Increasing Profits
By Straight Line Sales Control

Henry H. Morse, Sales and Export Manager, Florence Stove Company, Boston, to Discuss the Importance and Significance of the Budgeting of Sales
12:15 Noon, Friday, March 6th

The budgeting of sales is a comparatively recent development of the science of merchandizing. Surprisingly good results already have been achieved by so-called straight line sales control. Even greater results, undoubtedly, are just around the corner—headed in this direction.

Every mother’s son of you are, either directly or indirectly, tremendously interested in the problem of sales. Each and every betterment that you can dovetail in connection with your sales work will be a step in the right direction. The more steps in the right direction, the greater will be your success.

Committed to the study of the Science of Business as it is, it behooves your club, therefore, to analyze and get acquainted with this new angle of selling, ascertain its advantages and determine if and how it can be applied to our individual propositions.

Chasing that thought, it was but natural that your Speakers’ Committee should select one of the leading exponents of this new sales doctrine, who also is an outstanding figure in the merchandizing world. To come and explain to you what this plan is, how it is used and how it may be adapted to your business. They found him, in the Hub of the Universe—as Boston likes to be termed—and have induced him to come and address you on this subject. He will be here next Friday, March 6th, at our regular noon-day meeting (12:15), in the Tiger Room of the Hotel Sherman.

Like most men who have made an extraordinary success in some particular endeavor, Mr. Moore is a bit modest about his achievements, albeit one glance at his picture clearly indicates a man of whom nothing else but great things would be expected. So that you may visualize, in a way, the background of his experience, be it known that after graduating from Harvard, he consented to assist in putting the Regal Shoe Company on the map, and was its Export Manager for ten years, during the last two of which he was in charge of their dealer selling. Then, for two years, he was drafted by the Department of Commerce, as general advisor on matters of export policy. While with Secretary Hoover in this department, he served as Chief of the Specialties Division, Chief of the Domestic Commerce Division and was Acting Assistant Director of the Bureau of Foreign and Domestic Commerce.

Since 1919, he has been chairman of the Boston Export Round Table, was for two years Chairman of the Advisory Committee on Foreign Mails and was for several years Director of the Massachusetts State Chamber of Commerce; was Chairman of the Committee on Trade Extension of the National Boot and Shoe Manufacturers’ Association and Honorary Vice-President and member of the Executive Committee at the National Foreign Trade Convention in Cleveland and is now a member of the Council for Commercial Arbitration.

Mr. Morse has done considerable lecturing on foreign trade at Boston University, Harvard and Dartmouth Colleges, and is the author of many magazine articles on foreign and domestic commerce.

The budgeting of Sales and Sales Control is one of those necessary elements which is developing in business, and although devoid of romance, our speaker will treat it in an entertaining way. It will be an unusual opportunity for you to hear a man whose experience has been wide, varied and profitable, discuss a subject which as yet is little known in a general way, but which is becoming more and more in vogue.

You are seeking light on sales problems, particularly the co-ordination and promotion of sales, budgeting and the matter of lowering sales expenses. Surely you can spare an hour to get the great message which he will bring to us, since you must go to lunch anyhow, so make it a point to be on hand promptly at 12:15 noon, Friday, March 6th, have a real lunch and hear the extraordinary message which Mr. Morse has for us.

Artists from the musical triumph, The Student Prince, now playing at the Great Northern Theatre, will be our special guests of honor and provide some genuinely delightful entertainment.

Luncheon 81 and—we reiterate “the sweetest smile in the world” with your ticket.
The EXECU-CLUB NEWS

Published weekly by the Execu-Club of Chicago on Friday, at 122 S. Clark Street, Chicago, Illinois.

Volume 36, Number 3

Copyright March, 1905,
by The EXECU-CLUB NEWS

T. T. MAEY — 

— EXECU-CLUB NEWS

—— EXECU-CLUB NEWS

CLUB OFFICERS
President, Mr. W. H. Holman, 1111 S. Michigan Avenue, Chicago, Ill., 60601.
Secretary-Treasurer, Mr. E. R. H. Smith, 1111 S. Michigan Avenue, Chicago, Ill., 60601.

MEMBER'S OF THE EXECU-CLUB

Mr. W. H. Holman, 1111 S. Michigan Avenue, Chicago, Ill., 60601.
Mr. E. R. H. Smith, 1111 S. Michigan Avenue, Chicago, Ill., 60601.

Advertising rate $2 per inch, extra furni-

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Circulation 2,000.

THE EXECU-CLUB NEWS

WHO'S WHO IN THE CLUB

From the Salesman:—Thanks to the man who

publishes the Chicago Tribune, it is possible for

me to save the time of a busy

man and to make a better

sale.

The EXECU-CLUB NEWS

AN AGE OF COMMERCIALISM

(Extracted from a speech made at a dinner of the Annual General Business Association, at No. 3, 15th Street, New York, February 21, 1905.)

We live in an age which questions everything. The past generation was not suspicious of business. The past generation was not suspicious of great industries. It has been repre-

sented that they were built up by some

and not by others.

And when to take a backward step, he

In the interests of society, a man

is not charged with the playing of the
the card to be played.

The EXECU-CLUB NEWS

An agent who specializes in

publishing and advertising is acting.

For a business report, it is possible to

save time and to make a better

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Friday is Execu-Club's! Club day. Bring your friends to hear about the club's pro-

motion—something that cannot be brought back to be re-enjoyed. Results to be

had every Friday, therefore, and a possible benefit, from the

association.

To Miss Alma Keller, Miss Perrie Newcomb and Miss Lillian Ackerman, members-

playing in Blossom Time at the Aud-

ium, Chicago, your club acknowledges

its special pleasure in welcoming you.

In the personal touch, Blossom Time, being

graciously enjoyed.

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Business and Scholarship—What Have They To Do With One Another?

Dr. By Ernest D. Burton, President of the University of Chicago

An Address Delivered Before the Executives' Club, Friday, February 27th.

(Replying to Dr. Burton, President Rockefeller.)

"During the last thirty-three years a great institution engaged in research has been the University of Chicago, and possibly because we are so close to it, its history is a very remarkable organization which it has affected neither real nor directly nor otherwise than to be an agent in the atmosphere and their achievements. It is the field of a great area of life and of up and out of persistence from early morning until late at night. The other

with which the material enterprises of...the same or the same area...the greater part of the area involved in the study of history the long past...the materials...to the study of a certain...the ultimate conception of...or the study of the far distant

There doesn't seem to be, at first sight, much in common between these two worlds. One is concrete and concrete; the other is abstract and contemplative. What have they in common and how is it possible for them to understand one another?

These differences are largely differences of mental habit and these mental habits, I think, are in no small measure attributable to differences in occupation. One indulges one kind of mental and the other indulges another kind different kind of material, but I think it is also due, in part, to the difference in the mental attitude of the two types of people.

I have been much struck, as I have been, of the kind of work...in contact with business men, especially perhaps as I have not met them on my own Board of Trustees, with the marked difference in the mental habit that is so often developed, in contrast with the one which must have tended to develop in me.

In the present to him is a matter on which I want a decision. I have rarely contemplated the long past, yet in the argument, all laid out in my mind in logical order. I begin to present the case that I have for us in the years of experience as a soldier on the Pacific Coast and in our years of edgy and yet most of you know who he felt that for years his great in...the character of the situation...rather than of business.

If you could quote a list of men...here in this city who, while pursuing a...lives of real scholars, and yet I suppose it must remain true that, in general, you do not often find men among those who have...with the characteristics which we are constantly involved in the whole area of Scholarship.

The habits of life are so much too absorbing. One who will achieve success in the line of business in which he is engaged can rarely find the time also for great success in the field of Scholarship, for he must begin to...we have had no single success in an altogether distant line.

Now, on the other hand, I should like to dwell for a moment on the great area which Scholarship and...must occupy in common and which...participate in the other. It is not the understanding, of course, but in some respects, to participate. I mean if we can have the word which your President used in characterizing the University of Chicago a notion, a word that I am using as often as he did that I almost fear to use it again, lest I be stung by the question, "What is research?"

May I say a few things about what research is, how it came to be, what it is, what its advantages are and then how the two worlds I am speaking of share in it?

Research of course is an effort...it is a search for...how to know the...out the ever expanding field of the unknown.

In itself, it is, of course, all as old as human beings. That all the knowledge we now possess of knowledge is the common possession of the race has come...through one form or another of research. Men had to engage in research at the very beginning of the history of the race. Otherwise the race could not have

As men have had to go on making...scientists, or those who would have been no progress in human knowledge and there would have been no such things that have come as a consequence...as our means of research, we today recognize it under that name, it is, relatively speaking, a modern thing. And organized research, or it exists in the great institutions of research, as it exists in many commercial enterprises, is a thing of co-operatively modern times. It is an age that can...our own age and our own age is that which is constantly involved in the whole area of Scholarship.

The causes of it, as I see them, are three-fold: First, the human need; second, the human interest; and third, the human interest which is capable of satisfying human needs and both satisfy and stimulate human activity.

