannot be expected to take more work or other work than that which the law requires, the answer is that experience shows the contrary. Of 111 students who completed their clinical work and went on to the clinical courses in the University of Chicago last year, 81 had done more work than was required for this promotion. On the other hand, among students doing work in the pre-clinical departments, there were 14 who had already received the M.D. degree and who had evidently therefore returned after achieving the professional degree to do further work in pre-clinical subjects, and there were 4 doctors of Philosophy who apparently included in their pre-clinical work more than enough work to achieve the Ph.D. degree. With a curriculum organized as above suggested, the tendency to exceed the legal requirements in the interest of breadth and thoroughness of preparation would undoubtedly be still further accentuated.

3. The University Medical School must make extensive provision for research on the part of professors and fellows. There is a twofold reason for this. First the researches already made have yielded results of so great value, that the continuance of research is imperatively demanded in the interest of the continuance of this process, and there is no place so good to conduct research as in the School of a University, to which research is the very breath of life. But in the second place the prosecution of research is necessary to give to the school its proper educational atmosphere
be left to him, with some suggestions from the faculty, to see to it that he is prepared to meet the conditions imposed by the State Law as a prerequisite to his becoming a licensed praktitioner.

If Th. De Ruyt and other students cannot be expected to take more work on other work than what he has learned, the sooner he has experience with the company of the students who completed their advanced work and went on to the different courses in the University of Oregon, the better. By the second year he had gone more work than was required for the promotion. On the other hand, some students go on work in the preclinical departments. Here were 15 who had already taken the M.D. degree and who had Senior Practica (after completing the preclinical courses) and were in a position to graduate on further study in the preclinical subjects, and there were 450 of philosophy with specialty in dentistry. Preclinical work more than enough work to complete the P.D. Preclinical work with a curriculum arranged as soon suggested, the graduate to exceed the dental profession in the interest of preventive and combinatorial preparation and development of practical minds.

6. The University Hospital School must make experience preparation for research on the part of students and Fellows. There is aOwnProperty the flora. From the researches already made and the progress of researches, as well as from the development of the student's research, and from the development of the University and its laboratories, it is in the interest of the University, to offer research to the parts of life in the second place the translation of research to the medical profession to the public.

If necessary to give to the school the broader curricular experience...
The student must do all his work in an air charged with the spirit of research. Nor can such research be limited to that which promises to yield results immediately available for teaching or practice. No one can tell which will prosper, this or that. The University must not only tolerate investigations which have no immediate goal in sight except the increase of knowledge and which may not for years make definite contribution to Medical Science and the improvement of medical practice.

I am sure that I do not need in this presence to elaborate or urge this point. You are already familiar with the numerous instances in which research prosecuted from sheer interest in the enlargement of the field of knowledge has in the end proved to be of inestimable practical value. Research cannot be successfully prosecuted as one builds a house, by contract calling for a specific result at a given date with penalties imposed for delay. It must breathe the atmosphere of freedom and adventure. Seeking India one may find America. Seeking an ultimate fact of Chemistry one may find an effective remedy for disease.

Even the great manufacturing corporations have recognized this principle and freely appropriate large sums of money for research without presenting the problem or the period to be spent in studying it. Even more necessarily must the University do so. It is based on the faith that all knowledge is worth seeking and will eventually be to the advantage of humanity, whether by sheer enlargement of his intellectual horizon, as is largely the case with astronomical researches, or by some practical alleviation of pain or shortening of the day's labor. This faith of the University the
The student must go all the work in as all work with the spirit of research. We cannot stop research if we are to reap the benefits of research. Immediate research must not only contribute to the advancement of knowledge and work, but also to the advancement of medical practice. No one can feel more with prospering ties to the research.

In the advancement of the field of knowledge and in the advancement of the field of research cannot be successfully practiced as one practice a home or in contrast to other fields. It must be an exercise of the advancement of knowledge and advancement that is more than the advancement of medical science. Seeking an ultimate goal of cooperation one way and as a natural remedy for disease.

Even the great men of medical cooperation have recognized the principles and laws appropriate and same or money for research. Without borrowing the problem of the research is not.