If a man is hungry, he is apt to act to devise some means by which he can satisfy his hunger, not for a single

The modern world is a world of marked contrasts. In certain respects, of course, the different parts of the world are becoming more and more alike. One who wanders the streets of Tokyo or Shanghai, or of any of the other great cities of the East, is reminded almost exactly like those that they might see in New York or London. And, in a sense, he is at home. In a sense, he is at home, if he listens acutely enough, a language that would be spoken in at least two or three cities. At the same time, however, in other directions life is becoming more and more dominated by the machine and the machine has, in a sense, almost everything.

New occupations are coming up almost every day. Almost every day new occupations, new industries, new trades which will not grow too fast apart, most come together in various groupings and may not be understood as one another.

"It takes all sorts of people to make a world." That is an old saying, but it is a most true saying. The world is to be rightly made, that there will be a world to be right made, one must understand one another and to increase that spirit of co-operation which your President has referred to is something that is necessary to your own organization.
I should totally misrepresent my own thoughts and feelings, if I were to attempt to describe the essence of that which is the essence of our nature. We, as a species, are constantly evolving and adapting to our environment. Our thoughts and feelings are a reflection of our experiences and the world around us. It is through this constant evolution that we are able to understand and interpret the world.

Every day, we are faced with new challenges and opportunities. Our ability to adapt and respond to these challenges is what allows us to thrive. We must continue to learn and grow, both as individuals and as a society, if we are to continue to evolve and thrive.

I have been working on this project for the past few months. It has been an incredibly rewarding experience. I have learned so much about myself and the world around me. I am grateful for this opportunity to share my insights and experiences with others.

Our world is constantly changing. We must be willing to adapt and change ourselves in order to keep up with the world around us. This is not an easy task, but it is essential if we are to continue to thrive.

In conclusion, I believe that our ability to adapt and change is what allows us to thrive. We must continue to learn and grow, both as individuals and as a society, if we are to continue to evolve and thrive. Thank you for your attention.
are concerned with Business or with Scholarship we are concerned with research extending itself into this very important field in which the future of the world is so largely determined. Ultimately all the great interests of life are, are they not, spiritual rather than material?

We need food, of course. We need houses, of course. We need railroads, of course. We need all the material things of life, but for what purpose? Is it not that the life of man which ultimately is—I am not speaking in terms philosophic—the life of his soul, his relationship with other souls—shall be upon a higher level? In all these things scholars and men of business are equally concerned. Scholars and men of business are concerned with the conditions which make that life, or the higher life of the human race, possible to go on.

After all, what is the difference, ultimately, between research and the business of it? Is it not this, simply, that without it we must, in all of the great concerns of life, guess, and as we are able to make progress in research we are able to substitute—not full knowledge; that will never come to the human race—an enlarging knowledge, an ever enlarging knowledge, for our mere conjecture or impressions or prejudices? So, I am pleading for two things at once: First, that we shall recognize the value to us of all this which we have called research, and, second, that we shall recognize that together we must work to accomplish results, you making your contribution and we making our contribution, if for a moment I may speak as the representative of Scholarship, addressing you as the representatives of Business.

What, then, are some of the consequences of this that I have been saying, that these two groups of men ought to be more deeply interested in one another's work? We, if there have been, on the part of the University, prejudices towards Business and vice versa, from different levels from our own task, should abandon that prejudice; and, if it has been true that we of the University have looked at the world as a thing apart from life, that had no contribution to make to it, then either we should change our ways so you may have a different opinion of ours or you should come better to understand us and, thus, come to have a different attitude towards us.

The University, as the representative of research, must in my conviction come ever closer to the things of practical life, by which I do not for a moment mean that we shall abandon those studies that are remote from altogether practical objectives, that we shall cease to look into matters of science or history, that we shall cease to be concerned with languages, literature and philosophy, but that we will do that, and then we shall also come into contact with practical life.

The Institute of Meat Packers applied to the University of Chicago something over a year ago, inquiring as to whether the University was willing to cooperate with it in the field of instruction and partly in the field of research. I can imagine the shiver that would have gone down the back of the president of the University when he was asked to cooperate with the Institute of Meat Packers. I want to assure you no shiver went down the back of the president of the University of Chicago. He recognized at once that the justice of Meat Packers dealt with one of the practical things of life, that the university was concerned with those practical things, and if there was any possibility of cooperation, that co-operation ought to be entered into, and it was. We are now working with them, both in the field of research and the field of instruction. Not only that, but to the best of my remembrance for the moment there are fifteen other cases of such co-operation between the University and bodies which are engaged in practical affairs of manufacture or of similar industries, having to do with the world of Business. All this must have been said, for the sacrifice of those other things that dwell in the clouds, under suns, and come down to earth in rain, but to the extension of the field of university life.

Mr. President, may I be pardoned if I say just a word about the institution to which I so kindly referred a few moments ago as being established in Chicago thirty-three years ago under the direction of a man whose name I hope will never be forgotten in this city, for he deserves to be remembered, the first president of the University, William Rainley Harper. He established a university here of a new type. I think it is correct to say there has never been another one like it in the world, for he established a three-fold task for the University, each of which had been previously established by some university but never before had the three been combined. These were research, of which I have said so much today, instruction which of course was the traditional task of all universities, and dissemination, by which I mean sending out information touching university activities widely as possible. That dissemination expressed itself particularly in what was known as University Extension Division and the University Press by which the results obtained by the University were published as widely as possible.

It was a three-fold policy, a university standing for research as the fundamental thing, having instruction as a traditional task, and at the same time a university with the widest possible dissemination.

Now, for thirty-three years we have been true to that policy. Never for a moment has there been any disposition to abandon it. It all comes to a point in the history of our University that we recognize that the demands of business, which we believe to be considerable, have imposed upon us the obligation of extending our advances, that we must maintain leadership in the University of Chicago and in this western country especially, and that we must especially make our contribution to the common life of this city and of this state and of this great western portion of America, indeed of the world. All of these things I have spoken of, especially the first and second but most especially the first, are matters that cannot be maintained and sold a profit to the institution that carries them.

I was told today a very extraordinary story by one of your members that I want to repeat here for the sake of bantering over the right connected with it. He told me that he recently met a gentleman in Chicago who had lived here for fifteen years and had the impression that John D. Rockefeller maintained the University of Chicago as a private enterprise for the profit he could derive from it. He would like to mention the fact that Mr. Rockefeller has given to the University of Chicago, and, in so doing, given to this great country, thirty-five million dollars, and that he does not derive one-quarter of one penny's dividend from that. If he has any dividend, it is the satisfaction of having made a contribution to the higher life of the world. When he made his last promise of contribution, which was thirteen years ago, and which promise was completed three years ago, he said: 'I have done for the University all I have contemplated doing.' He will never give us another dollar, for the reason, as he said, that the University is located in Chicago, it belongs to the citizens of Chicago and to their care. It is committed to the care of Chicago and this western country. It is our earnest desire to conduct it upon the policy which originally laid down, a policy which I have endeavored to state to you today, a policy of education in every aspect of life.

We look to you for friendship and understanding and if you have not understood us heretofore that is largely our fault—we have not talked enough about ourselves. We look to you for friendship and understanding and such other co-operation as you can easily infer and we, on our part, will use our best endeavors, constantly adding to that sum of human knowledge, the possession of which lifts the level of human life, constantly sending out into various parts, around about young men and women who have caught the spirit of research and of scholarship, dealing with questions honestly and on the basis of facts instead of on the basis of prejudice and ignorance, and giving out to the world from that university all the information we can give.

I thank you for your patient attention and invite your constant understanding and co-operation. (Applause.)
BLACKSTONE ALUMNI DINNER

February 26, 1925

The University of Chicago has made a record of which all who are connected with it have reason to be proud. On that record of past achievement we want to build a superstructure which will be worthy of the foundation already laid and will give us all ground for an even greater pride in it.

These are in substance the two things that I have to say to you tonight, and my emphasis will be on the second of these two points — our plans for the future, — but a few words let me say about the past.

When the University was organized in 1892, it embarked on what was for American Universities, if not, indeed, for Universities anywhere, a new policy. Whereas practically all American Universities had confined themselves to instruction, the University of Chicago undertook the three-fold task of research, instruction, and dissemination. By research I mean, of course, the diligent search for new truth; by education I mean the instruction of students on the grounds; by dissemination I mean the sharing of all that the University as widely as possible with the public at large.

This three-fold policy carried with it the effort, largely successful, to bring to the University as large a number as possible of exceptionally able men, the granting to them of freedom in research, teaching, and publication. It caused also the establishment of the University Extension Division and the University Press.
The University of Oregon has made a decision to

with all the conditions that we have reason to believe

on the basis of past service and the past record of

stature which will be worthy of the hallowed name in

and that this will not only mould the new Greater/Pacific

There are two questions that I have

how to solve for counties and my programme will be on the

or these two points — or plan for the future — or a new

wonder for me can speak the best.

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parted on that day to Oregon University, if not, I hope,

for the University of Oregon, and continuing the plan

of the Greater/Pacific.

The University of Oregon, in Francis Henry, its

of necessity, information, or communication. In

mean, or, as in the Greater/Pacific, not new territory

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assistance I mean the matter of all that the University

as widely as possible with the people of far.

The Greater/Pacific contains, with all the others,

In my opinion, the University as large a

successful extension to the University and also the

number of people or, in any particular, the amount of

can say into the establishment of the University Extension

Division and the University Press.
2.

These policies have been steadfastly adhered to, and under the administrations of President Harper and President Judson great progress has been made. We have grown in land and buildings, in number of schools and of professors, of students, and in prestige. Our property is worth $54,700,000. Our faculties number 800, our students 14,000 a year. Our Press is the leading University Press of the country.

But all these things would count for nothing if we were not doing work of a high quality. Of course we know that we are. But we have recently had interesting evidence that others know it also.

Are we not then satisfied? Indeed we are not. (1) We know that any institution that is satisfied will soon be going backward and will have abundant reason to be dissatisfied. (2) We know that this world is every year becoming a more difficult world to live in and is making heavier demands upon those on whom rests the responsibility for leadership, that is, in effect, on education. (3) We know that America's responsibilities are being constantly increased. And (4) we can ourselves see many respects in which our work could be better.

We are proud of our past; we are proud of the rapidity with which we have forged to the front in the last thirty years. We are proud of our record of achievements, and our present standing. But we are not so proud as to be blind to the respects in which we ought to be better and our obligations to press forward with all diligence. We are not content to maintain our present stand. Forward, March, is still our motto. What, then, of our future?
These policies have been successfully applied to any number
of situations. Our percentage of successful water and vegetation
projects has grown in land and public areas in
southern Europe. The number of successful projects at universities and
in recent years has increased by 1,000 in 1999. Our
exclusive number 560 has established a new

but if these figures sound too optimistic or unrealistic, we
also know that we must continue our efforts to improve
and improve the living conditions for people everywhere.

The University Press of the company

the living conditions for people everywhere.

But if these figures sound too optimistic or unrealistic, we
also know that we must continue our efforts to improve
and improve the living conditions for people everywhere.

We are not just satisfied with

fact that our Satisfaction with our Service will soon be quite common.

We know that we have ample reason to be grateful
that this work is every year becoming a more difficult reality to
live in and to make greater demands upon those who work
in the University Press for Leiden, which is to stress on science.

We know that America's science policies are great

and we can only increase our many resources

in which our work can be perfected.

We do know at our best, we are bound to the capability
with which we have always to the front in the last thirty years.

We are bound to our concern of improvement, and our progress stand-

We are not so young as to be planning to the康建

in which we ought to be better and our applications to please our
wants with all diligence. We are not content to maintain our present

steady, progressive, efficient and effectual, WO CHEMICAL.

In the
For more than a year we have been studying our past, and we have come to two or three conclusions. One of these is that we have no occasion to make any radical change in the policy laid down a generation ago. What was good for the day of beginnings is good also for the day of new beginnings. In the second place, we are convinced that more than ever before the emphasis of our effort should be upon quality — betterment, not bigness. Perhaps we must still increase in numbers as we have continued to increase even in these two years in which we have abandoned that as a goal of our effort. But such increase will be incidental to a policy of emphasis on quality.

In every part of our — in every school and division — we must aim at the highest possible quality — in research, whether in science or history or education, — in education, whether it be in the colleges or the graduate schools, in publication and every form of dissemination.

In this way we are sure, and I am confident you will agree with me, we shall make our largest contributions to the welfare of the country.

But what does such a policy call for?

To this we have given careful study.

First, we need more buildings, not that we may grow larger, but that we may do more adequately the work that we have already undertaken.

Second, we must make a determined effort to develop a better type of education for the students who have finished the high school and are not yet ready to enter upon professional study or the business of life, — in other words, a better kind of college than now exists, at least in this part of the world.
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emphasis on our efforts are upon quality. Perhaps we must still increase in numbers as we have
continued to increase every three or four years in which we have
continued to increase every year, and in which we have
continued to increase every year, but more than that will
be insignificant in the progress of our students and divisions.

In every part of our

we must find the greatest possible difference in research,
wherever in science or literature, in commercial,
wherever it be in the colleges of the graduate schools, in practice.

And so may we then, and I am confident you will

make with me, we shall make our important contributions to the

wellfare of the country.

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or college than you expect to hear in part of the way.
We are not alone in recognizing this need. Various institutions are working at the problem. But we feel that in our situation and under our conditions we are under especial obligation to endeavor to solve it. We have already made, we believe, notable progress; but it is only progress, — there still remains much to be done.

The third thing that our present situation and policy calls for is better provision for the development and maintenance of a strong faculty. You know, of course, that this is the key to the whole situation. Able men are the one indispensable element in a strong school. Buildings are necessary, — good ones are desirable, — but they are useless without men, while strong men even in very poor buildings will make a great institution.

It is matter of great gratification to me that the alumni have seen this fact and have directed their effort especially to the raising of the six million dollars that is to be devoted specifically to that increase of salaries which will enable us to hold our strongest men, to fill vacancies as they arise with the ablest men in the world, and to add to departments that are undermanned men of this kind and no other. This we are determined to do.

I had the pleasure a little while ago of approving the nomination of a man to a chair in English who is said to be the ablest man in his particular field in the world, — and if there were an abler man — You have heard perhaps of the German pastor who was asked why he always traveled third class. "Why," he said, "there isn't any fourth, is there?" Cheapness was his ideal, and he wanted to go the limit. Well, quality is our
We are not alone in recognizing this need. Various considerations are making us aware of the problem. But we feel that in our attention to the problem of the future we are neglecting an opportunity to make entry. We have already made our plans. We have spent much progress and it is only prudent to hope that much more work will be done.

The third thing that our present attention and policy call for is better provision for the development and maintenance of a strong faculty. For we know that one of the weaknesses of the key to the whole situation is the one indispensable element in a strong school. Without it, any great achievement in a strong school will be impossible. And there are needs without men who can stimulate men in every branch of philosophy to make a great intercourse.

It is a matter of great importance to me that the

Among the many things that have attracted their attention to the raising of the six million dollars which is to be gathered specifically to meet the need of science, men to fill vacancies as they arise with the capable men in the world, and to help to make the nation and the world more powerful. The means that the statistical men of this kind simply do not exist.

We are determined to go....

I have the pleasure of a little while ago of announcing the nomination of a man to a post in the world who is ready to be of help on the part of the world, but if the special men in the part of the world who have been the bearers of the burdens of the world. Why, even if I say that they cannot do anything at all...
ideal, and we want to go the limit.

I have had the pleasure today of approving the calling of a man to be assistant professor in the medical school who has had practically fifteen years of preparation for this work, but of whom we are asking that he shall spend two more years in order to be ready for his work,—a man of character, ability, culture, and extraordinary preparation.

This is the kind of men we want and no others.

The alumni have with splendid courage undertaken to raise $2,000,000 of the $6,000,000 that are required for this purpose, and the alumni of Chicago and vicinity have signed up for $1,250,000.

I have sometimes been asked why I am confident, as confident I am, of the success of this effort. I will tell you why:

1. The record that the University has made and the standing that it has among Universities and in Chicago.

2. The fact that our program is absolutely sound and defensible. Its principles are right and every item in it is not only defensible but imperatively necessary.

3. The Board of Trustees are behind it to a man, the Faculty are backing it with perfect unanimity, and splendid cooperation, and the alumni are behind it, and when the word goes out to Omaha and Kansas City, etc., that Chicago alumni have accepted their quota of $1,250,000 and are raising all it, there is going to be a thrill/along the line that will set us forward.

We have turned every corner successfully so far. It is up to us now to turn this one with success. We are looking to you tonight to set us far forward on our course.
I resolve, and we want to see the limit.

I have had the pleasure today of observing the
attitude of some of our & staff members toward power of abstraction
sentiments which have not yet been translated into action. It is not
true that there is a place in our country for people who are skilled
at work. For a man who wants to be ready for his work — a man
who wants to be useful, and extract maximum preparation.

This is the kind of man we want and no other.

The stimula have with speciality course and research to
raise $75,000,000 of the $150,000,000 that are needed for
the building, and the stimula of office and activity have
already led to it $150,000.

I have sometimes been asked why I am confident.
I will tell you why.

I have made the University as much my home as
the college that it is. The college is a part of my life and
my office. The college that has been at my service has
been only to help me to train for a man's

The building or office are the beginning of a man's
and the faculty the presence of perfect humanity, and
the knowledge of cooperation, and the stimula of office, and
the wealth of our country to come and serve, in the service
of our stimula have become great. This is of $125,000,000 and the relation
of it, place is going to do a great, and I know the time that will
be our tomorrow.

We have found many common sense, and we are looking
at how to make this one with success. We are looking
at how to make this one with success.
The University of Chicago has made a record of which all who are connected with it have reason to be proud. On that record of past achievement we want to build a superstructure which will be worthy of the foundation already laid and will give us all ground for an even greater pride in it.