If we are to recognize what the University has, we must recognize its worth. We must do justice to the fact that all knowledge is worth more. And with the advancement of the advancement of humanity, we must assist with assistance. The advancement of the University without the advancement of humanity, as it realizes the case with economic advancement, the University is.

This is the spirit of the University, the spirit of the University is.
University Medical School must share and exemplify this faith.

4. The University Medical School should be such not in name only, but in fact, and as such recognize itself as an integral part of the University. A University is not properly an assemblage of unrelated schools, each living its own separate life, but a group of schools, each conscious of its relationship to all the rest and participating in the life of the community as a whole. That a University Medical School will find advantage in an intimate relation between the clinical and the preclinical departments and between both these on the one side and those of Physics and Chemistry on the other, is so self-evident as barely to require mention. Nor need one spend any time in proving that physical contiguity is itself conducive to such intimacy of intellectual relationship. The fact on which for the moment I wish to lay stress is the desirability that the members of the faculty of the University Medical School shall take a conscious and active share in the common life and thinking of the whole University community. They have their contribution to make to that life. There are advantages to them to be gained from participation in it. The physician, like the lawyer and the minister, is not simply a practitioner of a profession, but a citizen of the nation and of the world. Contact with the members of other faculties is a matter of mutual advantage, a give and take by which both giver and receiver will profit.

5. The University Medical School must always keep in view its ultimate purpose to serve humanity. It must be scientific but its science must be for men its ultimate aim the benefit of mankind. It must have laboratories for scientific investigations in every subject that pertains to normal physical life and to pathological conditions. But it must also have hospitals, and in
A university Medical School should be more than in name only, but in fact, and as such, recognizing itself as an integral part of the University. A University is not properly an association of unrelated schools, each thinking the own separate life, but a group of schools each containing a part of the whole. Each part participating in the life of the community on a more than an individual level and engaged in an intimate relation between the individual and the collective agreements and between parts. The life of the University Medical School will find expression in an intimate relation where on one side and the other side of the life and activity, we need one another to be well engaged or anything to describe the term. The fact on which to many interest of an intellectual relationship. The fact on which the moment I wish to fix attention is the character of the school as a whole. The members of the faculty of the University Medical School are whole. They have shared participation in the school's life and thinking of the whole University community. They have their contribution to make and to their life. There are opportunities for them to be engaged in participation in it. The participation of life is the factor, the teacher, and the student. To not simply a precursor of a profession, but a citizen of the nation and of the world. Contact with the members of other localities as a matter of mutual assistance a fine and take part in which both Great and less receive with benefit. The University Medical School must always keep in view the ultimate purpose to serve humanity. It must be committed to the service of mankind. It must have responsibilities for social, political, and economic life and in political and social confusion. But it must also have responsibilities to

such hospitals the patient must be not an impersonal subject of experimentation but a human being to be restored to health. This concern for the patient is demanded not in the name of humaneness only but in the ——— of the Art and Science of medicine itself. For by their very nature they are concerned to conserve life and to train their students to the habitual recognition of the welfare of men as the only justifying aim of their profession.