These are in substance the two things that I have to say to you tonight, and my emphasis will be on the second of these two points — our plans for the future, — but a few words let me say about the past.

When the University was organized in 1892, it embarked on what was for American Universities, if not, indeed, for Universities anywhere, a new policy. Whereas practically all American Universities had confined themselves to instruction, the University of Chicago undertook the three-fold task of research, instruction, and dissemination. By research I mean, of course, the diligent search for new truth; by education I mean the instruction of students on the grounds; by dissemination I mean the sharing of all that the University as widely as possible with the public at large.

This three-fold policy carried with it the effort, largely successful, to bring to the University as large a number as possible of exceptionally able men, the granting to them of freedom in research, teaching, and publication. It caused also the establishment of the University Extension Division and the University Press.
The University of Oregon has made a record of
which all who are connected with it have reason to be proud.
On the record of past achievement we want to build a
structure which will be worthy of the fundamental principles
and will give us all reason to be very great pride in its
existence. I am sure that the two things that I have
tried to impress on you tonight and my emphasis will be on the need
of these two points—our plan for the future—and a few
weeks for me to spend the rest.

When the University was organized in 1886, it was
begun on what was for American Universities a new
policy. Whereas practically all American Universities had continuing examinations to insti-
tute the University of Oregon adopted the free-exam-

I mean the examination of all that the University as
widely as possible with the people at large.

The three-fold policy connected with it is:

1. Freely accessible to all to the University as large a
number as possible of excellently able men, the greatest to

Division and the University Press.
These policies have been steadfastly adhered to, and under the administrations of President Harper and President Judson great progress has been made. We have grown in land and buildings, in endowment, in the number of schools and of professors, of students, and in prestige. Our property is worth $54,700,000. Our faculties number 600, our students 14,000 a year. Our Press is the leading University Press of the country.

But all these things would count for nothing if we were not doing work of a high quality. Of course we know that we are. But we have recently had interesting evidence that others know it also.

Are we not then satisfied? Indeed we are not. (1) We know that any institution that is satisfied will soon be going backward and will have abundant reason to be dissatisfied. (2) We know that this world is every year becoming a more difficult world to live in and is making heavier demands upon those on whom rests the responsibility for leadership, that is, in effect, on education. (3) We know that America's responsibilities are being constantly increased. And (4) we can ourselves see many respects in which our work could be better.

We are proud of our past; we are proud of the rapidity with which we have forged to the front in the last thirty years. We are proud of our record of achievements, and our present standing. But we are not so proud as to be blind to the respects in which we ought to be better and our obligations to press forward with all diligence. We are not content to maintain our present stand. Forward, march! is still our motto. What, then, of our future?
These policies have been effectively applied to the maintenance of
the agricultural frontier. On the farm market and the food needs of the
villages, we have grown in land and production. In
employment, in the number of schools and of professionals of science, in
outrage. Our property is worth $500,000, and in the acreage of
recently 50,000, now a great deal. Our progress is
the leading university town of the country.

But if these things matter to you, in farming if we were
not going to work at a higher priority. Of course we know that we are.
But we have recently had interesting evidence that our know-it
also...

The wood is just waiting to be cut, and we know
that we know it. We know
a broadening of the algal...and we will have

to wait and see what becomes of our idea.
Now if we know that the responsibilities for leadership, that is, in effect, on a scale-

And we can anticipate very much less...
For more than a year we have been studying our past, and we have come to two or three conclusions. One of these is that we have no occasion to make any radical change in the policy laid down a generation ago. What was good for the day of beginnings is good also for the day of new beginnings. In the second place, we are convinced that more than ever before the emphasis of our effort should be upon quality — betterment, not bigness. Perhaps we must still increase in numbers as we have continued to increase even in these two years in which we have abandoned that as a goal of our effort. But such increase will be incidental to a policy of emphasis on quality.

In every part of our — in every school and division — we must aim at the highest possible quality — in research, whether in science or history or education, — in education, whether it be in the colleges or the graduate schools, in publication and every form of dissemination.

In this way we are sure, and I am confident you will agree with me, we shall make our largest contributions to the welfare of the country.

But what does such a policy call for?

To this we have given careful study.

First, we need more buildings, not that we may grow larger, but that we may do more adequately the work that we have already undertaken.

Second, we must make a determined effort to develop a better type of education for the students who have finished the high school and are not yet ready to enter upon professional study or the business of life, — in other words, a better kind of college than now exists, at least in this part of the world.
For more than a year we have been studying our past, and
we have come to two or three conclusions. One of these is that
we have no occasion to make any radical changes in the policy
that we have followed for the past ten years. In the
period 1897 to 1907 we lost more than five years of our
development on account of our neglect of new plants and
perennials. Perhaps we were not mistaken in thinking that we
have continual to increase even in these two years in which we
have continued to increase, and not only in the classes, but in the
administration. But a course of action is easy to any nation, but
much more difficult to be initiated to a policy of expansion or
development.

In every part of our business we are on the road to
improvement. We are making every possible effort to
achieve our goal. Whether it be in the colleges or the graduate
schools, in the field, in the service of our clients, or in the
administration of the company.

But what good will a policy of this kind do?

To make it effective we have to give our full support.

First, we must make more efforts not that we may
increase, but that we may go more deliberately the work that we
have started and persevered.

Second, we must make a determined effort to develop a
better type of cooperation for the students who have finished
high school and who have not yet learned to seek new
possibilities of life, and in order to have a better kind
of college than we now exist, to learn in this part of the world.
We are not alone in recognizing this need. Various institutions are working at the problem. But we feel that in our situation and under our conditions we are under especial obligation to endeavor to solve it. We have already made, we believe, notable progress; but it is only progress, -- there still remains much to be done.

The third thing that our present situation and policy calls for is better provision for the development and maintenance of a strong faculty. You know, of course, that this is the key to the whole situation. Able men are the one indispensable element in a strong school. Buildings are necessary, -- good ones are desirable, -- but they are useless without men, while strong men even in very poor buildings will make a great institution.

It is matter of great gratification to me that the alumni have seen this fact and have directed their effort especially to the raising of the six million dollars that is to be devoted specifically to that increase of salaries which will enable us to hold our strongest men, to fill vacancies as they arise with the ablest men in the world, and to add to departments that are undermanned men of this kind and no other. This we are determined to do.

I had the pleasure a little while ago of approving the nomination of a man to a chair in English who is said to be the ablest man in his particular field in the world, -- and if there were an abler man -- You have heard perhaps of the German pastor who was asked why he always traveled third class. "Why," he said, "there isn't any fourth, is there?" Cheapness was his ideal, and he wanted to go the limit. Well, quality is our
We are not alone in recognizing this need. Various statements of the problem. We feel that in our situation
and under our conditions we have made significant efforts to
understand and improve our situation. We have sought ways to
make progress, not just progress, and have shown leadership
where still remains much to be done.

The thing that first comes to mind is our present situation and policy
called for in Better Practice for the Development and Maintenance
of a strong economy. You know of course, that this is the
key to the whole situation. Britain will be the one indispensable
element in a strong world's. Britain's the necessary, and once
when the need arises, and when the need is met with men who
were trained and given in every possible training will make a great
influence.

It is a matter of great satisfaction to me that the
stimuli have been given time and have achieved their effect as
becoming more important to the nation of the first million gallons and 1.5 to
be gathered in proportion to the interest of a country to collect water. This will
enable me to return the stronger men to their accustomed place as
state with the special men in the world's, and to sell and to export.
This means that the understanding men of this kind and on other
we are getting ready for.

I had the pleasure of a letter which I have received from a
nomination of a man to an article in England. I'm not going to say it
the special men in the particular list in the world. You have not been heroes to the
 Germans. But we have seen why we must do things differently, that is,
forestry. "And yet" and we wanted to do the limit. Well, difficulty to

Omaha, Nebraska.
March 2nd, 1925.

**BUSINESS AND SCHOLARSHIP.**

The world of business and the world of scholarship are largely separate. Scholars and business men, as a rule, work at different tasks, they seek different results. Often they do not understand one another.

The business man deals with practical tasks; he buys or sells, he employs men or is employed; he builds bridges, railroad, streets and sewers. He deals with things and with people. He makes decisions or persuades other people to make them.

In the world of scholarship men strive for knowledge, reason things out, deal with the abstract and the fundamental and the remote. They live in the world of mathematics and astronomy, of history and ethics, of science and philosophy.

What have these two worlds to do with one another? In certain respects they are markedly different - so different that broadly speaking success in one means incompetence in the other. If you want a railroad president, you will not usually seek him among the professors of Latin or Greek; if you want a professor of philosophy, you will not usually find him among successful business men.

This is largely due, of course, to the fact that the two groups of men, by the necessities of their respective occupations, deal with different bodies of facts. The student of language has not been studying railroads; the business man has not been reading the philosophers or trying to discover the
ultimates of thought. But is also partly due to the fact that, broadly speaking, business and scholarship cultivate different habits of mind; one requires alertness, promptness of decision, quickness of action; the other calls for patient deliberation, suspension of judgment until all the facts are in and weighed; suspension of judgment even for months and years.

When a few years ago I first began to add to my work as a scholar some administrative task, I was struck with the difference between the business man's way of working and my own. I had trained myself to see all the facts and to withhold even a mental decision until I could weigh them and reach a conclusion based upon such weighing. I once spent ten years in reaching a decision that when I reached it could be stated in ten lines. I do not know that anyone's action has been different from what it would otherwise have been because of these ten lines or those ten years. But that was what scholarship demanded of me. When I came to deal with men of business and wanted a decision from them I tried to present them all the facts reduced to the utmost brevity but I found they had reached their decision before I had presented half my facts. They wanted to know my conclusion and they approved or disapproved it without dis-...
Attitudes of the Group. But I also want you to take note
that probably speaking, business and scientific activity
infect different parts of which one running sequence, progression
of generation, determination of action, and other killer but turn
is geographic and operation of management until all the factors are
in any workshop. Explanation of importance can't be measured any

Wow, what comes up I think you're on the road to my
work as a copier. Some communication and I was involved with
the difference between the previous man's way of working and
my own. I had trouble seeing to see all the looks any to
with whom have a mental generation until I can write that
and reach a consciousness pass from one to another. I once
spend as years to become a generation that when I thought
it cannot be static in the lines. I do not know that anyone's
tactic can be different from what we would prefer to have.
From what sense of these for lines of those can appear. But
that was what sociological generation of me. When I come to
get with me to continue and maintain a generation from time
to time because from all these factors always to the moment
I didn't see the idea of my life. That moment to know my

conscience and each approach of generation of

sociology and probably the genetic generation period
or enjoy. There are exceptions of course, and they seem to
be more important in great participation in America, too.

The nature of a well known fact on doctrinal and hegemony
support of other numerous on tact and part先锋
both bankers. We have recently had in this country a visit from a leading British banker who is known in his own country quite as much for his scholarship as for his eminence as a banker. Gladstone and Asquith and Morley were all authors as well as statesmen and men of affairs. We have a few examples in America. Roosevelt was certainly a man of affairs but he has left a considerable list of literary works to his credit, books like 'The Rough Rider' and 'The Winning of the West' and a few others.

I have a friend in Chicago who began life as a soldier on the Pacific Coast in the days of the Civil War. He began to accumulate a fortune in a very modest business enterprise in the suburbs of Chicago and rose to be a lumber merchant and became a man of wealth, but whose greatest happiness for years has been in the study of history and literature and in the accumulation of materials for original research.

Nevertheless, it must, I believe, be conceded, that in general there is a difference both in the type of mind that is most successful in the two great fields of scholarship and business and in the effect of the work in each field on the mind of the one who pursues it. In general, scholarship and business must be the work of different men.

But my chief purpose today is not to emphasize this obvious fact, but rather to bring out that there are certain great areas of action and thought which belong in common to the scholar and the business man and that the things which they share are really more fundamental and important than the things that distinguish them.

Let me speak then first of what in the parlance of the University is called research. By it I mean the
to the work of different men and for different ends. But my object is to approximate to the degree of mind that is most successful in the two great fields of education and business, and to the select of the work in each. In general, ideas on the mind of the one who prepares for the work of different men are a part of the broader and business work and the select of the work in each. Therefore, in general, ideas on the mind of the one who prepares for the work of different men are an important part of the broader and business work and the select of the work in each.
of the unknown, the endeavor to add to the sum of knowledge of the individual researcher and eventually of the race; the effort to push the boundaries of the known out into the area of the unknown.

The causes of research are, if I mistake not, three. First, human need, second human curiosity, and third a world capable of satisfying the needs of man and of partially satisfying and forever stimulating human curiosity.

A man is hungry and looks around to see where he can find something to eat; eventually becomes a fisherman or a farmer; and in the final outcome we have the great modern industry of agriculture and fishing. He is cold, and to cover his nakedness and keep himself warm, he becomes a hunter or a trapper or a shepherd, discovers the facts about animals and devises methods of securing their skins and converting them into clothing. He takes to himself a wife and begets children, and becomes a woodman and builder that he may make a place of shelter for his family. Modern agriculture and the manufacture of agricultural machinery, the fishing industry, the clothing business, the building trades in all their branches are the products of research, begotten primarily for human needs and gradually developed through the centuries.

But in certain stages of civilization curiosity has been perhaps an even greater incentive to research than physical need. Once fairly comfortable, with food enough to assuage his hunger, and clothing enough to protect him from the weather, man begins to look about himself with curiosity respecting the world in which he finds himself. All men
The essence of education, if I mistake not, lies in knowing that education is not merely a matter of acquiring facts and figures. It is a process of mastering the essence of the subject and applying it to solve problems of life and society.

In the modern world, where information is easily accessible through the internet, it becomes even more critical to understand the essence of education. It is not just about learning the facts, but understanding the underlying principles and their implications.

Moreover, the essence of education lies in developing critical thinking and problem-solving skills. In the fast-paced world, these skills are more valuable than mere factual knowledge.

In conclusion, the essence of education is to equip learners with the knowledge, skills, and attitudes necessary to navigate the complexities of the modern world effectively.
are curious, being in this respect like their distant relative the monkey. But it is the insatiably curious races that have become discoverers and the most productive producers of civilization. I venture to hazard a guess, which I have not undertaken to prove, that the rank of a race in the scale of civilization is determined more than by any other factor by the keenness of its persistence of curiosity. Given a race responsive to physical need, but not curious and you have a race that will stay at the bottom. Given a race that is curious and you may predict the advance of that race to the higher levels of civilization. Primitive man went out at night and looked at the sky and saw the stars and wondered what they were, and became first, an astrologer and eventually an astronomer. He found his way to the shore of the ocean, looked across its boundless spaces and wondered what was beyond and eventually became a sailor, an explorer and a geographer. Later in his career, the rocks strangely laid down excited his curiosity, and he became a geologist. He met a man whose language he could not understand and wondering why his talk was different from his own he became a linguist and created a vast library of works on language. The story runs that Watt noticed how the heavy lid of the tea kettle was lifted when the water boiled, wondered why and invented the steam engine, and steam ships took the place of sailing vessels and railroads replaced the stage coaches. Franklin wondered at the flash of the lightning and the spark of the Leyden jar, as they seemed to be, of kindred nature, drew down the lightning with his kite, and there followed in the train of curiosity all the numerous inventions and
The corner point in the reactor like the actual reactor can have the same condition. But it is the interesting condition that have became accessible and the more interesting boronates of calcium.

In short, I assume to possess a scheme, which I have not already seen in the bottom section is determining more than any other factor on the second preparation of peroxidation. Given a picture, it shows that not only but by another way to have a scheme and you may neglect the scheme of the space and looking at get the idea and see the space and wondering what they were, and because that in a water and generally as an encountered as encountered.

In the corner, the reactor approximately work out of the right and looking at the corner of the space and wondering what was going on and even the summary space and wondering what was going on and even.

We cannot the way to the space of the corner looking at the corner and wondering what was going on and even.

In the corner, the reactor approximately work out of the right and looking at the corner and wondering what was going on and even.

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In the corner, the reactor approximately work out of the right and looking at the corner and wondering what was going on and even.
discoveries of electricity. If necessity is the mother of invention, curiosity is the father, as often the father has furnished the generative impulse.

In its elemental form, research, as I have said, is as old as the human race and all civilization is its products. Everything that differentiates the modern man from his primitive ancestor, whose only tool was a rock with which he broke the shell of the nut that fell from the tree, is a product of research, or to be kindled power of the human mind, in insight.

In its organized form as a conscious and cooperative effort it is a modern product which has developed of late so rapidly that we may almost characterize it in the present day form as a product of the last century. To it we owe the most of what differentiates our modern civilization from primitive.

ancient and modern

Research, but I speak now especially of modern research, has been profitable to the human race. It has been profitable economically; diminishing the hardships of life and adding to its comforts and luxuries. It has given us steam ships and railroads, telegraph and telephone, the automobile and trolley car, the radio and the wireless. It is said that the earning power of the individual man, reckoned not now in dollars but in actual value of life, has been increased four fold within a century. If that is true, all of the three hundred per cent that has been added to the earning power of a century is due to modern research.

Research has conquered disease, diminished the death rate, lengthened human life and diminished the sorrow and grief of life. It has changed smallpox and cholera from
major dangers to negligible incidents among civilized people. In 1891 there were 1997 deaths from typhoid fever in the city of Chicago. In 1923, with double the population, there were but 56 deaths. It has exterminated hookworm and yellow fever over large areas and reduced its utter banishment from the earth to a mere problem of dollars and days. Within the last year it has made such advances in the study of scarlet fever as to promise that this scourge of the children will soon be extinct.