6. The modern University Medical School must be richly endowed. Hospitals, laboratories, research, competent instruction all involve heavy expense. We have moved along distance from the days in which a grouping of physicians could supplement their income from practice by conducting a medical school for pecuniary profit. In the University School of today, in any thoroughly scientific medical school tuition fees of students can provide but a small part of the necessary expense of maintenance — to say nothing of the capital expense for buildings and equipment. A Medical School equipped and maintained according to the ideals I have been trying to set forth calls for a capital investment of not less than ten million dollars, and double or treble that sum is not too much if the school is to include in its scope all the specialties of medicine and surgery. Such resources are possible only to institutions supported either by the State or by the generous gifts of public spirited men of wealth. Fortunately there exists in America such a recognition of the value of the scientific school of medicine and so large a number of men and women of means who are disposed to return to society in voluntary gifts the profits of the business in which they have engaged, as together give us hope that we may reasonably hope ——— the wonderful advance of the last forty years from
The modern University Medical School must be...
the state of affairs described by President Eliot to that which is now to be seen in several American Universities, followed by another period of not less remarkable progress. Both you who have helped to bring about the progress of the last half century and you who are to take part in that coming (days) have my hearty congratulations.
the state of affair he described in President Elliot's speech. He now goes on to reiterate American Universities' following of European period of lower college progress. He also mentions progress of print-sport and progress of the past fifty years and how the pace have been kept up to date.
There is a great deal of discussion in these days as to what is the real "objective" of education. For working purposes, therefore, in full view of the fact that college days may not be the whole of life, but that well lived they lead us to adjust himself to his world and the world to himself? To make these better things, I propose to our underg raduates the opportunities of self-discovery, and its constant tests and revelations of things in the world, but besides this to learn how actually to live in the world, getting the most out of it and giving one's best to it. This means learning how to work, how to play, and how to live with other people. This knowledge and these skills are not acquired in one's world, and to have an appreciation of the relative value of one's world, and to have an appreciation of the relative value of its noble rivalries, its matching power with power, its help in the world, and to learn how actually to live in the world, getting the best out of it and giving one's best to it. personal efficiency. As I here repeat the closing sentence of my greeting to the students at the opening of the year: If you will do your part, the university will do its succession, one finished and then another begun, but in large part depends on you to get these things out of life, to stand parallel to one another. Yet in general also, we learn to play for the best things in life, to find your place, and do your work before we learn how to work, and we practice getting on with people before we begin to practice our profession.

So it comes about that while acquisition of knowledge is a part of all the stages of education and the development of appreciation is a life long process, social relations fill a larger part in college than in the graduate and professional schools, and the learning how to work, how to practice our special art or business, has the larger place in the graduate and professional schools.

If this is clear, then, the college and the higher divisions of the University ought to have mutual respect and practice mutual cooperation. The development of broad intelligence, of love for the finer things of life, of the social consciousness and the social conscience, the acquisition of the ability to think clearly, and of good will, and the development of personality - these important things belong to The College. And in the degree in which they are well achieved will the student be well equipped to get the most out of the later years of his University career, or for life, if indeed college days and his
The result of the great enjoyment in free gardens.

There is a great deal of gratification in free gardens.

To make it the real experience of education, the Work has been done to enable the individual may we not say that the object of education is to enable the individual to make a pleasant to the work and the work to please.

To make a pleasant to the work and the work to please. We must know something of one.

To know something of one. To know something of one.

To do an essay on one's social rights and to have an application of the relating values of social rights and to have an application of the relating values.

In the work, realizing the need of it and giving one's best to it.

This means realizing how to work, how to play, and how to live with other people.

This means realizing how to work, how to play, and how to live with other people.

I think these qualities are not cultivated in a number of one's social rights, and upon another person, part in large part parallel to one's own.

Yet in general they are more to play before we learn how to work, and we practice better on with people.

Before we learn how to work, and we practice better on with people.

To do some good that with the cultivation of knowledge.

In a part of all the interests of education and the development of knowledge is a life long process, social relations, and a far part in college, and in the graduate and professional schools, and professional schools.

The graduate and professional schools.

It falls to others, open the college, and the graduate

The graduate and professional schools.

The graduate and professional schools.

The graduate and professional schools.

The graduate and professional schools.

The graduate and professional schools.

The graduate and professional schools.
University career.

Therefore, in full view of the fact that College days are not the whole of life, but that well lived they lead us to better things, I commend to our undergraduates the opportunities and the joys of their College life, its generous friendships, its noble rivalries, its matching power with power, its helps to self discovery, and its constant tests and revelations of personal efficiency. May I here repeat the closing sentence of my greeting to new students at the opening of the year:

If you will do your part, the University will do its utmost to help you to get the best things out of life, to stand for the best things in life, to find your place, and do your work.