A few years ago a florist of a Wisconsin city noticed that his flowers shipped to Chicago withered and they did not when shipped to other cities. He asked a scientist of the University of Chicago to find out why. And after a series of studies extending over years, it was discovered the flowers withered because of the presence in the streets of Chicago of a certain gas, as was found upon examination, which as petulantly the air with which it was mixed that it not only withered the flowers but animals and human beings to sleep, and today we have an anesthetic known as Ethylene, used for operative pur-
oses, far superior to any previously known. The daily papers have reported of a Professor in the John Hopkins University, has after ten years of study, with the aid of assistants, isolated an antiseptic known as Hexylresorcincol, which has the peculiar property when taken into the human body of destroying the germs of disease without harming the body. We cannot easily calculate the value to the human race of such a discovery as this.

But the contributions of research are not wholly in the realm of the physical and economical. We are
learning more and more that there are problems of human life, the solution of which is quite as important to us as any in the realm of chemistry and physics and physical forces. Here is man himself — the self-conscious individual, the laws of whose action are but imperfectly known. But man is far more a member of society than he is an individual, and the relation of men in society as they transact business with one another, as they manage their political affairs, local, national and international, constantly give rise to problems of increasing complexity and difficulty.

Business, politics, education, and religion as a social fact, all call for research; and we are coming more and more to realize that on the one hand these problems are more difficult of solution than those of physics and chemistry, all soluble by the same general methods of investigation — namely, the assembly of all the facts and the interpretation of the facts when assembled. Moreover, it has come to be realized by the leaders of the physical sciences themselves that there is an element of danger in their discoveries if these discoveries are not accompanied by an equally thorough study of the problems of human life. Chemistry may produce to save the danger of explosive gases, for the good of the race, and important as it is to save life by curing and preventing disease, it is quite as important that those whose lives are saved shall also be able to live amicably in relation to each other and upon a constantly higher plane of human experience.

In our investigation of the world in which we live we are beginning to add quite as thorough a study of ourselves who live in it. Beginning, I say, for in fact we
...
have only begun; but having begun we are destined to go on - no man knows how far.

Because of this recognition there has already arisen a goodly number of organizations engaged in this particular field of research - The Sage Foundation, the Carnegie Corporation, The Commonwealth Fund, The National Research Council and the Institute of Social and Religious Research. A little over a year ago one of these corporations offered to the University of Chicago a sum of money with which to make a study of the city of Chicago to determine its availability as a laboratory for social research. The results were so satisfactory that the corporation followed its initial gift, at the end of the year, with a larger sum with which to carry forward this study.

Within this great field of social research falls the whole area of business life, destined to be increasingly as years go on, the subject of thorough study. May I cite one or two instances to illustrate the contact which is already beginning between scholarly research and business. The legislation which created our Federal Reserve Banking System is conceded to be the greatest achievement in banking that this country has known. The bankers themselves realize that this legislation was the product of the collaboration of bank men and the scholar of a university faculty who had never engaged in banking at all. We have made banking the study of a lifetime.

In the morning paper of a few days ago it was stated that the Yellow Cab Company of Chicago has reduced accidents by 34 per cent, arriving at this result by em-
June 8th, 1938

Dear Mr. Jones,

I am writing to express my deep concern regarding the recent developments in the field of social research. The situation has taken an alarming turn, and I believe it is imperative that we take immediate action to prevent further deterioration.

The current trend in social research is moving towards a more theoretical approach, often neglecting empirical evidence. This has led to a significant loss of credibility among the public and within the academic community. We need to reestablish the importance of empirical methods and data collection in our research endeavors.

I propose that we should conduct a comprehensive review of existing research methodologies and consider incorporating new, more rigorous approaches. This could involve the use of qualitative and quantitative methods in tandem to provide a more robust basis for our findings.

Additionally, I believe it is crucial to engage with the public and other stakeholders to ensure that our research is relevant and applicable to real-world issues. This will help in building trust and credibility among a broader audience.

I am confident that if we take these steps, we can reverse the current trend and restore the quality of social research. Please feel free to let me know your thoughts on this matter.

Sincerely,

[Your Name]
ploying a professor of psychology of Northwestern University, first to drive a cab himself and then decide and apply psychological tests by which he determined which of the applicants for driver had the necessary psychological qualities to make them safe drivers. These are two examples which could easily be multiplied one hundred fold.

But I must not leave the subject of research without mentioning certain values which are bringing out its products of a value beyond those I have any that named which can be stated in dollars or reduced to statistics. Not only does research increase the earning power of man, conquer disease and lengthen life, find the solution of the social problem; it also broadens enormously the horizon of man's thinking and makes man himself a greater being. All the difference between the primitive man who had no tools, no language, no home, no clothing, no civilization, and the civilized man of today, such as are gathered here in this room, all this difference is the product of research, and largely of the broadening influence of research upon the mind of man.

Astronomy helps the sailor sail his ship and gives us methods for reckoning time of an enormous commercial value; but consider also what it has done in the immense value of the stimulus and inspiration its stupendous discoveries have given to the human mind.

Go out tonight and look up into the sky and remember what modern astronomy has taught us. That the light from a star, a primitive man supposed to be hung in the sky that has in fact travelled a distance of one hundred eight-six thousand miles a second, left that star twenty
thousand years ago, and no man knows whether that star still exists. It may have perished before Abraham walked the plains of Asia. And if you think that perchance I am exaggerating, let me add that I have purposely understated the fact and might have multiplied these figures by hundreds and still be within the truth. And then consider what that stimulus of fact respecting the enormity of the universe meant for the thinking of man and recollect the distance between primitive man and yourselves.

Or leaving the infinite let us turn to the infinitesimal. Medieval man had no such word as "molecule", and if he used the word "atom" he meant something entirely different from what the modern chemist means. When I was a college student, "atom" was the last word in infinitesimal — so small not even the microscope could make it visible, and particles of homogenous character. Discoveries of the last few years have shown us that these can be described only in the language of the solar system. At its center is a particle of matter around which orbits comparable in size to those of the earth and Mars, revolves. It began of matter constituting with it an infinitely minute solar system. This is the atom of modern science. Think again what it means to the mind of man to think in terms of the stars whose distance can only be measured in like years and of the atom that can be described only in terms of the solar system.

But it is not astronomy and psychology only that yield results whose educative value for the race is beyond calculation. Compare, not now, primitive man, but early civilized man, with the man of today in respect to his
knowledge of human history. The one, if he turns his face backward at all, finds at the beginning of his personal recollection, an incomparable, beyond which he could see nothing. The broadly educated man of today sees stretching beyond him century upon century of human history of which he has indeed imperfect knowledge but from which he gains immensely in mental horizon and is constantly receiving at the hands of historians new wisdom for the upward career of the race.

Geology has its value for the mining industry but I am not sure that we could not better afford to surrender all that than to lose what geology has taught us about the history and life of the plants and animals and man on the earth and the consequent educative value which it has brought to us. I hazard a guess that geology has had more influence in transforming theology and the emancipation of man from traditionalism than all the studies of the theologians themselves.

The highest value of research and education are not, after all, measurable in commercial terms; nor even in those of rescue from disease and the lengthening of life. Unquestionably all the values of life are human, spiritual, social, and very partially reducible to commercial terms.

So much then for research and for the common interest of scholarship and business and its products. But let me add, that there are great areas which indeed may be the subject of research but which independently of all such research, belong commonly and equally to the scholar and
the man of affairs.

No scholar is simply a scholar. No business man is simply a business man. Each has his own task in which he is deeply interested, but beneath the scholar and beneath the business man is the man; both are citizens, both are sons, in many cases brothers and husbands and fathers. Both are concerned with the great commercial interests of man, with political life, municipal, national and international, with art in all its branches, music, painting, sculpture and architecture, with literature, religion, friendship, and family. We are all men and our manhood is broader and deeper than anything that is peculiar to us as individuals or members of a class.

The conclusions from these things that I have been saying are so obvious that they scarcely need be stated; yet allow me a few words in which to set them forth briefly.

The two of men that represent respectively scholar and business life, ought to be in intimate relationship with one another, mutually appreciative and mutually understanding. They are, I believe, becoming more so with every year and are destined to go still further in this direction as they come each to understand better the other's task.

In particular, the University, as a 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. The University with which I am myself associated is now cooperating with some fifteen outside corporations in the conduct of research pertaining to the
The man of stature
No more a scholar than a student, the man of stature. He step by step to seek for the facts and figures. In many cases, the facts and figures are not the whole story, but they are an important part of the whole story, particularly with the Great Commission of the church. We are all called to be part of the church family, and as such, we need to grow in our understanding of the church's mission and purpose.

The conclusion from these findings that I have been
seeing over and over again that such research needs to be conducted.

Let us allow a few words in which to cast from time to time.

The two words, "church and ministry," come to us in intimate relationships with one another. Mission is the basic, Fundamental, and imperative to all. We need to be conscious of the need to do all to influence lives in the direction of faith and the understanding of the need to cooperate in the content of research concerning to the
particular industry in which these corporations are engaged. We are doing work for meat packers, canners, manufacturers and various other industries. Such cooperation is destined, I am sure, to be still further developed. Not that we shall abandon the study of the fundamental and therefore seemingly useless areas of thought—astronomy, ancient history and philosophy—but while maintaining these because of their fundamental nature, shall add to them studies in all aspects of human life and all occupations of men. It is my conviction also, that as Universities thus widen the scope of their own thinking and the products of business life should be and will be, in even greater degree than heretofore, turned back to the support of the great centers of research and education.

In the matter of the gifts of men of wealth to education and philanthropic institutions, America already leads the world, but is destined—if I mistake not—to go still further. I number among my personal friends—men who have had great joy in achieving things in the world of commerce and industry, but more than one of these has found a still greater joy in interesting himself in the world of research and of scholarship, and the turning back, for the benefit not only of this generation but generations to come, to the institutions devoted to intellectual pursuits, the products of his life in the field of business.

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I welcome the deep, clear understanding of the men of business and the men of scholarship and the common sentiment in their common task (making a better world).
bertarrested. In report to which these corruptions are referred.

We are going work for make possible, come on, more important and nautious of the interest. Such cooperation is desirable. I am sure to be still further developed. If there were such a

opinion of the fundamental and functionally necessary sense of thought, emotion, position, interest and other

philosophy, etc. More materialize, these at least of both fundamental and to prove attitude in all respects.

In the matter of the claims of men of property to

a. education and philanthropic influence. America already

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men who have had great joy in exploring things in the

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An address delivered to the Inland Daily Press Association
By Ernest DeWitt Burton, President of the University of Chicago.
Chicago, February 17, 1905

Perhaps the conjunction of terms in the title of my Address may strike you as a bit peculiar, bringing together things that are too remote to be related. I contend, however, that newspapers and universities have a good deal in common.

In the first place, they are both large consumers of printer's ink and white paper, and by this I mean more than the mere physical fact. I mean that both are dealers in ideas, and the expression of them in legible form. In other words, they are both in the true sense of the words "Educational Institutions;" they are stimulators and directors of thought, formers of public opinion, and directors and builders of character.

But perhaps a more important point of resemblance is that they are both public service corporations. The justification of their existence is that they serve the public. It is true that the newspapers are, as is well known, great money makers for their proprietors, while the universities' only dividends are knowledge and character and they pay these to anybody that will prove his capacity to carry them away. Yet this is a minor difference. Neither a newspaper nor a university has any right to exist wholly for private profit, but must vindicate its right by its real service to the community.
An address delivered by a professor of the University of Chicago
in the name of the American Philosophical Society

Professor the Secretary of the American Philosophical Society

...
Obviously, however, there are differences as well as resemblances. They are not identical in purpose or methods of operation.

(a) Both are dealers in knowledge. But while the university in theory and principle at least, if not in practice, takes the whole realm of knowledge as its own, dealing in history and language and science and medicine and theology, the newspaper confines itself for the most part to current history, and deals with these other matters only as they become matters of history. It touches upon science when the discoveries of science are matters of current history. It gives a report of the contents of Tutankhamon's Tomb, not from the point of view of the history of ancient Egypt, but from that of today's discovery. To the University, current history is a small fraction of one of many departments of knowledge. To the newspaper, all departments of knowledge belong to it when they enter into current history; but it deals with all current history far more intensively than does the university.

(b) The ideals of the two institutions are somewhat different even when dealing with the same material. The university endeavors above all things to be accurate, no matter how long it takes to attain accuracy. I once spent ten years and much money to be sure that I was right in a statement, which, when finally formulated, filled scarcely ten lines, and pertained to facts that were almost two thousand years old.
depression. The word 'depression' is a common term used to describe a feeling of sadness or low mood.

The word 'depression' is also used in the context of psychiatric disorders. A depressive disorder is a type of mental illness characterized by persistent feelings of sadness, loss of interest in activities, and other symptoms.

In summary, the term 'depression' refers to both a common emotional state and a psychiatric disorder. Understanding the distinction is important for accurate communication and appropriate treatment.
The newspaper's cardinal virtue is promptness. It must tell the news while it is new. Of course it aims to be correct, but it must be prompt, even if it sometimes has to use guesses, when verified facts are unobtainable.

(c) The newspaper aims to be interesting and intelligible to the common man. The university likes to be interesting, but it aims especially to be intelligible to the specialist in its own department, and as a result often becomes wholly uninteresting and unintelligible to anyone else.

Several years ago I picked up a monograph by one of my colleagues in the Department of Mathematics. Now, I once taught mathematics myself in a rather elementary way, never rising, as I recall it, above trigonometry. And it occurred to me to subject myself to an intelligence test by seeing how much of this pamphlet I could understand. As a result, I got exactly zero, and if there had been any lower mark, I should have got that. For I did not understand a single sentence or phrase or any words except "is" and "and" and "not." I have noticed that my mathematical friend, though very eminent in his profession, rarely reaches the first page of the daily newspaper, unless he gets a prize or is awarded some distinction which can be expressed in words that the ordinarily intelligent man understands.

Despite these differences in method and point of view, I come back to my affirmation that newspapers and universities
Announcement: Committee on Mathematics. In many cases, the announcement will be made orally. At certain times, it will be made in writing. The announcement may be made by the President or a member of the committee. Any member of the committee may be appointed to make an announcement.
have much in common, both of them being public service corporations and both of them being in the broad sense of the words, "Educational Institutions."

This then naturally raises the question, to what extent and in what way they can cooperate to the advantage of one or both and to the advantage of the community, which both undertake to serve.

May I approach this question from the point of view that I am most familiar with -- that of the University?

The modern university has three functions, -- research, education (meaning by this word now the education of the individual) and publication. All three of these are also, if I mistake not, functions of the newspaper. The methods of education of a newspaper are very different from those of a University. Publication fills a different place in their respective schemes of operation. For the newspaper, publication is essential; for the university, it is incidental. A university could exist and prosper without publishing anything; an unpublished newspaper would be a non-existent publication. A newspaper discovers in order that it may publish; a university publishes what it discovers.

But it is of research as a function of both institutions that I wish especially to speak, not because it is necessarily more important than education and publication, but because it is most fundamental both for the newspaper and for the university, and because it is perhaps least understood and its importance most likely to be overlooked.
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.

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 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 insatiable 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 became covered with railroads. Franklin
consideration to the pursuit of the humanities, if to the
prevention of crime generally - hence peace, human courtesy and a
mystery of action, the manner and manner of action, the factor.

A mystery may prove enough to see more and find some
faint to act any advantage become a display of a factor. He to
and to point the knowledge and speak princely, without possessing a
impact and chaperon and a promise. To cease to possess all with and
produce all and possess a punctil to make a place to manner.

And some more people and in certain degrees or chaperon
side courteously the peace on even greater importance to possess even
by any means. All men are common, part in the race of the

seems that have become genuine. Perhaps when might seem appearing
the general occurrence that the rank of a nation in the scope of
attestation is determined by the possession of truth accordingly.

Failure to the branch of possession and resort to fortify the means
of men's interests commercially. Can look up into these one can
the same way commercially become an enunciation. No look across the
see and common man may also enjoy and become an analogy and a
cost, common man may pay to find an antithesis from himself and peace
an antithesis. No common man itself, the root of a case or
and introduce the same original and concentric from the place of the

in narrative, may see and possess converse withilleges. Punctil
wondered whether the flash of lightning 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. It has diminished the hardships of life, it has added to its comforts and luxuries. It has given us the steamship and the railroad, the telegraph and the telephone, the radio and the wireless, anaesthetics and asepsis. It has multiplied the earning power of men by four within a century. Ezra Meeker crossing the continent in his youth in an oxcart, and this year in an airship, is a vivid illustration of the progress due to the researches made within the life of one man. Research has reduced smallpox and typhoid fever and cholera from major dangers to negligible incidents among civilized peoples. In 1891 there were 1000 deaths from typhoid fever. In 1925 with double the population there were but 56 deaths. It has exterminated hookworm and yellow fever over large areas and is on its way to banish them from the earth. Within the last year, it has made such advances in the study of scarlet fever as to promise
necessities of the system of instruction are not in proportion to the size of the school or the population of the town. The case of educational reforms and their effects in the state at large, as well as the concession of laws and regulations to the local government, are dealt with in a comprehensive and systematic manner. The necessity of the system of instruction appropriate to the community is discussed, and the advantages of a well-conceived system are highlighted. The necessity to plan for the future in a community is also emphasized, and the importance of adapting the system of instruction to the changing needs of the community is stressed. The necessity of the system of instruction appropriate to the community is discussed, and the advantages of a well-conceived system are highlighted. The necessity to plan for the future in a community is also emphasized, and the importance of adapting the system of instruction to the changing needs of the community is stressed.
that this scourge of the children will be extinct.

But the contributions of research to human life are not wholly in the realm of the physical and the economical. We have learned that there are problems of human life, political, social, and individual that call quite as loudly for study as do the problems of Physics and Chemistry and Disease, and that the study of these is quite as rewarding as the investigations of physical problems. Indeed, it has come to be recognized by the physical scientists themselves, that there is an element of danger in their discoveries, if they are not accompanied by equally thorough studies of the human problems; that Chemistry may produce too many and too dangerous explosives for the good of the race, and that important as it is to save life by checking and curing disease, it is quite as important that those whose lives are saved shall also learn how to live amicably in relation to one another. To our investigations of the world in which we live, we must add quite as thorough study of ourselves who live in it.