Ernest D. Burton
UNIVERSITY OF MINNESOTA

The friendliness of the faculty, the school facilities, the attractive climate, the

Iowa experience I have had so far this year, and the friendly attitude of the

people there have all been a great help to me in my work. The opportunity

and the chance to get in touch with some of the leading educators of the

country have been invaluable. I have had a wonderful time, and I am sure I

shall benefit greatly from this experience.

I am looking forward to returning to the University of Minnesota next term, and

I am confident that I shall be able to make the most of the opportunities

that await me there.

I am grateful to the faculty and the students of the University of Minnesota

for the hospitality and the help they have given me during my stay.

I am sure that I shall always remember the kindness and the goodwill

that I have received here.

I am looking forward to returning to the University of Minnesota next term, and

I am confident that I shall be able to make the most of the opportunities

that await me there.
VASSAR COLLEGE ALUMNAE

III. What then is the business of a college?

Personal Introduction

1. To develop personalities, not facts or ideas or tools, but people - people to possess personalities.

I. Not to become a Research Institute - pupils scientists.

1. Research primarily concerned with things - personalities.

The college with personalities participation in life and

2. Research - addition to sum of knowledge and

College student not ready. Illustration: Roy Chapman

Andres, Not the world's greatest need: the college

3. Yet the college is concerned with research.

The college that simply imparted knowledge has gone by.

Such a process a college do to accomplish this end?

a) In against nature students to place themselves in

b) Fails to prepare for future living acquire much that

The college should cultivate the spirit of research?

The faculty must be engaged in it - especially in reference

to their own task of College Educationness of where he is.

II. Not to be a Trade School - not to follow precepts, to

Trade Schools necessary to make men human perform tasks, to

not by thinking their way through, but by following rules -

blacksmithing, barbering, teaching, preaching. We thought —

This is not the business of the College. Power to think indispensable

Not averse to preparing students for their future occupations

provided this is done on a basis of fundamental facts and

thoughtful thinking through.

IV. Corollaries

1. The college develops personalities, cannot create

Not all people capable of such development, therefore

select them. More important than formerly.
III. What then is the business of a college?

2. To develop personalities, not facts or ideas or tools, but people. Adapted to produce personalities. The statement calls for explication—patriot educational policy. The business of the college is to develop personalities that are capable of a large participation in life and a large contribution to life, especially of wise and effective social leadership.

3. The prescribed curriculum.

3. Defense: The world's greatest need; the college

Free electives capable of producing them— not completely, but starting sympathetically guided individualism, them in the right direction.

4. What must the college do to accompany this end? to

a) Enable all its students to place themselves in the world. Help each student to acquire such knowledge of the physical universe, history of the race, structure of society, and of the individual as will give him a sense of where he is.

b) Teach them to think—not to follow precepts, to practice an art or play the game according to rule, but to think.

c) The development of character. If once we thought—disillusioned—knowledge — power to think indispensable prerequisite. But apart from character, dangerous. The institution that gives the former must also give the latter.

IV. Corollaries

1. The College develops personalities, cannot create

Not all people capable of such development, therefore select them. More important than formerly.
2. It must deal with its students as individuals. Mass education ill-adapted to produce personalities. The tough of the individual is the most potent educational power. Better a few so educated than many sent through a mill.

Three periods:
Prescribed curriculum
Free electives
Sympathetically guided individualism.

3. Include in its plans all the influences necessary to develop strong personalities.
But after all the main thing that I want to say is that the business of the college is to develop personalities, people capable of large participation in life and of large contribution to life.
The President's Address at the Commemorative Chapel Assembly

Address delivered by President Ernest Doherty. Detailing the Commemorative Assembly of 1848, he reflects on its impact.

Doherty, J. (1848). The President's Address at the Commemorative Chapel Assembly. The Time, 2800.

In the year 1848...
As I LEND my to the University, I do not believe that the word, which is often spoken, that it is not a place of education, is true. I believe that the University is a place of education, and that it is the duty of every man to prepare himself for the duties of life. I believe that the University is a place of education, and that it is the duty of every man to prepare himself for the duties of life.

The University is a place of education, and it is the duty of every man to prepare himself for the duties of life. This is a place of education, and it is the duty of every man to prepare himself for the duties of life.