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 values are 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 could 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.

You can calculate the commercial value of the telephone to the stockholders of telephone companies, or perhaps to the commercial houses that use it. But who can reckon its enormous indirect educational and social values? You may be able to calculate how many days' wages have been saved by the practical abolition of smallpox; but who can estimate the total benefit to mankind of this
achievement, or of the extirpation of hookworm and yellow fever? You can find out how much salary the professors of history in America earn, or how much profit the books on history yield to their publishers, but who can measure the enormous value of the fact that our intellectual vision is not bounded by our personal memory, but extends back over thousands of years and is every year penetrating more deeply and more widely into the past?

Research, I repeat, has enriched the world immensely both materially and spiritually; but the spiritual benefits always outweigh the material, and the material have their chief value in that they enable us to avail ourselves of the spiritual.
You can find out more about this topic by exploring the resources and references provided in the text. This information is available in the cited literature and can be accessed through various public and academic databases. Additionally, the author suggests that further research and analysis are necessary to fully understand the implications of the topic presented.
Now what has all this to do with newspapers? This: that research is the fundamental task of the newspaper and that every newspaper man is engaged in research. He does not, indeed, cover the whole field of research, but neither does any prosecutor of research. The chemist is not also a sociologist, and the historian is not also a physicist. Modern knowledge is too wide for any man to cover the whole field, or even the whole of any great subdivision. He does, indeed, need to know something about the whole field. The old definition of an educated man — "one who knows something about everything and everything about something" — still holds as an ideal, even if we recognize that it is no longer attainable. The chemist knows that there is such a thing as history and knows some history. The historian knows that there is a science of chemistry and knows at least the main points of its history. But few men can conduct real research in more than one or two realms.

When, therefore, we recognize that the newspaper man as such must confine his researches to current events, however much he may know in other realms as an individual, we are not thereby denying to him the right to call himself a man of research. For in this respect, he is like every other investigator—he has his own special field of research.

Moreover, the newspaper man is engaged in a particularly difficult kind of research, and one that is preeminently entitled to be recognized as research. He is dealing with the facts at
Your phone and tablet are two devices that have
received a lot of attention in recent years. They are
to be considered as necessary for work or leisure.

However, in this age of information overload, it's
crucial to maintain a balance between technology and
real-life experiences. The key is to use technology
wisely and not let it consume your life.

Here are some tips to help you achieve a healthier
balance:

1. **Set Boundaries:** Establish specific times for
   checking your phone and tablet, and stick to
   them. Turn off notifications during your
   designated work hours.

2. **Limit Screen Time:** According to the
   American Academy of Pediatrics, young
   children should spend no more than one
   hour a day on screens for educational
   purposes.

3. **Practice Mindfulness:** When using your
   devices, be present and fully engaged with
   the content rather than multitasking.

4. **Take Breaks:** Regular breaks can help
   prevent digital eye strain and provide a
   mental break.

5. **Engage in Physical Activities:** Regular
   exercise can help reduce stress and
   improve your overall health.

Remember, technology is a tool to enhance your
daily life, not control it.
first-hand. As a student of current history, he appeals not to records, but to the events themselves, or to the testimony of first-hand witnesses. To the student of ancient history, this is possible to a very limited extent. The events themselves happened long ago. He cannot see them or reproduce them. Monuments such as the pyramids and Tutankhamon's Tomb are in a sense direct evidence. Documents recording first-hand testimony are occasionally found, such as the papyrus letter of the Egyptian boy to his father. But, for the most part, the historian of ancient times must sift out the truth from indirect and second-hand testimony.

The modern newspaper man himself witnesses the event or talks with the man who did. He rushes to the conflagration to see it for himself; he hastens to the scene of battle to witness the fighting with his own eyes; he questions others who saw what he, not being omnipresent, could not see; he combines his own eye-witness knowledge with first-hand testimony and weaves together the first and original story.

Your city reporter, your interviewer, your art critic, your war correspondent who risks his life to witness a battle with his own eyes, all are engaged in research, and conduct their researches closer to the fact, not, indeed, than the physicist and the chemist and the biologist, for they deal with what their own eyes see, but closer than, as a rule, the historian or the sociologist or the economist.

Because in the realm of current events he is so much nearer to the fact than anybody else, the newspaper man becomes for
all who come after him, one of the sources of history. To be sure, he cannot always be accurate. Perhaps he does not always try to be so. But possibly we shall have to admit that the same is true of statesmen’s speeches and public documents. The only thing you are altogether sure of is that the speech was delivered, or the document issued. What the facts were is a problem of research.

What I am trying to say may perhaps be summed up in this way. The newspaper man and the university historian are both engaged in research and each has his advantages and his defects. The newspaper man has the advantage of first-hand contact with the facts as with eyewitnesses. He has the handicap of being obliged to work rapidly, often so rapidly as to exclude the possibility of exactness or completeness.

The university man has the advantage of time and of access to all the witnesses. It is against the principles of his profession to hurry; therefore he has a better chance of being accurate and complete. But he lacks for the most part the advantage of first-hand contact with facts and witnesses, and must use his imagination to supply what the newspaper often sees with his own eyes. And this means of course that in the field in which they both work, both are necessary and each supplements the other.

But I have been speaking almost as if the newspaper man was only a reporter. I do not forget, of course, that he is also, in part, in his reports, but especially in his editorials, an interpreter,
and a pointer of the way to the community.

There was once, I presume there still is, a school of historians who maintain that the historian has nothing to do with interpretations,—that his business is simply to record. I do not hold to this at all. I agree rather with my colleague, Professor Dodd, that it is the business of the historian to predict; only usually, I suppose, his predictions like those of the ancient prophets of Israel, are conditional. That is, he tells us what will happen if we continue to pursue a certain course of action. And that in turn means, that his prediction is advice or warning.

Now this is precisely what the editor is constantly doing. He is interpreting current events in the light of his knowledge of the past, and warning his countrymen what will be the effect of a certain course of action and what the advantage of another. By his interpretation of history he is in his measure a maker of history.

If only our editors were always right! If only they always knew the lessons of the past! If only they could interpret the panorama that passes before their eyes daily as they sit in their high tower of observation! Were all this so, we could insure the future safety of our country; we could almost guarantee that the world would be safe for humanity. For as the editors write, so America acts, and America's acts are among the most potent forces for determining the future history of the world. Give us the wisdom of a wise interpreter of the world's history; let us dictate the utterances of the men of research who sit in editors' chairs, and I will direct the course of human history, and so could you under the same conditions.
I hope I have said enough to convince you that every newspaper man is actually engaged in research and that the most important function of the newspaper is comprehended under the inclusive term "research."

I hope you see also that it follows from this that the newspaper and the university are bound to be partners in the greatest enterprise that is going on in the world today -- the enterprise of gathering the facts of history, including predominantly today's history, and interpreting these facts in such a way as to point the wise path of public policy for today and tomorrow.

I say we are bound to be partners. I mean that we are partners and cannot escape being such. We may not have recognized our partnership. We may not have worked cordially together. But we have both been working at the same job, and consciously or unconsciously, harmoniously or inharmoniously, we have been partners in it.

I wonder if you will not also agree with me that this partnership ought to be increasingly a conscious one and increasingly helpful. It is only in relatively modern times that the university has clearly recognized that research was its fundamental duty; that it could not educate thoroughly well except in an atmosphere of research and that it is only by research that it can make its contribution to the world's advancement. But this is perfectly clear to us, and we accept it as our imperative duty.
I wonder if I am not also right in thinking that the newspaper of today recognizes more clearly than ever before its responsibility, not only to record, but also to interpret current events, and on the basis of such interpretation to give such advice as it gives to the public. If so, we are coming closer together than ever before in our definition of our respective tasks, and to a recognition of the obligation to cooperate in it.

Time fails me to undertake to point out the specific forms which such cooperation should take. I fancy they will occur to you without my naming them. I must limit myself today to a renewed affirmation of the wisdom of such cooperation.

We are both public service corporations, bound to serve the public as best we can. We are both engaged in education and in publications. We are both engaged in research, for the most part complimentary rather than duplicating one another's work. These facts make us partners, we ought to be so consciously and to mutual advantage.

The University of Chicago was founded in 1892 upon the idea of giving to research a central and fundamental place in its work. This was a relatively new idea of the business of a University. Johns Hopkins had enunciated it in 1876, but it had made little progress in America in the sixteen years from 1876 to 1892. We have never lost sight of that element of President Harper's policy, but have emphasized it more and more. We are looking forward to a new era in which it will be still further emphasized in medicine, and all the physical and biological sciences, in history and all the social sciences, in law, theology, education, business and politics. We are
thus to make our contribution to human welfare and human betterment. We are glad to join hands with you as those who, by your messengers in all parts of the world, observe at first hand the facts of current history and in your editorial offices, interpret these facts to your readers. Research is our common task. Better human history our common purpose.